



# Xavier High School ALBURY

  

## 2015 Annual Report





# 1. Message from Key Groups in Our School Community

## Message from the Principal

Xavier High School continues, as a provider of Catholic Secondary Education to the families and young people of the Albury Region. We are very mindful of the long tradition that our school has in Catholic education in Albury and the surrounding district. At Xavier we are blessed with energetic, positive and dedicated staff, spacious grounds and modern facilities incorporating current technology to facilitate and enhance learning.

As members of a Christian community we are called to be people of hope. I see this hope personified in our students, each one in the ‘morning of their lives’ and uniquely precious. We, who work with the young, are privileged people.

This report endeavours to summarise for readers both general information about Xavier and particular achievements during the 2015 year.

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At the beginning of this year Xavier students and staff had a shared vision. It was simply “At Xavier we put learning first”. The ideals expressed here mean that we are challenging ourselves to be the best we can be, being courageous to push ourselves and to work collaboratively to achieve our aims and be compassionate in terms of where our needs sit. To be Christ-like is the over-arching, all-encompassing ideal that binds our vision together. With our God-given talents we, as members of staff, parent or student should always be the best learners that we can be. By learning to be compassionate, courageous, challenged, collaborative and Christ-like we here at Xavier are putting learning first.

This year is the first year that we have had two Assistant Principals: Mrs Nicole Morton, Assistant Principal~Learning and Teaching and Mrs Lorraine Willis, Assistant Principal~Students. Both have been instrumental in guiding our staff through many initiatives to enhance the learning and teaching and welfare of your sons and daughters and staff. They have worked tirelessly to ensure that we put “learning first” as staff, students and wider parent community.

Our House Coordinators, Key Learning Area (KLA) Co-ordinators and teachers and support staff are conscious of the demands on our students. Staff are continually improving their skills in teaching and learning and are able to identify students at risk and implement strategies to assist them in their day to day activities. Our House system is a wonderful conduit for parents and staff to oversee the welfare of all students. Our KLA Co-ordinators continue to pursue best practice in their respective domains. They have made major steps in developing Learning Communities within their respective subject areas.

A significant highlight for the year was our award winning submission to the Australian Council of Educational Research, Innovation: Collaboration for Growth in Student Performance, which showcased at the ACER Annual Conference. Our submission showcased our @Xavier project and the use of data to inform teaching and learning. In addition our staff have had impressive professional learning opportunities this year, notably Dr Jim Knight, Growth Coaching International Australia, and Christine Keyes from BOSTES.

We continue working with our architects to draft our Master Plan to guide any building projects over the next ten to twenty years. Staff have been involved with the initial planning and we await a draft plan from Clarke Keller Architects.

There are many events and activities in a school which help build culture and spirit. None more so than our school musical, Joseph and His Technicolor Dreamcoat, which was an outstanding success. The professionalism of the cast and crew was extraordinary. Rehearsals over many



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months ensured the success of the production and gave our school community the opportunity to work collaboratively (inside and outside the classroom) on the many facets of staging such a show.

Congratulations to the producer Miss Mary-Jayne Boyd and her team for such a wonderful event which added to the vitality and school spirit of our school.

The school spirit was also on show at the annual Staff v Students Soccer match. The student's team boasted many fine players from local teams but they were no match for the never-say-die attitude of the staff team who took the honours for the first time in a number of years. It is a wonderful sight to see the whole school standing around a soccer field to witness this entertaining spectacle.

The challenge for the school moving forward is to maintain its focus on developing well rounded students - spiritually, academically, socially and emotionally. The ever-growing number of students who wish to attend Xavier attest to that. Our focus moving forward is to ensure that the long term future of Xavier incorporates the need for our students to receive the best Catholic education they can, in the best facilities available, and that we have the right "master" plan in place to make this a reality.

I take this opportunity to say thanks to our graduating class of 2015. They have, as in years passed, left a legacy of creating our identity as a school. The following statement from my graduation speech in many ways relates to all students as they complete another year and as such I thank every student at Xavier.

