



***Xavier  
High School  
ALBURY***

***2016  
Annual Report***





## About this Report

**Xavier High School, Albury** is registered by the NSW Education Standards Authority. The Catholic Schools Office, Wagga Wagga the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider community with fair, reliable and objective information about Xavier High School's performance measure and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the Xavier High School community and the Catholic Schools Office, Wagga Wagga. This *Report* has been approved by the Catholic Schools Office, Wagga Wagga in consultation with the School Consultant who monitors that Xavier High School, Albury has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority, Teaching and Educational Standards, NSW requirements for Registration and Accreditation secondary schools and Registration primary schools.

This *Report* complements and is supplementary to Xavier High School newsletters and other forms of communication. Further information about the school may be obtained by contacting Xavier High School on 026040 6388 or by visiting the school's [website](#).

## 1. Message from Key Groups in Our School Community

### 1.1 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, to grow and develop. 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.

This report endeavours to summarise for readers both general information about Xavier and particular achievements during the 2016 year.

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2016 was another significant year for Xavier High School in many different ways.

With projected increased enrolments in Year 7 the school has planning opportunities to grow and develop the school. The school's Master Plan focused on preparations for increased enrolments over the next five years. Options are being considered to cater for this expected growth.

As with any school, challenges did arise. In Term One, the school community mourned the loss of a much-loved past teacher of Xavier High School. It was a sad time for a number of our community and in particular staff and students. In Term Two a Year 10 student died in tragic circumstances. Both occasions, although sad, were times when the school came together as a community to remember and celebrate both lives and support one another. The support of the Catholic Schools Office and other agencies cannot be underestimated at these times.

2016 provided many professional learning opportunities for staff. In addition to professional development at KLA level staff were able to take part in and hear from:

- Fr Richard Leonard, a Jesuit priest with degrees in arts and education, as well as a Master's degree in theology, spoke to staff in October. He also spoke at a friends of Xavier evening. Fr Richard has lectured on faith and culture all over the world. Fr Richard's presentation to all Xavier staff was entitled "A Survival Guide to Sane Spirituality in Catholic Education" where he explored, through the vehicle of story, humour and film, how we reclaim and celebrate what it means to be a hospitable, bold and inclusive Catholic educator. This was a most powerful and highly engaging presentation.



- Nourish to Thrive, a two day CSO Conference at the start of Term 3 for all staff of the Diocese provided an amazing opportunity for all staff of the Diocese to gather and experience a Catholic faith learning community. In a very meaningful way, the school's of the Diocese were able to celebrate well-being and what it means to be Catholic.

For the first time, the HSC class of 2016 was able to participate in a HSC Academic and Spirituality Week. The Year 12 cohort and staff travelled to Sydney to take part in a range of HSC forums not normally available to regional students. Hearing from experts in many subject areas, students gained valuable insights on how to maximise their academic achievements prior to their HSC examinations. After three days in Sydney, students travelled to Murrumbateman for their Retreat. This provided an opportunity for each student to reflect on their lives, their hopes, fears and dreams for the future.

In addition to the @Xavier program delivered to Years 7 and 8, the school was excited to be able to offer the Year 9 cohort the opportunity to engage in a new project that fosters the skills required of 21<sup>st</sup> Century learners. The school's Year 9 cohort was given the opportunity to engage in a new project designed to foster the skills required of 21<sup>st</sup> Century learners. Students in Year 9 2016 are the first to be involved in the STEAM initiative - this involved immersing students in Science, Technology, Engineering, Art and Mathematics, providing skills to solve authentic real world problems within a world context. 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 these areas. STEAM initiatives in schools target the use of these skills to enhance student learning and understanding.

In December Xavier High School had their first student trip to China. The school's relationship with schools in Nanping City has been forged over many years. For the first time, thirteen students and three staff visited schools in Albury's sister city of Nanping City and experienced the education and culture of another country. There is a hope for a reciprocated visit in 2017 for students and staff from Nanping to visit us.

The school's Immersion experiences continue to grow with Eden and Barmah added to the Immersion Program. Forty seven students and a number of staff participated in the program. It has become a very important part of the school's calendar.

Xavier High School participated in the Diocesan wide strategy focusing on school improvement which is reflective of the Australian wide initiative of the National Schools Improvement Tool. The staff will be working on identified targets between now and 2020. The school's major focus taken from this initiative is to promote a culture of learning.

In Term 4, a significant amount of time was invested in planning Together Towards 2020 Conference held over two days at the beginning of the 2017 school year. Bringing together presenters with expertise in improving performance in an educational context gave staff the resources to begin their own journey towards 2020. The presenters, Brendan Spillane, Mary Amohanga, Jim Quillinan and Jo Martin were selected for their expertise in providing staff with strategies to enhance the learning culture of Xavier High School and by so doing identifying Xavier as a high performance school.

2016 realised redevelopments in the physical surroundings of the school. By updating the teaching/admin staff areas additional space has been provided for staff to gather and work collaboratively as 21<sup>st</sup> century practitioners. The completion of work in the student/staff cafe, saw significant growth in the clientele for the cafe. Over the Christmas holidays, work commenced and was completed, on the redevelopment of the 300 quad. It is now a fabulous and inviting space for the whole school community to gather.

Xavier High School provides students with an education that sees them develop into well-rounded students - academically, spiritually and socially. This education doesn't just happen. School Leaders, House Coordinators, Key Learning Area (KLA) Co-ordinators, teachers and support staff are all conscious of the demands on students. Staff are continually improving their skills in teaching and learning and by so doing are able to identify students at risk and implement strategies to assist all students in their day to day activities. KLA Co-ordinators continue to pursue best practice in their respective domains and taking major steps in developing Learning Communities within their respective subject areas. The House system and House Co-ordinators continue to be a wonderful conduit for parents and staff to oversee the welfare of all students.



