



# ***Xavier High School ALBURY***

## ***2017 Annual Report***



Principal:	Mr Gavin Dykes
Address:	294 Fallon Street NORTH ALBURY NSW 2640
Telephone:	0260 406388
Email:	<a href="mailto:xhs-info@ww.catholic.edu.au">xhs-info@ww.catholic.edu.au</a>
Website:	<a href="http://www.xhsww.catholic.edu.au">www.xhsww.catholic.edu.au</a>



## Xavier High School Albury - Annual Report 2017

### 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 College'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 **Xavier High School** has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for Registration and Accreditation secondary schools and Registration primary schools.

This *Report* complements and is supplementary to **Xavier High School's** newsletters and other forms of communication. Further information about **Xavier High School** may be obtained by contacting Xavier High School on **0260 406388** or by visiting the school's website at [www.xhsww.catholic.edu.au](http://www.xhsww.catholic.edu.au).



## **Xavier High School Albury - Annual Report 2017**

### **Section 1: Message from Key Groups in Our School Community**

#### **Message from the Principal**

##### **2017 Magazine Report - Mr Gavin Dykes**

As 2018 rapidly approaches it's time to pause and reflect on the year that was 2017. At the Yr 12 Graduation I asked them to pause and reflect on our school motto "The Truth will set you Free".

"The truth we are talking about here is the truth that you unlock for yourself. I would hope after six years here at Xavier and seven other years at a primary school they will have the tools to unlock what that truth is. That Truth is made up of lots and lots of different pieces of knowledge and context and skills and values amongst a myriad of other collection of non physical items that you will walk away with from Xavier today. Our hope is that in this spirit of freedom, that you are not bound by those gifts but they springboard you into that next phase of your life and beyond".

First and foremost I would like to recognise our HSC graduates of 2017 who over their six years at Xavier have epitomised all that we want from our students; not only to be Challenged, Compassionate, Collaborative, Courageous and Christ-like but conducting themselves in a way that has been a fine example to the rest of our student community. As I said at their Graduation ceremony, we hope they are shaped and formed but not limited by their many many benefits of their education. We hope that this next period of their life is an opportunity for them to grow and prosper and develop into wonderful young people, significant members of our wider community and be true disciples of Jesus.

It has been a big year in lots of other ways as we welcomed in February our new year 7 students as they begin their journey to the HSC class graduating in 2022. Ever since they set foot onto Xavier territory 11 months ago they have shown their true colors, giving us their very best. It has been amazing to see them shine from their first days as slightly nervous and meek, to now capable, confident and competent members of our school.

A new development that we hope to implement every two or three years was our staff conference at the start of the year. The theme "Towards 2020" reflected our desire to reach targets across the three key pillars of the school, the pillars of Faith, Wellbeing and Academia. Not only were we inspired to work towards these goals, our guest speaker Brendan Spillane inspired our staff to be more collaborative and work towards a new DEAL (Discipleship, Engagement, Accountability, Learning) in the way we work with each other.

In term two we had our first official Open day at Xavier and it was a wonderful expression of who we are and what we do. We welcomed many visitors who came to see our school in action. Staff and students alike put in great amounts of work to make this occur.

Again we were very happy with our NAPLAN results, especially those of our year nine students, showing strong growth particularly in our literacy results. We were above state average in a number of those areas and above Diocese in nearly all areas. We are still working towards HSC stronger standards which sees our year nine students have multiple opportunities to achieve these standards in literacy and numeracy before they finish school.

I am continually inspired and amazed by our wonderful students here at Xavier each and everyday I get a glimpse of their many and varied attributes that make them the outstanding young people and students of whom we are very proud. Many of our student face all different types of difficulties be it health, physical or mental, financial hardships, domestic, social, that make their schooling a challenge and often I have an



## **Xavier High School Albury - Annual Report 2017**

opportunity to see those difficulties and draw great inspiration from our kids who make their learning a priority and go about their day like there is nothing else going on for them.

I would like to thank our School Leaders, House Coordinators, Key Learning Area (KLA) Co-ordinators, teachers and support staff who are all conscious of the demands on our students. They 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 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. Our House system and House Co-ordinators also continue to be wonderful conduits for parents and staff to oversee the wellbeing of all students.

As Principal of Xavier High School, I wish to thank all members of our community for your continued support over the year. In particular, I would like to recognise the contribution of our chaplain Fr Kevin Flanagan and the fellow Priests and Religious who serve the school. I would like to thank especially Fr Kevin as he moves into retirement, and thank him for the many blessings he has bestowed on our community through his wonderful faith filled leadership of Sacred Heart Parish and of course our school. It is the only time you can ask this of a Priest, but we do wish you all the best in your retirement, and hope the "Demons" (aka Melbourne Football Club) bring you all the joys into the future including a premiership! I also wish to thank the tireless efforts and support from our School Council and Parents' and Friends' Association. In particular Jim Suidgeest who has retired as Council Chair after six years of wonderful service. Jim has been a tremendous support for the school, sacrificing countless hours to lend his wisdom and guidance to our community. Personally, Jim has been a great support to me as Principal and I am very grateful for that.