As a parent of Xavier, and Principal, I wish to thank all of you in our community for your continual support over the year. Education is not just about students turning up to school and "receiving" an education. It is more than a partnership, it is a community working together, as teachers, parents, students and Parish that make a successful education. For your involvement in that I am very grateful.

Gavin Dykes  
Principal



## 1.1 Message from the Parent Body

It is hard to believe that it is time for me to submit my fourth report as Chairman of the School Council. Where have the last four years gone? First and foremost I would like to thank my fellow Council members for the contribution they have made over the past twelve months and the interest they have shown in the school community. Volunteer work is vital in ensuring the continuing success of the school.

I would also like to say thanks to the contribution made by the many other groups that contribute to the ongoing function of the school. In particular to Phil Densten, for his contribution to the Asset & Finance Committee, and to the members of the Parents & Friends and Parent Liaison groups – thanks. It is encouraging to see that we have parents that are genuinely interested in helping shape the school through their contribution at Council and other levels.

Being a Council member continues to provide insight into the day to day running of the school community. The ability of your elected Council members to have input into the school's policy making and future direction is indeed an honor.

The past three and a half years have required us to deal with a range of issues that have been discussed at Council level. We have considered various things including, but not limited to, school capacity and enrolments, best use of available building space, ongoing use and funding of technology, teaching practices, school fees, class sizes, the parent-teacher interview process and staff and student issues.

In 2014, I reported that we were in the process of developing a School Master Plan in consultation with various stakeholders. While that process is ongoing and may seem to be drawn out there are a lot of issues to be considered that will lay the foundations for where we want to go as a school community in the short to medium term. It involves allowing for a degree of flexibility that will allow us to adapt to change as and when necessary. The wait will be worth it I am sure given the success of past plans/programs and the ongoing benefits that continue to be enjoyed today.

Our Principal Mr Gavin Dykes, supported by our newly appointed Assistant Principals Nicole Morton and Lorraine Willis, the Leadership Team and the teaching staff, have once again done a fantastic job in ensuring that Xavier High School remains a school of choice, with student numbers again on the rise.

We continue to explore what options are available to the school in relation to technology needs and are committed to ensuring that each student has their own device.

On behalf of the School Council we wish the school students every success in their pursuit of educational excellence and in particular the Year 12 students who have just completed their HSC. We hope they achieve the results that will enable them to pursue their career choice. We are confident that they will go out into the wider community and make us proud of the investment that Xavier High School has made in their future. Their role as ambassadors is indeed a very important one.

Jim Suidgeest  
Chairman  
Xavier High School Council



## **1.2 Message from the Student Body**

(School Captains Report November 2015)

Like many before us, we cannot believe how fast this year has come and gone. To think that it has been a year since we were up on stage getting our badges from Mason and Katie and shaking in our boots not knowing what to do next, to writing this and trying to sum up in one page of writing what our experience of being captains for 2015 has been like. The beginning of the year was a shock with many of us not realising just how quickly the HSC had come around, but despite this many settled into the a routine of hard work and study that has been consistently maintained throughout the year. We would like to commend all of our fellow Year 12's on their efforts throughout 2015, we know just as well how physically, emotionally and intellectually straining this past year has been but we are proud to say that we have worked with each other all the way to get through.

As our year as leaders began our first call of duty was to run our SRC (Student Representative Council) along with Mrs Crosswell, Mr Russell and Mrs Blomeley. Throughout the year the SRC have met weekly and have been constantly working towards improving Xavier as a whole. This year our mission statement said that, 'We are a student run and organised body, working towards improving and representing the students within our school'. This has provided direction and guidance for us throughout the year with many projects being taken on this year. One of our many sub committees, 'The Aquanauts', worked towards an upgrade of our current 'Bubbler' system, to new and innovative water refill stations; which is still in discussion with the Leadership Team, but results are looking positive. Another of our sub committees, 'The Vamps' have worked in conjunction with the Vampire Shield to promote and encourage our senior students and staff to donate blood.