Xavier High School is a community working together. The Parishes of the Albury Deanery, teachers, parents, students all contribute to make education meaningful and successful for the youth of the area. For this involvement our school community is very grateful.

Gavin Dykes  
Principal



## 1.2 Message from the Parent Body

(Chairman's Report to the School Community)

First and foremost, thanks to fellow Council members for the contribution they have made throughout 2016 and the interest they have shown in the school community. Early in 2016 my call for new faces on the Council resulted in three new members. We welcomed Melissa Pargeter, Kansas Michael and Joe Corrigan and said goodbye to Jo Martin. Diversity is the key to a Council capable of robust discussion and valuable contribution to the school's development, and current members come from diverse working and personal backgrounds.

Being a Council member continues to provide insight into the day to day running of the school community. Council members are required to deal with a range of issues that have been discussed at Council level.

Phil Densten, as the Business Manager of Xavier High School provides valuable support through his contribution to the Asset & Finance Committee, and to the members of the Parents & Friends and Parent Liaison groups

The School's Master Plan continues to evolve in consultation with various stakeholders. One of the more recent changes made has been to make our staff more comfortable by redeveloping the staff areas. Having invested heavily in ensuring that Xavier is a school of choice from a parent and student's perspective it is important that we acknowledge the tremendous effort our teaching and support staff make, and the need to provide them with modern facilities continues to be high on our agenda.

Changes were also made to the school grounds with major renovations to the front quadrangle. It has been another impressive addition to the numerous changes made over recent years.

On behalf of the parent community, thanks to the Principal Mr Gavin Dykes. Together with Assistant Principals Nicole Morton and Lorraine Willis, the Leadership Team and the teaching and support staff, he leads a dynamic team in ensuring that Xavier High School remains a school of choice. Their ability to galvanise the school community particularly in difficult times is much appreciated.

On behalf of the Council we wish the school students every success in their pursuit of educational excellence and in particular the Year 12 students who are currently working towards completing their HSC. We wish them luck in their future endeavours, and in particular their role as ambassadors of Xavier High School.

Jim Suidgeest  
Chairman  
Xavier High School Council



### 1.3 Message from the Student Body

(School Captains Magazine Report November 2016)

It doesn't seem like that long ago that we both got pulled aside by our House Coordinators saying that we had been selected as School Captains. We were curious to find out who our partner would be, and soon enough we approached each other, subtly asking if we had gotten any news yet. Turns out that a couple of best mates were about create more awesome memories in our important new role. We were stoked.

Year 12 began and we got straight into things. The two of us and the House Captains started having meetings every fortnight, which became regular events throughout the whole year. In these meetings we discussed things that we thought could be improved around the school which might get some community involvement happening at Xavier. Two of our most successful initiatives out of these meetings were the mixed netball tournament we ran and the canteen roster we created to help out the canteen ladies. The mixed netball tournament went really well. and it was great to see a lot of students get involved. The canteen roster also worked really well. Even though it seemed like such a small initiative, the ladies were incredibly appreciative of all our help.

The year progressed and our school captaincy adventure was beginning to take shape. We met loads of younger students who we previously didn't know as well, and we are lucky to call them some of our great friends now. This has probably been our favourite part about being School Captains; the people we have met and the many awesome experiences we have had with them along the way.

A day that made us really proud to be captains of the school was ANZAC Day. It is always a special day for the school community where we are able to honour the people that have served for us in the past. For us as School Captains, it was a great honour to be able to lead a large number of students through Dean Street for the March, as well as lay a wreath at the top of Monument Hill with Mr Dykes. This was a special occasion, on which we were lucky enough to be able to lead our school community.

It has also been an incredibly tough year for our Xavier community. The way in which our school community has bonded together in these tough times has been extraordinary and makes us proud to be a part of the Xavier community. The care and compassion shown toward one another at Xavier High is something we will truly miss once we are gone.

To sum it up, this adventure of ours is something that we will never forget and one memory we will always cherish as best friends. It's incredible to think that we have been a part of the Xavier community for six years and now things are about to finish up. We would like to congratulate our year group on the efforts they have put in during this final year, but recognise that none of this would have been possible without the support of "The Big 3" ( Mr Dykes, Mrs Willis and Mrs Morton), and the rest of the amazing staff we have at Xavier. A final thank you to everyone who has helped us along this journey. We hope that we have been able to contribute to the great community that is Xavier High School. All the best for 2017!

Lucy-Rose Findlay and Jack Scammell  
School Captains 2016



## Section 2 : School Features / Context

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.

On July 22 of 1868 Mother M Ignatius Murphy and five companions arrived in Albury. The very next day they began teaching with an enrolment of three. These young ladies became the nucleus of St Joseph's. In 1917 the first Christian Brothers to arrive in Albury were Brothers Coman Seery, Jerome Ryan and Hilarion Kelleher. They took responsibility for the education of the boys, establishing the Christian Brothers' College in Smollett Street. The teaching staff in the expanding schools included many other Sisters of Mercy and Christian Brothers, some of them ex-students. Gradually also lay teachers took roles in the schools.

In 1959 the secondary section of the boys' school was relocated to a block of land on Fallon Street, and named Aquinas College.

In 1982 the decision was made to amalgamate the two secondary schools, and in 1983 Xavier High School began. Xavier High School was named after Saint Francis Xavier, the patron saint of Australia and Oceania, a man of uncompromising service to the poorest of the poor and a great teacher. The motto of Xavier High School is 'The truth will set you free'. The first Principal was Brother John Henry Thornber and the Assistant Principal was Sister Gwenda Livermore. Xavier High School continued to use the sites of the two parent schools until January 2001, when the Olive Street site was vacated and all Years 7 to 12 students and all staff settled on the Fallon Street site.

In the years since Catholic Secondary Education began in Albury, lay teachers have assumed more and more responsibility, and from 2002 Xavier High School has had a lay Principal. The school is also now directly under the auspices of the Diocese of Wagga Wagga Catholic Schools Office.