Being able to represent Xavier at the ANZAC Day March alongside our fellow students, allowed us to honour the troops of our past and present, as well as show off our school and the commitment it has to the wider community. This was a day we both look back on a recognise it as one of the best moments of our year.

2015 has seen Xavier take on two new Assistant Principals, Mrs Lorraine Willis and Mrs Nicole Morton, each bringing with them a new and unique set of skills and attributes, to bring Xavier together as a community and work towards improving not only the overall standard of learning and teaching within our school, but also work towards improving the whole experience of attending Xavier, and its commitment to moulding well rounded people who are aware of their wider community.

We would like to finish by saying a huge thank you to everyone this year who has supported us. First to our families, thank you for putting up with our late nights, endless tantrums and in some cases emotional breakdowns. Thank you to the teachers who have constantly supported us and given up time out of their lives to come in after school, on weekends and even holidays to support our learning and to nurture our success throughout this year. And finally to the greatest support that there is, our friends and peers, thank you for your constant support and understanding as well as motivation to work harder throughout the year. We think that it is fair to say that without the support of our year group, this year would not have been the success that it has been.

Olivia Sinclair and Nick Hayes  
School Captains 2015



## 2. School Profile

### 2.1 Introduction

There has been a long history of Catholic education in Albury. The provision of Catholic secondary education for many years was through St Joseph's Ladies College for girls and Aquinas College for boys. It was decided in the early 1980s that the two schools would amalgamate to become a co-educational school for secondary students and in 1983 Xavier High School was formed.

### 2.2 Student Profile

The following information describes the student profile for 2015: (as of August 7 2015)

Girls	Boys	LBOTE *	Indigenous	Total
413	445	20	17	858

\*Language background other than English

### 2.3 Enrolment Policy

The Diocese of Wagga Wagga has established an [Enrolment Policy](#)† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

†Copies of this policy and other policies in this report may be obtained from the [Catholic Schools Office website](#) <http://web.csoww.catholic.edu.au/AboutCSOWagga/Policydocuments/tabid/67/Default.aspx> or by contacting the Catholic Schools Office on 02 69370000.

### 2.4 Staff Profile

The NSW government requires that this report details the number of teachers in each of the following categories:

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
  - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
  - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
69	-	-	69

### 2.5 Teacher Attendance and Retention Rates

The teacher retention rate from 2014 to 2015 was 100%.

### 2.6 Teacher Satisfaction

Our meeting schedules for staff changed this year to allow opportunities for continued professional development workshops to operate every Tuesday afternoon with staff presenting expert workshop sessions. This collaborative approach of professional development lends itself to building staff capacity and continues to build our professional learning community with targeted staff workshops for each individual teacher.



## 2.7 Student Attendance and Retention Rates

Year	Attendance %
Year 7	89.81%
Year 8	91.09%
Year 9	87.12%
Year 10	88.35%
Year 11	84.85%
Year 12	93.12%

The average student attendance rate for 2015 was 89.05%.

Of the students who completed Year 10 in 2013, 86% completed Year 12 in 2015.

**Management of non-attendance:** All absences were followed in line with expected requirements.

## 2.8 Student Satisfaction

The leadership structure in each of the eight Houses serves to provide a density of leadership opportunities. This included the SRC – representing all Year levels and each House, House and Vice Captains. A major project was the organisation of Xavier Day in Term Three - a day of celebration and involvement by all students and staff.

## 2.9 Senior Secondary Outcomes

The percentage of students in Year 12 attaining a Year 12 Certificate or equivalent VET qualification in 2015 was 100%.

The percentage of students in Year 12 undertaking vocational or trade training was 53%.

The percentage of students in Year 11 undertaking vocational or trade training was 33%

## 2.10 Student Destinations

In 2015 135 students sat the Higher School Certificate, of those students 121 were eligible to receive an ATAR. 151 Band 5's and 13 Band 6's were awarded to our students in the 2015 HSC. Band 6's were awarded to students in Business Studies, IT Timber, PDHPE, Visual Arts, Studies of Religion and Senior Science.