## Section 3 : Student Profile

The following information describes the student profile for 2016: (as of August 5 2016)

Girls	Boys	LBOTE*	Indigenous	Total
431	430	27	16	861

\*Language background other than English

## 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.



## Student Attendance and Retention Rates

Year	Attendance %
Year 7	94
Year 8	93.96
Year 9	94.89
Year 10	93.29
Year 11	92.21
Year 12	92

The average student attendance rate for 2016 was 93.39%.

Regular attendance at school is essential if students are to maximise their potential. **Xavier High School**, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff as part of their duty of care, monitor part or whole day absences.

Staff of Xavier High School, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the Xavier High School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- the Director of Catholic Schools or designated Catholic Schools Office Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

### Senior Secondary Outcomes

The table below sets out the percentage of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior Secondary Outcomes	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	Year 12 - 25% Year 11 - 26%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%



### Student Post School Destinations

Each year the School collects destination data relating to the Year 12 student cohort.

The table below sets out the percentage of students for the various categories.

Destination data Year 12, 2016 Graduation Class	University	Pathways	Workforce Entry or TAFE	Destination not reported
	61.7%	3.6%	24.5%	7.4%

Ninety students received Early Offers or conditional Early Offers to universities. Predominantly to Charles Sturt, La Trobe, Deakin, Western Sydney, ACU, ANU, Canberra, RMIT and Monash universities.

Students were accepted into a wide range of faculties: Agriculture, Arts, Beauty, Business, Communications, Economics, Education, Engineering, Fashion, Health, International, IT, Journalism, Law, Science, Social Work, Sport and Tourism.

### Section 4 : Staffing 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.

### Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by the NSW Education Standards Authority.

Teacher Qualification		Number of Teachers
a	Those having formal qualifications from a recognised higher education institution or equivalent	68
b	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0



The following information describes the staffing profile for 2016:

Total Teaching Staff *	Total Non-Teaching Staff	Combined Total
68	28	96

\*This number includes 59 Full time teachers and 9 part-time teachers

Percentage of staff who are indigenous	1.04%
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## Professional Learning

The staff of Xavier High School recognise the value and importance of ensuring that all staff are leaders of learning in our school. Staff aim to inspire lifelong learners in the classroom by modelling our own passion for 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. Staff 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. Staff 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.

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in service courses, meetings, conferences and a range of professional learning programs provided by the Catholic Schools Office Wagga Wagga.

The staff of Xavier High School continue the commitment of putting learning first. This is reflected in the high expectations of staff to operate at the highest levels of professionalism - engaging in current and evidence based effective teaching and learning pedagogical practices in classrooms. At Xavier it is recognised 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). 2016 had a continued focus to improve classroom instruction to assist in the development of student learning outcomes. All Professional Development opportunities reflected the staff's aims to achieve an improvement in instruction, pedagogical practice and professional cultural practices. Xavier High School is committed to the 5Cs - to be Collaborative, Compassionate, Courageous, Challenged



and Christ like everyday. Our school focus on developing 'Agreed Practices for Best Practice' and 'Feedback for Success' drove many Curriculum and Pedagogical focuses for the year.

In 2016 staff 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 staff to find success in the continued focus of this targeted learning plan. The @Xavier program continues to drill down into writing focuses that target student learning in all key areas of literacy.

Schoology continued to be a strong focus for staff professional development in 2016. Schoology was embedded as the school's Learning Management System in 2015. Schoology offers 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 provide feedback to parents on the progress of their child. Following a trial in 2015, reports were made available online to parents via our reporting tool, Accelerus. This mode of reporting for end of semester reports allows 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 in each subject area. This mode of reporting is focused on maximising student learning growth.

Staff continue the process of developing agreed practice for best practice inside and outside the classroom. This practice formalises 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.

In 2016, Xavier High School showcased the benefits of our unique approach to STEAM by presenting to the ACSA International Conference in Sydney. Xavier High School was acknowledged as leading the way in our unique interdisciplinarian approach to curriculum through the vehicle of Project-Based Learning.

Staff also visited others schools in the Diocese and within New South Wales (Stanhope Gardens, Sacred Heart Cootamundra, Hennessy Catholic College Young) and Catholic College Wodonga to immerse teachers in team teaching practices and to assist in the development of skills in student centred pedagogical practices to benefit our team approaches in the @Xavier Project, STEAM and 11SORI compressed.

2016 provided many professional learning opportunities for staff. In addition to professional development at KLA level the school provided the following Professional Development opportunities:



- Staff meeting schedules allowing opportunities for professional development workshops 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.
- Fr Richard Leonard a Jesuit priest with degrees in arts and education, as well as a Master's degree in theology, spoke to staff in October. He also spoke at a 'friends of Xavier evening'. He has lectured on faith and culture all over the world. Fr Richard's presentation to all Xavier staff was entitled "A Survival Guide to Sane Spirituality in Catholic Education" where he explored, through the vehicle of story, humour and film, how we reclaim and celebrate what it means to be a hospitable, bold and inclusive Catholic educator. This was a most powerful and highly engaging presentation.
- Nourish to Thrive, a two day CSO Conference at the start of Term 3 for all staff of the Diocese provided an amazing opportunity for our staff and all staff of the Diocese to gather and experience a Catholic faith learning community. In a very meaningful way, we were able to celebrate well-being and what it means to be Catholic.
- National Schools Improvement Tool - Professional Development Focus for Term 3
- Hawker Brownlow Conference - Term 2 for key middle leaders in the school exposed leadership to the use of data to inform learning, and develop greater understanding of the benefits of Formative assessment to improve student learning growth
- Growth Coaching International - Peer to Peer Coaching - Term 2, all Middle Leaders were provided with an opportunity to continue to develop their Coaching Skills, focusing in on having professional conversations and difficult conversations using the GCI model
- Compliance Professional Development - SALT training, Asthma, CPR and First Aid
- Unpacking SMART data- over three sessions staff were exposed to SMART data and provided with opportunities to develop understanding of using SMART data to inform choices
- Jake Plaskett- Problem Based Learning focus- four days with Jake and our teams- @Xavier and STEAM
- Jake Plaskett- looking at Maths from a PBL perspective- we hosted a day for CSO Maths teachers to explore a different way to look at teaching mathematics
- Brendan Spillane- Middle Leaders- Building High Performance Teams - Term 3
- Google Platform- Building skills for staff in Google suite- Chris Hart



## Section 5: Catholic Life and Religious Education

Xavier High School follows the Wagga Wagga Diocesan Religious Education Curriculum, *Sharing Our Story*.

### Catholic Heritage

In 2016, Pope Francis called us to celebrate the Year of Mercy - a time of grace, peace, conversion and joy. To be merciful means to grow in a love which is courageous, generous and real. It means to grow physically and spiritually. At Xavier High School, staff are privileged to prepare young people to be Christians capable of making courageous choices and decisions, in order to build a world of peace.

### Liturgical Life of the School/ College

In 2016, the school has provided many opportunities for all members of the community to continue to grow in the journey of faith, learning and life. These opportunities include experiences such as prayer, discussion and reflection, participating in the dynamic St Vinnies Youth Team, cooking meals for the less-fortunate, attending "Justice Matters" social justice camps and "Stronger Rallies", taking part in the Indigenous Community Immersion Experiences, being involved in whole school and House Liturgies including Ash Wednesday, Holy Week, Easter, Special Feast Days (including Xavier Day, The Assumption, St Mary of the Cross Mackillop and Advent/Christmas Gift Giving), Catholic Schools Week, World Youth Day, NAIDOC celebrations, House Masses and Meals, Class Reconciliation and Masses, and Retreats and Spirituality Days.

### Staff and Student Faith Formation

The Xavier High School community is led by the core belief that *'The truth will set you free.'* In our everyday lives we are inspired by the actions around us that reflect our core values. Our school community is guided to live out these core values and to follow in the footsteps of Jesus Christ, and in the spirit of our founders, The Mercy Sisters and Christian Brothers. These values have been summarised into our "5 C's", as staff and students endeavour to be *courageous, compassionate, collaborative, challenged and Christ-like*. It is through the formal Religious Education program at Xavier, as well as our Faith Formation Program that Catholic Identity of our school is strengthened, and opportunities provided for all members of the community to grow in the journey of faith, learning and life.

At Xavier there is an ongoing commitment to our faith. Each Year level from 7- 12 have a program targeted to foster students' relationship with God. It is highly important to the school, as a Faith community, to be able to strengthen our student's connection with God and form a sense of self-awareness around social justice in the community. Staff are provided with opportunities to explore and deepen their own faith lives. Ten (10) staff members participated in the 'Connections' programs at Lake Hume, and all staff participated in a Spirituality Day led by Fr Richard Leonard on Monday, 31st October, 2016.

### Social Justice

The Catholic Identity of Xavier High School is an expression of who we are as a school community. It is emphasised in opportunities for service and social justice. It is visible through the commitment to Christ in the way all members of our community are called to put faith into action, through a variety of experiences. Experiences which allow students and staff to develop a deeper understanding of faith and a stronger awareness of God's presence in their lives. These include being active members of our "Vinnies" group, regularly cooking for Broughton House, attending "Justice Matters" social justice camps, attending "Stronger Rallies" and participating in the Indigenous Community Immersion Experience.

### 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 six teaching staff at Xavier High School, fifteen or 23% were involved in teaching Religious Education in the classroom. All teaching staff are formally involved in the vertical pastoral care structures which incorporates active ministry of students.

## Section 6: Curriculum

Xavier High School follows the New South Wales Education Standards Authority syllabus for each subject/course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the associated requirements of the Catholic Schools Office, Wagga Wagga.

Xavier High School offers a wide range of courses to students at all Year levels.

In 2016 VET courses were offered in the areas of Entertainment, Construction, Metals & Engineering, Retail, Sports Coaching, and Hospitality.

In 2016, 20 students enrolled in TVET courses in Cert II Animal Studies, Hairdressing Cert II, Media (Animation), Cert II Hospitality, Hospitality (kitchen access), Cert II Automotive, Retail, Children Services, Cert I Beauty Therapy, Cert II Construction, Cert III Information, Digital Technology Network Administration and Information Technology.

No offers of VET school-based traineeships/apprenticeships were taken up in 2016.

At Xavier High School there is a holistic approach to providing students with numerous support mechanisms and opportunities for self-extension and engagement.

- In 2016, the school sought to establish an increased number of forums for student voice to be heard. This included the student leadership group attending weekly meetings with a focus on discussing what was happening for the student body and how students might become more involved and proactive in supporting one another. This led to the establishment of Lunch Box Sessions to offer a range of activities to engage student interest, as identified by students. The aim of this approach was to increase levels of student engagement and satisfaction. Measurable data included a growing number of students attending the meetings and attending the organised activities. In addition, approaches aimed at building stronger relationships between Homeroom Tutors and students resulted in an increased number of students setting clear goals and strategies to achieve the goals. Student surveys, particularly in Years 10 and 11, indicated a majority of students intended to remain at Xavier to complete Year 12 and were happy with their current choices and opportunities in the school. 96 Year 11 students completed a mentoring conversation exploring levels of satisfaction with current achievement and future goals. 63 Year 10 students completed a similar survey, offering insight into their readiness for entering Stage 6 study and the opportunities that would be available for them. 135 Year 10s were also part of a program to establish support for Year 7 students new to the school. The students positively provided feedback on the important aspects of being a Xavier High School student and identified ways in which they could play an active role in supporting new students to the school. The student voice in each of these forums was used to direct approaches for continued improvement in student engagement at Xavier High School.
- At Xavier students are supported in their learning and wellbeing. This year, all students and staff engaged in the new initiative - Learning Mentor Program. With this approach, all students are matched to work with one of their Homeroom Tutors in a mentor role. They



are then involved in a one on one conversation that looks to highlight what is happening for the student - in their learning, their friendships, their social interactions and in their interest areas. This provides a forum for the mentor to not only build a more successful relationship with the student, but to also work with them to set goals and to identify areas in which support may be required. The students also have access to a range of resources on their Learning Mentor schoology course. These resources range from 'How to' tasks related to particular study modes, note taking, organisation, time management through to wellbeing resources on resolving conflict between friends, practicing mindfulness and educational and inspirational videos. Both staff and students have found this process very valuable and worthwhile and we are looking to continue growing this program into the future.