Out of this cohort 79 students received a University offer and 41 students chose either full-time or part-time work, apprenticeship or TAFE as their pathway into the workforce. Of the 79 students who applied to University, 95% received a University offer.

The University courses students gained entry into included International Relations, Economics and Law, Theology, Commerce, Arts/Commerce, Accounting, Exercise and Sports Science, Construction Management, Engineering, Paramedicine, Nursing, Podiatry, Pre- medicine, Psychology, Medical Radiation, Medical Science, Health and Rehab, Zoology, Education, Creative Arts and Design, Exercise Science, Human Services and many more. Three students accepted placement in the Australian Defence Force in 2015.

## 3. Catholic Life and Mission

### 3.1 Catholic Heritage





Xavier is committed to being a welcoming, compassionate and inclusive community of faith, learning, care, service and stewardship. Students are provided with opportunities to 'encounter and engage with Jesus and his message'. (Bishop Hanna's Mandate to all Involved in Catholic Schools.) In the spirit of the founding orders of the Christian Brothers and Mercy Sisters, Xavier strives to "bring good news to the poor, proclaim release to captives, give sight to the blind, let the oppressed go free and proclaim the year of the Lord's favour" (Lk 4:18). This mission is further expressed in our school motto, 'The truth will set you free'.

### 3.2 Religious Life of the School

The Catholic faith, life and culture of our school is evident in our regular celebrations of the Eucharist and the Sacrament of Reconciliation, in our commitment to prayer and liturgy, and in our examples of faith in action. Yet again, our year involved numerous liturgical celebrations including our Opening School Mass, Ash Wednesday Liturgy, Class Masses and liturgies, House Masses, Class Reconciliation, Remembrance Mass, the Feast of St Mary MacKillop, the Feast of the Assumption, commissioning of our Immersion Experience students and staff, Xavier Day Mass, Year 12 Graduation Mass and End of Year School Gift-Giving Mass. Our Deanery priests continue to be actively involved in the Liturgical life of our school, and are welcomed into Religious Education classes and special celebrations. All of these celebrations saw great involvement and cooperation from a large number of our students, including our school and house leaders, all of whom should be commended on their efforts.

### 3.3 Catholic Worldview

Our committed RE staff have continued to deliver the formal RE program with enthusiasm across Years 7-12 in 2015. The '**Sharing Our Story**' syllabus is implemented in Years 7 – 12, while the Board of Studies developed course, **Studies of Religion**, is also offered to our Preliminary and HSC students (Years 11 and 12). Part of this course includes the depth study of Christianity which the students have found both challenging and interesting. All of our Religious Education courses aim to draw forth a deeper understanding and appreciation of the Catholic faith tradition, and we look forward to the learning opportunities these courses offer into the future.

Students in Years 7-11 have experienced opportunities for prayer, discussion and reflection as part of their Reflection and Spirituality Days this year. A feature of these experiences has been that senior students at Xavier have taken active leadership roles in these programs. Feedback from these events has strongly endorsed the value and importance of these initiatives in actively supporting the Catholic Identity and Religious Education program at Xavier.

Additionally, our Year 12 Retreat has been incorporated into an Academic and Spiritual Enrichment Week in Term 1 2016. The students will have the opportunity to reflect on their lives, and hopes and fears for the future.

This year we have again focused on active faith witness including participating in the Indigenous Community Immersion Experience, and the St Vincent de Paul Society Youth team (incorporating 'Mini Vinnies'). It is clear that these experiences are fostering within our faith community a deep desire to put faith into action.

### 3.4 Professional Learning in Catholic Life and Mission

The Diocese of Wagga Wagga Catholic Schools Office has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#)† which is implemented by all systemic schools in the Diocese.





Of the sixty nine teaching staff twenty one or 31% are involved in teaching religious education in the classroom and all teaching staff are formally involved in the vertical care structures which incorporates active ministry of students.

#### **4. Pastoral Care**

The provision of academic care and wellbeing explores the notions of integrating areas of student growth across all areas. This encompasses academic, pastoral, relational, spiritual and personal care and underpins the way the school community works through the integration of staff, students, families and the church.