- 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 and weekends to ensure students had the opportunity to engage in Immersion and Study programs.



## Section 7: Student Performance in State-Wide Tests and Examinations

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists Xavier High School's planning and is used to support teaching and learning programs.

The tables below show the percentage of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported in the following strands: Number, Measurement and Data, Space, Patterns and Algebra.

<b>Year 7</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>	<b>Data Measurement Space &amp; Geometry</b>	<b>Number Patterns &amp; Algebra</b>
<b>Band 9</b>	8.6	0.6	6.7	11.6	6.8	8.7	7.5
<b>Band 8</b>	15.3	11.7	23.8	15.9	16.1	19.3	16.1
<b>Band 7</b>	22.1	28.8	29.3	28.0	37.3	28.0	37.3
<b>Band 6</b>	37.4	38.7	23.8	22.6	29.2	33.5	24.2
<b>Band 5</b>	15.3	17.8	12.8	21.3	8.7	9.3	13.0
<b>Band 4</b>	1.2	2.5	3.7	0.6	1.9	1.2	1.9
<b>Year 9</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>	<b>Data Measurement Space &amp; Geometry</b>	<b>Number Patterns &amp; Algebra</b>
<b>Band 10</b>	6.7	2.0	5.3	9.3	4.1	4.1	5.4
<b>Band 9</b>	16.0	8.7	15.3	17.3	14.9	10.1	12.2
<b>Band 8</b>	32.0	28.7	31.3	22.0	29.1	34.5	33.1
<b>Band 7</b>	32.7	31.3	28.7	28.0	39.2	32.4	39.2
<b>Band 6</b>	11.3	20.0	13.3	20.0	12.2	17.6	8.1
<b>Band 5</b>	1.3	9.3	6.0	3.3	0.7	1.4	2.0



### Higher School Certificate Results and Achievements:

The results of the School's Higher School Certificate (HSC) candidature are reported for subjects studied at Xavier High School. The table shows the percentage of students who achieved in the top two bands and show comparison with results from previous years.

HIGHER SCHOOL CERTIFICATE	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2014		2015		2016	
Subjects	School %	State %	School %	State %	School %	State %
Ancient History	9	31	6	33	8.3	31
Biology	17.9	29	21.1	28	31.2	35
Business Studies	12.9	37	21.9	36	25.9	35
Chemistry	15	46	21.1	41	20	41
Community & Family Studies	48.3	37	34.7	32	31.5	30
Construction Examination	na	na	13.3	14	0	13
Design & Technology	33	37	28.5	36	14.2	41
Drama	6	42	na	na	62.5	42
English (Advanced)	16.2	60	0	57	28.5	62
English (Standard)	0	8	2.9	8	11.7	14
Entertainment Industry Examination	0	18	na		0	34
Hospitality Examination	25	31	3.7	33	na	na
Industrial Technology	6.6	28	3.1	26	33.3	26
Legal Studies	22.2	40	25	41	28.5	42
Mathematics	22.2	54	6.6	53	18.1	52
Mathematics General 2	17	26	20.2	26	26.3	25
Metal & Engineering Examination	na	na	14.2	5	16.6	9
Modern History	25	43	0	44	28.5	41
Music 1	71.4	59	50	61	42.8	64
PD/Health/PE	25.6	30	40	30	47.5	34



<b>Physics</b>	27.2	32	0	38	9.1	30
<b>Retails Service Examination</b>	50	14	na	na	na	na
<b>Senior Science</b>	8.3	37	30	29	12.5	28
<b>Society and Culture</b>	100	46	60	47	44.4	49
<b>Software, Design &amp; Technology</b>	na		na		0	34
<b>Studies of Religion I</b>	48.5	49	31.8	51	25.8	50
<b>Studies of Religion II</b>	9	44	21.7	40	41.6	48
<b>Visual Arts</b>	73.9	49	66.6	54	59	54

The Xavier High School Dux for 2016 received an ATAR 95.55 and is studying at University of NSW, studying a double Degree in Engineering (Hons) and Science (Advanced Chemistry).

Additionally, two Year 10 students were the recipients of Kwong Lee Dow Scholarships administered by the University of Melbourne.

<b>In 2016 the number of students issued with a RoSA (Record of School Achievement)</b>	12
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## Section 8: Pastoral Care and Well Being

### 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.

There is 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 student attendances.

### *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.

Awareness of student issues is highlighted through the provision of counselling services at school. Identified students are offered opportunities to engage with counselling staff to equip them with strategies for resolving concerns.

Academic Care and Wellbeing of students continues to be 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.

### Discipline / Student Management Policy

Members of the Xavier High School community share the following beliefs and goals:

- Each individual takes responsibility for the development of themselves and for their role in the development of other members of the school community
- Performance and participation are recognised and acknowledged. Individuals and groups are affirmed for their positive contributions
- Characteristics such as one's pride and school spirit are nurtured through active involvement in school events, performing to the best of one's ability, and by showing support of and loyalty to the school
- Open and honest communication between staff, students and parents is essential in the management of ongoing educational and pastoral problems
- Staff adhere to a Teach More Manage Less approach to Student Management to maintain an effective learning environment for all students.