The focus of academic care and wellbeing is directed at improving student engagement, attendance, performance, self-efficacy and achievement.

##### **4.1 Diocesan Policies**

The Diocese of Wagga Wagga has established [Pastoral Care Policy](#)† and [Safe Schools Policy](#)† which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

##### **4.2 School Implementation of Diocesan Policy**

Throughout the year, there was a focus on refining the Teach More Manage Less approach to behaviour management. Clarification of processes and involvement of key staff was highlighted in order to ensure more efficient follow-up and communication of incidents. This was integrated with the school's technology approach, building electronic resources to support easier submission of reports. Focus on ensuring staff awareness of the process resulted in a decline in student exits across the year.

This coincided with a focus on improving student attendance at Xavier High School. There was the implementation of systemic support for students with habitually poor attendance, through the processes of letters and involvement of police liaison connections. In the case of all other students, there was a directive for staff focus on recording and following up absences with regularity and consistency. This responsibility involved regular use of the roles to contact home and ensure explanations for student absence. This focus resulted in a steep decrease in the number of outstanding unexplained absences and allowed for more precise tracking of students with an attendance rate of below 90%.

In order to better support the development of academic care and wellbeing, the school began the first phase of a programme of Learning Mentors. This involved mentoring training for all staff and saw the allocation of one sixty minute period per week being committed to building student capabilities in learning so as to improve student outcomes. This sees homeroom tutors work with each student in turn so as to foster conversation and progress in areas of need.

Awareness of student issues was also highlighted through changes to the provision of counselling services at school. Students were offered opportunities to engage with counselling staff to equip them with strategies for resolving concerns.

Academic Care and Wellbeing of students was supported through the strength in the House system at the school, forming one of the core pillars of the school. The collaboration of the House Coordinators and Homeroom Tutor teams continued to provide opportunity for learning, support, guidance and growth.

##### **4.3 Pastoral Care of Families**



Both formal and informal support structures exist for families within the Xavier community. A School Counsellor is available to consult with students and parents in relation to any pastoral issue. House Co-ordinators, Assistant Principal and Principal all work closely with parents during the year to provide whatever support is required in relation to issues concerning their sons and daughters. External agencies from the community are engaged as needed.

#### **4.4 Resolving Issues**

The Diocese of Wagga Wagga has established a [Complaints and Suggestions Policy](#)† which is implemented by all schools in the Diocese. The school implements a restorative approach in line with the direction of the Catholic Schools Office.

#### **4.5 Work, Health and Safety**

Each school is required to implement and comply with the Diocesan School System Work, Health and Safety Management System (WHS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHS adopted by the CSO for Wagga Wagga Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Schools Office's Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.



## **5. Excellence in Teaching and Learning**

In 2015 Xavier staff and students made a commitment to putting learning first. This is reflected in the high expectations we hold of our staff to operate at the highest levels of professionalism-engaging in current and evidence based effective teaching and learning pedagogical practices in our classrooms. At Xavier we recognise that 'High performing school systems...maintain a strong focus on improving instruction because of its direct impact upon student achievement' (McKinsey and Company, 2007, p13). Our focus in 2015 is to continue to improve classroom instruction to assist in the development of student learning outcomes. Our Professional Development opportunities reflected our aims to achieve an improvement in instruction. As a school we also committed ourselves to the 5Cs - to be Collaborative, Compassionate, Christ-like, Courageous and Challenged in all that we do everyday.

### **5.1 Professional Learning**

We recognise the value and importance of ensuring that our teachers are leaders of learning in our school. We aim to inspire lifelong learners in the classroom by modelling our passion for learning. Professional development in 2015 focussed on classroom instruction and teacher growth.