### Anti Bullying Policy

The belief at Xavier High School is that all people are created equal in the eyes of God. It is expected that all people have the right to be treated with dignity and respect. The Xavier High School Mission Statement recognises that: "Xavier is a community where the potential of all individuals to grow and develop physically, emotionally, intellectually and spiritually is recognised and nurtured." This statement inspires the proactive approach that is taken to bullying and



harassment at the school for both students and staff, and also informs any response to incidences when they occur within the school and during school activities.

At Xavier High School *education* occurs inside and outside the classroom, with age-appropriate content playing an important role in the prevention of bullying and harassment and makes clear the school's zero tolerance approach. The House Pastoral system encourages the development of relationships across the Year levels to provide support to the younger students and gives each student an adult (House Coordinator & Homeroom Tutors) to advocate for all students if needed. In addition, each Year level participates in a range of educational programs throughout the school year.

Nevertheless, the school appreciates that harassment and bullying exist as a part of a wide and diverse community, and that from time to time, disagreements and incidents of harassment and bullying will arise. It is the practice of Xavier High School to investigate all reported acts of harassment and bullying.

The Xavier High Policy on bullying and harassment has been developed in a climate characterised by mutual respect between staff, students and parents, as all stakeholders are invited to belong and contribute to the Xavier community. Central in the school's ethos are the words of Christ: "The truth will set you free." It is with this fundamental belief that the embarks on the complex task of education. Xavier High School attempts to foster in a balanced way the spiritual, intellectual, social, physical and emotional development of all students. This policy exists within these parameters and is a dynamic document, reviewed and altered according to the needs and concerns of all stakeholders at various points in time.

A key part of dealing effectively with bullying lies in the collaboration between stakeholders. The Assistant Principal - Students, House Coordinators and School Wellbeing Practitioner worked together to establish an approach to become more proactive in dealing with bullying behaviour. A plan was devised that will see a more visible and consistent approach to deal with bullying issues. The first step in this, was to establish the Student Wellbeing Team, who meet regularly to share ideas and initiatives. There has been the establishment of the Lunch Box Sessions, which will run regularly across the school year, exploring issues of concern for our students. The first of these was held in Term 4, 2016, with a performance around the importance of tolerance from Red Horse.

In 2016, the school began exploring ways to more effectively deal with issues that relate to cyber and online bullying. Targeting of Year 9 students with the presentation of information from school staff and police officers began these discussions. There was a move towards the more regular publishing of information for parents regarding this topic, making use of the school website and social media pages to share this information.

### **Initiatives Promoting Respect and Responsibility**

- The student 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. Students and staff are involved in the election of all positions.
- In 2016, there were 41 students involved in the school's Immersion program with the continuation of pilgrimages to Yuendumu, Santa Teresa and Moree. The addition of experiences in the communities of Barmah (Yorta Yorta Nation) and Eden (Yuin/Monaro Nation), were to provide students with a more accessible experience, whilst still being able to appreciate the spiritual, cultural and historical aspects of these locations. Students were challenged to see that these aspects of Aboriginal life are evident everywhere, if you seek opportunities to find it. The opportunities provided by this program gives students the knowledge and skills needed to be people of action; future leaders who will walk in



solidarity with those most vulnerable, to promote and encourage change and fairness for all in our world.

- Red 25 club, blood donation, promotes social awareness of those that don't have what most take for granted, general good health and provides a way for students to be involved in a helpful capacity. The associated Youth Ambassador program also gives students training to be able to take on and be successful in roles of responsibility. This enables students to help with organisation, sharing information, gaining support and encouraging more donors.
- The Gorgeous Girls' program is a chance for all Year 8 girls at Xavier to spend a special day together focusing on building positive relationships with each other, and equipping the girls with the skills to thrive in the world today. Gorgeous Girls helps the girls to discover the meaning of what makes them truly beautiful, by teaching them that beauty comes from within. A special word of thanks to the Year 10 girls who helped in the smooth running of the day, and who were great role models of young women.
- The Mighty Men program gave all Year 8 boys the opportunity to reflect on what it means to be a man, and to focus on supporting each other on their journey to manhood. They learnt six great nuggets of wisdom, and participated in heaps of fun activities and challenges which highlighted the importance of growing into the sort of man God wants them to be. This day helped the boys to deepen their understanding of the qualities and the values of Mighty Men.

### **Complaints and Grievances Resolution Policy**

The Diocese of Wagga Wagga has established a [Complaints and Suggestions Policy](#) which is implemented by all school in the Diocese. The implementation of this policy is monitored by the Catholic Schools Office.

### **Workplace Health and Safety**

Each school is required to implement and comply with the Diocesan School System Workplace Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS 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.

### **Section 9: School Review and Improvement**

Each year the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is drawn from the Catholic Schools Office Annual Improvement Plan. Xavier High School engages in an annual evidence based evaluation of its effectiveness against The National School Improvement Tool, The Australian Professional Standards for Teachers and the Australian Professional Standards for Principals in collaboration with the School Consultant.



## 2016 Annual Improvement Plan

Strategic Priority Area	Improvement Targets <b>What</b> do you want to improve?	Key Improvement Strategies <b>How</b> are you going to improve? <b>What</b> actions are required to progress the improvement target?	Evidence of Improvement <b>How</b> can you demonstrate that an action is complete? <b>What</b> is the evidence or indicators of improvement?
<b>Catholic Identity &amp; Religious Education</b>	<p>Increase the physical presence of Religious symbols and statues throughout the school grounds</p> <p>To complete the next stage of Faith Story and Witness by focussing on Vocation</p>	<p>Establish working party to complete proposals for statues/crucifix for consultation to the community by end of Term 1</p> <p>Implementation of Faith Formation plan for Yrs 7-12 students, also to staff and parents</p>	<p>Proposals completed at end of Term 1- building completed by Term 4</p> <p>Students, Staff and Parents have a greater understanding of their own vocation through Professional Learning, retreats and formation activities.</p>
<b>Pastoral Care &amp; Wellbeing</b>	<p>Building stronger links between Learning and Wellbeing - Academic care</p> <p>Improving whole student information gathering so as staff can get a snapshot of students whole school needs</p> <p>Agreed Practices</p>	<p>Development of Learning Mentors Program across Yrs 7-12</p> <p>Sourcing of new software to incorporate NAPLAN, PAT R, reports, well-being information in one software package</p> <p>Teach More Manage Less, uniform and attendance, programs for Year groups, and Academic care program</p>	<p>By the end of Term 1 all students would have at least 2 meetings with their Learning mentors.</p> <p>By the end of Term 3 research is completed for software and implementation plan in place</p>