Inservices for staff included (but not limited to):

- Dr Rod Campbell: Improving our literacy focus in the classroom
- Dr Jim Knight- Improving Instruction & introduction Instructional Coaching to improve student learning outcomes
- Christine Keyes- BOSLO- Understanding the BOSTES requirements & grading PD Training -Mentoring- Developing a common understanding for assisting students with a mentor program
- Australian Growth Coaching International- developing a coaching culture where feedback is valued
- ACU Study Days-HSC experts and markers presenting study tips and tricks
- Barbara Stanners- Developing English skills
- Stuart Palmer-Skills development for Maths
- Lyn Fetterplace & SOR Roadtrip- SOR unpacking the HSC

Staff also visited other schools in the Diocese and within New South Wales, such as the Northern Beaches Christian School, Stanhope Gardens, Sacred Heart Cootamundra and Hennessy Catholic College Young to immerse in team teaching practices and to assist in the development of skills in student centered pedagogical practices. Our meeting schedules for staff changed this year to allow opportunities for continued professional development workshops to operate every Tuesday afternoon with staff presenting expert workshop sessions. This collaborative approach of professional development lends itself to building staff capacity and continues to build our professional learning community with targeted staff workshops for each individual teacher.

Staff at Xavier High School are incredibly generous and consistently support student learning endeavours. An example of this generosity included, staff supporting our students by hosting out of hours study sessions throughout the year and giving up time in their holidays to ensure students had the opportunity to engage in Immersion and Study programs.

#### **5.1a Quality Teaching and Learning**

At Xavier we acknowledge the importance of a common and shared vision to enable staff to work collaboratively in their quest to improve learning outcomes and the learning environment for our students. We aim to create learning environments that are dynamic and innovative spaces that facilitate meaningful student learning opportunities, in which the expectations of students and staff are high and where a strong culture of feedback exists.



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We acknowledge and affirm that learning for our students is across three key areas: academia, faith and wellbeing. These three areas intertwine and our approach to a holistic education ensures that all three realms are enriched, challenged, affirmed and emboldened.

In 2015, we restructured the allocation of BOSTES hours for subjects to ensure equity amongst key learning areas and also to allow for the implementation of a new project to begin in 2016. The new project is called STEAM. In 2016 we are excited to be able to offer our Year 9 cohort for 2016 the opportunity to engage in a new project that we believe will foster the skills required of 21st Century learners. This will involve immersing students in Science, Mathematics, Technology, Engineering and Art skills to solve authentic real world problems within a world context. The new elective line will be compulsory for all Year 9 students.

Students will be provided with real world problems to solve, using the targeted frameworks and design structures of Science, Maths, Technology, Engineering and Art. It is well recognised by industry in Australia and around the world that the students of today are at risk of not having the appropriate skills in Maths, Science and Technology. STEM initiatives in schools target the use of these skills to enhance student learning and understanding. Why are we including Art? Business experts would tell us that the creative approach to problem solving is a vital skill in today's modern day workplace. John Tarnoff, a leading business expert explains, 'In my experience as an executive and entrepreneur sitting on both sides of the creative/technology fence, I need to hire technologists who know how to collaborate in teams, express themselves coherently, engagingly and persuasively, understand how to take and apply constructive criticism, and how to tell a good story. I don't find these kids sitting alone at a lab table or buried in an algorithm. I find them taking art classes to understand how colour and light really work, I find them in writing classes learning how to express themselves, I find them in cultural studies and critical theory classes learning about the world at large'. (Tarnoff, J, 2015, Recognising the value of creative skills).

In 2015 we continued to develop the @Xavier Project initiative. The @ Xavier Project is a targeted writing skills development program for Year 7 and 8 across three faculty areas- HSIE, English and Religious Education. Using the latest and evidenced based pedagogical practices employed in a collaborative teaching and learning environment within the dynamic and student centred open learning spaces within the school allowed us to find success in the continued focus of this targeted learning plan. The @ Xavier project was showcased by four staff at the National ACER (Australian Council of Educational Research) in Sydney and as a result of our presentation we were recognised and awarded by ACER for the @Xavier project.