2016 Annual Improvement Plan continued

Strategic Priority Area	Improvement Targets <b>What</b> do you want to improve?	Key Improvement Strategies <b>How</b> are you going to improve? <b>What</b> actions are required to progress the improvement target?	Evidence of Improvement <b>How</b> can you demonstrate that an action is complete? <b>What</b> is the evidence or indicators of improvement?
<b>Student Learning &amp; Pedagogy</b>	<p>Agreed Practice for Best Practice</p> <p>Feedback for Success</p>	<p>Curriculum- Collaboration, Assessment, Reporting, Planning, Teaching Practices</p> <p>Professional Learning Plans continued in 2016</p> <p>Student feedback- formal and informal to grow students through mentoring program</p> <p>Peer mentor programs</p> <p>Continued focus on developing coaching conversations with our colleagues</p> <p>Steam Project</p> <p>Continuation of @Xavier project</p>	<p>By end of Term 3 greater evidence of collaborative practices across areas of curriculum and well-being All staff to have 3 meetings with their coach in 2016</p> <p>Lesson observations conducted and feedback processes in place</p> <p>All senior staff and middle leaders to have completed or commenced GCI accredited coaching course</p> <p>Successful completion of units by Yr 9 students</p> <p>Termly checking of data for improvement in writing</p> <p>Results of first students commenced in @Xavier this year (2016)</p>
<b>Strategic Leadership &amp; Partnerships</b>	<p>Continued support for leadership teams and teaching staff through Professional Learning opportunities and more Admin support staff</p> <p>Developing Staff room into a more collaborative workspace- staff to work in KLA teams</p>	<p>Appointment of more support staff to Admin team to alleviate the load on teachers administration</p> <p>Office Manager to pursue efficiencies within Admin team to help support teaching and learning</p>	<p>Term 1 to appoint new support staff to Admin team</p> <p>Work with CSO and other Secondary schools to develop best practice in support for Teaching and Learning.</p> <p>Staff surveys suggest more collaborative atmosphere and time spent in KLA</p>



Priority Key Improvements for 2017

2017 Annual Improvement Plan (Draft October 12 2016)

Strategic Priority Area	Improvement Targets <b>What</b> do you want to improve?	Key Improvement Strategies <b>How</b> are you going to improve? <b>What</b> actions are required to progress the improvement target?	Evidence of Improvement <b>How</b> can you demonstrate that an action is complete? <b>What</b> is the evidence or indicators of improvement?
<b>Catholic Life and Mission</b>	Increase understanding of 'Missionary Discipleship'	<p>All schools complete the Core Domain Catholic Life and Mission Professional Development</p> <p>Professional Development provided for all staff on Missionary Discipleship</p> <p>A Task Force is formed to support, maintain and improve staff understandings of missionary discipleship</p> <p>Investigate ways to measure understanding of and commitment to Catholic Life and Mission</p>	<p>Staff complete professional learning and development of the Core Domain, Semester 1 and PD at school level Semester 2</p> <p>School and CSO staff engage in professional learning throughout the school year</p> <p>Task force is selected, formed and work plan developed for next 2 years</p> <p>Data collection and reporting tools are developed by the CSO and trialled</p>
<b>Student Learning and Pedagogy</b>	Build and embed <i>Purposeful Pedagogy</i> to improve teaching and learning.	<p>Develop a culture in which a <i>Professional Learning Community in Action</i> is embedded</p> <p>Implementation of the CSO Literacy and Numeracy Framework K-10 &amp; the NSW Literacy &amp; Numeracy Strategy 2017-2020</p> <p>Improve Mathematics knowledge, skills and pedagogical strategies through a Target Teaching approach.</p> <p>Enable pedagogical change and professional learning through the use of digital technologies</p> <p>Investigate, research and resource STEM initiatives and recommendations for classroom implementation.</p> <p>Develop a system Vocational Education and Training approach that promotes multiple pathways for students</p>	<p>Teachers are engaged in purposeful learning &amp; teaching, collaboration and Inquiry for continual improvement</p> <p>All schools adopt CSO Literacy and Numeracy Framework K-10</p> <p>Targeted Teachers are employed, assigned to schools and provided with ongoing learning and development opportunities</p> <p>NAPLAN - Decrease in the number of students below National Minimum Standard in Numeracy, Reading and Writing. to no more than 5%. Increase the number of students in the top 2 bands by 30% 2015 to 2019 tests</p> <p>Increase in learning gain in HSC mathematics courses through De Courcey data</p> <p>Leaders, educational staff and students have completed Online training focused on eLearning, online collaboration, digital citizenship and the ICT and Digital Technology demands of the Australian Curriculum</p> <p>Effective digital literacy will be evident across the curriculum as documented in a CSO Digital learning Plan</p> <p>Recommendations from the STEM working Party have been implemented.</p>