Schoology continued to be a strong focus for staff professional development in 2015. Schoology was embedded as our Learning Management System at Xavier in 2015. Our focus for 2015 was the development of reporting on Schoology and to increase parental engagement via the communication capabilities of this LMS. Schoology offers our parents a portal into the classroom where they can view online at any time the progress and feedback of their child's submitted work, access the teaching and learning resources and feedback provided for their child to improve their learning and skill development, as well as, communicate directly with their child's teacher. All staff are expected to use Schoology in their classrooms. Interim reporting now occurs on Schoology and these reports are revealed to parents in Term 1 and Term 3. These reports are one way that we feedback to parents on the progress of their child. In Term 2, 2015 we trialled using Schoology as a way to report for Semester based reporting. At this stage following the trial, we will be moving to sending reports online to parents via our reporting tool, Accelerus. This mode of reporting



for end of semester reports will allow parents to have detailed feedback on their child's progress in each subject with a clear indication of their achieved grade and allocation of outcomes.

The reporting format also changed in 2015 with reports now focussing on providing clear commendations and recommendations within the reporting feedback. This was developed to provide parents and students with explicit instructional feedback on what students are doing well and what students need to do for improvement in each subject area.

Staff also began the process of developing agreed practice for best practice inside and outside the classroom. This practice formalised expectations and processes for Summative assessments and Formative practices at Xavier. Consistent and collaborative approaches to improved practice in and out of the classroom will continue to contribute to improving learning outcomes for our students.

### 5.2 Student Achievement

2015 was the 7th year of the National Assessment Program - Literacy and Numeracy (NAPLAN). In the 2015 cohort, 149 students in Year 7 and 148 students in Year 9 completed the NAPLAN tests in May. Details of the school's performance in the areas of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy are recorded in the table below for each Year group. Pleasingly we can report above State average results in Year 7 and in Year 9 in Reading and Writing respectively. We have a continued focus on building the basic skills of our students through our @ Xavier Program which supports the development of writing skills in Year 7 and Year 8.

Comparison of student performance to National performance:

#### 2015 NAPLAN RESULTS

		XAVIER	STATE
YEAR 7- 148 Students	Reading	550.5	549.5
	Writing	514.8	511.5
	Spelling	548.4	555.1
	Grammar and Punctuation	537.1	546.6
	Numeracy	539.6	548.9
YEAR 9- 149 Students	Reading	588.0	584.0
	Writing	548.4	545.0
	Spelling	584.9	591.9
	Grammar and Punctuation	563.7	571.5
	Numeracy	592.5	599.7

#### Higher School Certificate

In 2015 135 students sat the Higher School Certificate, of those students 121 were eligible to receive an ATAR. 151 Band 5's and 13 Band 6's were awarded to our students in the



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2015 HSC. Band 6's were awarded to students in Business Studies, IT Timber, PDHPE, Visual Arts, Studies of Religion and Senior Science. Out of this cohort 79 students received a University offer and 41 students chose either full-time or part-time work, apprenticeship or TAFE as their pathway into the workforce. Of the 79 students who applied to University, 95% received a University offer. The University courses students gained entry into included International Relations, Economics and Law, Theology, Commerce, Arts/Commerce, Accounting, Exercise and Sports Science, Construction Management, Engineering, Paramedicine, Nursing, Podiatry, Pre- medicine, Psychology, Medical Radiation, Medical Science, Health and Rehab, Zoology, Education, Creative Arts and Design, Exercise Science, Human Services and many more. Three students accepted placement in the Australian Defence Force in 2015.

**2015 HSC RESULTS**

HSC SUBJECT	BAND 5	BAND 6	E1-4
ANCIENT HISTORY	1		
BIOLOGY	8		
BUSINESS STUDIES	5	1	
CHEMISTRY	4		
CAFS	8		
D & T	2		
ENGLISH STANDARD	3		
ENGLISH ADVANCED			
ENGLISH EXT			E2-3
INDUSTRIAL TECH TIMBER	3	1	
LEGAL STUDIES	5		
MATHEMATICS GENERAL	20		
MATHEMATICS 2 UNIT	1		
MATHEMATICS EXT			E2-2
MODERN HIST			
MUSIC	3	0	
PDHPE	8	6	
PHYSICS			
SENIOR SCIENCE	8	1	
SOCIETY AND CULTURE	6		



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SOR I	35	1	
SOR II	10	1	
VISUAL ARTS	13	1	
FRENCH 2 UNIT	1		
JAPANESE	1		
CONSTRUCTION	2		
HOSPITALITY	3		
METAL & ENGINEERING	1		

In 2015 the Xavier High School Dux received the result of 89.6.