**2017 Annual Improvement Plan (Draft October 12 2016) continued**

<p>(Annual Plan 2017 continued)</p> <p>Strategic Priority Area</p>	<p>Improvement Targets</p> <p><b>What</b> do you want to improve?</p>	<p>Key Improvement Strategies</p> <p><b>How</b> are you going to improve?</p> <p><b>What</b> actions are required to progress the improvement target?</p>	<p>Evidence of Improvement</p> <p><b>How</b> can you demonstrate that an action is complete?</p> <p><b>What</b> is the evidence or indicators of improvement?</p>
<p><b>Student Learning and Pedagogy (continued)</b></p>		<p>Develop skills and resources for teachers to implement the NSW Music Syllabus</p> <p>Provide access to instrumental and cultural initiatives</p>	<p>Increased learner participation in Vocational Training and pathway opportunities and access to a broader range of VET frameworks</p> <p>Teachers participate in targeted Music PD &amp; access online music resources</p> <p>Working party established to create learning teaching &amp; assessment program documentation</p> <p>Teachers and students engage with external instrumental &amp; choral mentors, providers and tutors</p>
<p><b>Pastoral Care and Wellbeing</b></p>	<p>Support social and emotional wellbeing across all schools</p>	<p>Review and audit current practices and resources of social and emotional wellbeing across all schools involving data collection from students, staff and parents.</p> <p>Develop, document and support implementation of practices, policies and procedures for social and emotional wellbeing across all schools</p> <p>Partnership with Centacare to provide support services to schools</p>	<p>Data from school surveys indicating support for the range of social and emotional needs of students.</p> <p>Appointment of a Pastoral Care, wellbeing and Learning Officer who will assist schools to following best practice, policies and procedures for social and emotional wellbeing</p> <p>School wellbeing committees are operating</p>



<p>(Draft Annual Plan 2017 continued)</p> <p>Strategic Priority Area</p>	<p><b>Improvement Targets</b>  <b>What</b> do you want to improve?</p>	<p><b>Key Improvement Strategies</b>  <b>How</b> are you going to improve?  <b>What</b> actions are required to progress the improvement target?</p>	<p><b>Evidence of Improvement</b>  <b>How</b> can you demonstrate that an action is complete?  <b>What</b> is the evidence or indicators of improvement?</p>
<p><b>Strategic Leadership &amp; Partnerships</b></p>	<p>A culture of continual improvement is evident</p>	<p>Extending the collaborative school improvement process to include the development of individual teachers' PLPs that are linked to the school's <i>Annual Improvement Plan</i> -</p> <p>Develop a process to monitor a school's progress annually in their improvement journey.</p> <p>Use the ESIT to inform and partner with ACER to develop the 2018-2020 CSO <i>Improvement Plan</i>.</p> <p>Implement the <i>Australian Teacher Performance and Development Framework</i> by Term 4, 2017.</p> <p>Ensure the key <i>Educational Accountability Requirements</i> are addressed and documented.</p>	<p>All school leaders and teaching staff have documented on the System proforma a Professional Learning Plan.</p> <p>An evidence-based record of a school's progress against their <i>Improvement Plan</i>.</p> <p>A published CSO <i>Strategic Plan</i>.</p> <p>Policies and procedures for the <i>Australian Teacher Performance and Development Framework</i> implemented at school and System level.</p> <p>Policies and procedures of the <i>Educational Accountability Requirements</i> implemented at school and System level.</p> <p>Evidence of engagement through staff meetings, Professional Learning and school-based activity.</p>



## **Section 10: Parent, Student and Teacher Satisfaction**

### **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.

Parents are the primary educators of their children and are always welcome at Xavier High School.. The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. The school implements various processes to gain information about the level of satisfaction with the School from parents as the need arises.

The School Council advises and supports the Principal in the Christian formation and education of students, as well as overall management and forward planning issues for the school. Although the Council does not involve itself with the internal issues of the school, it is an important avenue by which the expectations of the parent community can be communicated to the Principal and staff. The School Council regularly organises parent evenings on issues of concern or interest to the school community.

The Parents' and Friends' Association provides opportunities for members of the school community to gather socially. The P&F also support the school with fundraising and other school events.

The high demand for places at all Year levels suggests that parents of the Albury Wodonga region see Xavier High School as a school of choice for their sons and daughters.

### **Student Satisfaction**

In 2016, the school sought to establish an increased number of forums for student voice to be heard. This included the student leadership group attending weekly meetings with a focus on discussing what was happening for the student body and how students might become more involved and proactive in supporting one another. This led to the establishment of Lunch Box Sessions to offer a range of activities to engage student interest, as identified by students. The aim of this approach was to increase levels of student engagement and satisfaction. Measurable data included a growing number of students attending the meetings and attending the organised activities. In addition, approaches aimed at building stronger relationships between Homeroom Tutors and students resulted in an increased number of students setting clear goals and strategies to achieve. Student surveys, particularly in Year 10 and 11, indicated a majority of students intended to remain at Xavier to complete Year 12 and were happy with their current choices and opportunities in the school. 96 Year 11 students completed a mentoring conversation exploring levels of satisfaction with current achievement and future goals. 63 Year 10 students completed a similar survey, offering insight into their readiness for entering Stage 6 study and the opportunities that would be available for them. 135 Year 10s were also part of a programme to establish support for Year 7 students beginning new to the school. The students positively provided feedback on the important aspects of being a Xavier High School student and identified ways in which they could play an active role in supporting new students to the school. The student voice in each of these forums was used to direct approaches for continued improvement in student engagement at Xavier High School.



### **Teacher Satisfaction**

At Xavier it is acknowledged 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 all students. All staff are focussed on creating learning environments that are dynamic and innovative spaces that facilitate meaningful student learning opportunities. The expectations of students and staff are high and a strong culture of feedback exists. Staff acknowledge and affirm that learning for students is across three key areas: academia, faith and wellbeing. These three areas intertwine and the Xavier High School approach to a holistic education ensures that all three realms are enriched, challenged, affirmed and emboldened.

In consultation with members of the School's Leadership Team all staff develop their own Professional Learning Plan to set and refine personal and professional goals giving each staff member a heightened sense of achievement across all professional standards.

The retention rate of staff at Xavier High School is high. This would suggest that staff are highly satisfied in their role as a staff member of the school, whether that be as a teacher or support person.



## Financial Report