Other educational awards included two Year 10 students who were nominated for the Kwong Lee Dow Scholars Program at Melbourne University and one student was successful in gaining entry to this program.

### 5.3 Extracurricular Activities

There are a broad range of extra curricular activities on offer to our students. These include the ACU Study Support program for Year 12 students, Year level retreats, a wide range of sporting competitions and CCC representative opportunities, subject based excursions, St Vinnie's Youth Group, Blood Ambassadors

### 5.4 Professional Learning

Staff professional development continued to be a major focus area. Training in the use of use of technology to enhance teaching pedagogy, the development of the @Xavier Project and the implementation of the STEAM project are all areas that will foster the skills of our students to become 21<sup>st</sup> Century learners.

A focus on team teaching continues with the benefits of having specialist teachers combine their expertise to enhance the learning environments for students.

Additionally there were many and varied activities individual staff accessed throughout the year.





## 6. Strategic Initiatives

### 6.1 2015 Priorities and Achievements

- Introduction of Chromebooks to students in Years 8 to 11
- Increased access and use of Schoology Learning Management system for Yrs 7 to 12
- Student Mentoring Program
- Formalised study opportunities at school for HSC students
- Trip to Nanping City, China to foster sister school relationship with Nanping High Schools. Staff only.
- Information evenings for parents in early Term 2 to prepare parents for HSC trials & exams
- Analysis of De Courcy and RAP data to make informed decisions regarding HSC subjects
- KLA action plan for improving HSC results with and beyond De Courcy analysis
- External HSC experts to improve students' results in HSC
- Bringing in external examiners to free up teachers during HSC exam periods
- Improved website design and appointment of website manager
- @Xavier to develop student writing skills
- two successful parent evenings (organised by Parent Liaison Group) focussing on
  - google docs, research and schoology
  - supporting students in their learning; mental health; bullying – prevention processes

### 6.2 2016 Priorities and Challenges

Strategies to be considered (but not limited to)

- Development of STEAM line to engage Year 9 students in real world problem solving opportunities
- Parent Information Nights (Years 7 to 12) addressing Key Learning Areas and well-being issues pertinent to each Year group
- HSC Academic and Spiritual Enhancement Week – Term 1
- Increased student, teacher and parent access and use of Schoology – our Learning Management system for Years 7 to 12
- Professional Learning Plans for all staff based on ATSIL Standards and linked to our key focus areas – feedback for success and agreed practice for best practice
- Maintain commitment to improved student learning outcomes
  - Putting learning first
  - Establishing best practice
  - Developing a feedback culture through instructional coaching
  - STEAM
  - Teach More Manage Less
  - @Xavier Project
- Best use of teaching space for collaborative learning
- On-line enrolment process for Year 7
- Implementation of Instructional Coaching to continue to grow best practice
- Small student/staff group to travel to Nanping City sister schools to further cultural and educational relationships
- Progression of School's Master Plan
- Provision of admin support to those in leadership positions



## 7. Parent Participation

Parent involvement in the life of the school is encouraged at all levels. It is recognised that higher levels of parental involvement promotes student learning.

### 7.1 Introduction

Parents are involved in the governance of the school through the elected members of the Advisory School Council and the open membership of the Parents' & Friends' Association. Both groups meet on a regular basis.

The P&F have worked industriously to provide additional funds for the school. Their focus is now moving towards providing opportunities for community members to meet for parental networking and social activities. The High Tea and Fashion Parade held in August was a great success in promoting this concept.

The School Council is closely involved in the continued development of the grounds, buildings and infrastructure.

### 7.2 Parent Satisfaction

The continued strong demand for places at Xavier is an indicator that parent satisfaction is generally high.

## 8. Financial Report