Gavin Dykes  
Principal

### **Message from the Parent Body**

#### **SCHOOL COUNCIL - CHAIRMAN'S REPORT**

I would like to take this opportunity to thank my fellow Council members for their efforts and contributions over the past 12 months in ensuring positive, beneficial outcomes for our Xavier School community. A solid foundation is necessary for the success of Xavier's Council and we have been extremely fortunate with a diverse group offering vital individual contributions.

Earlier in the year we were fortunate to welcome Tracey Parnell and Veryan McQualter as Council members. We also said goodbye to Kerrie McKinnon and Michelle Aldridge. The Council thanks Kerrie & Michelle for their support and contributions in their time as Council members.

Our Annual General Meeting also saw the departure of our long standing President Jim Suidgeest. Jim has shown exceptional leadership over his past five and a half years as president and lead our School Council through some trying and rewarding times. He will be sorely missed and we thank him for his invaluable insights.

This past 12 months has seen the continued growth in our Parent Liaison Group. The relevance this group continues to achieve in the school community is outstanding due to the relentless energy, expertise and drive of Virginia Mitsch and Tracey Parnell. Their tireless efforts are second to none, thanks to you both.

The School Masterplan continues to evolve with the input of stakeholders. Recent improvements have been made to staff amenities and also the major redevelopment of the 300 quad earlier in the year. The improvements to date, and the proposed continued improvements, over the coming twelve months will ensure Xavier High School thrives and remains the school of choice for both students and staff alike.



## **Xavier High School Albury - Annual Report 2017**

The Council would also like to thank our Principal Gavin Dykes, Assistant Principals Nicole Morton and Lorraine Willis, the Xavier High School Leadership team, teachers and support staff, for their efforts in ensuring Xavier High School remains the exceptional school it is, as we move forward.

On behalf of the School Council we wish all students every success in their pursuit of educational excellence and in particular the HSC Class of 2017 who at the time of writing are working towards the completion of their HSC. We wish them luck in their endeavours and particularly in their role as ambassadors for Xavier High School.

On a personal note, I wish all a prosperous, healthy, happy and exciting year ahead.

Craig Wakley  
Chairman

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

We were told at the start of our tenure as school captains that the year ahead will be one of the fastest that we'd experience. It's not until you actually experience it that you actually take it for granted. Trying to sum up one of the most hectic years ever is pretty hard to accomplish within one page, but we're up for a challenge.

Our year of leadership began pretty hectically to say the least. Quickly we were thrust into the fast paced lifestyle of being seniors at Xavier, with our first official School Captain duty, attending Bishop Hanna's retirement mass. This introduced us not only to our new role, but also to those with whom we would work closely over the next 12 months, giving both of us the foundation in how to be both successful and influential leaders. Having not known each other particularly well, this brought about not only the difficulty of being role models for others within our school community, but also the rapid formation of a friendship that has made our year even more challenging. Although by the end this was no challenge, but rather a strength within our tenure.

As leaders of our school, we had the opportunity to be involved with and meet many of the younger students. This enabled us to create lasting friendships with a wide array of individuals, all with differing views in how we could act to improve the school community and present the school in a light that is highly regarded amongst the greater region. This has really stood out within our school captaincy, as, through these relationships we able to improve the school for the better, which had been our vision for our time as leaders.

ANZAC Day is one of those days that makes you feel privileged to be apart of the Xavier High School community. The strength of our community was further highlighted with an overwhelming turnout of students from all year levels, along with many proud teachers, to make the march down Dean Street in the pouring rain. Being able to lead that march made both of us proud to be a part of such an extraordinary group of people, enabling both a stronger connection and a sense of belonging among each and every student and teacher alike. This was capped off with the laying of a wreath up on Monument Hill with Mr Dykes, through which we were able to represent the school, and also pay our respects. We are forever grateful for this opportunity as this was a clear highlight of our year as leaders.

Our year would not have been made possible if it weren't for our amazing year group, as we continued to bond over our final year of schooling. Our unity was exemplified within our Sydney and Murrumbateman retreat, in which many lifelong memories and friendships had been either created and/or strengthened. We would also like to congratulate all our classmates on the work that each and every individual put in to make this the best and most memorable year.

A massive thank you goes out to the teachers and staff of the school, but more specifically to those who had been involved with our year group over the course of our time at Xavier High School. The knowledge that has been passed on is invaluable and will forever stay with each and every student, not easily being



## Xavier High School Albury - Annual Report 2017

forgotten. Our year would not have been made possible if it weren't for Mrs Willis, Mrs Morton, Mr. Brown and Mr Dykes, with the countless hours they put in to provide us with the best opportunities to succeed. We are infinitely grateful for the work you do on a daily basis to make our time at Xavier as memorable as possible.

A final thank you to everyone that has been involved within our journey as School Captains, as we were learning the role right up until the end. Everyone within our school community is seen as a leader, so continue to represent your school to the best of your ability, and continue to improve this extraordinary community that is Xavier High School. Thanks for the great year and all the best in 2018!

Thank you,  
Corey McAlpin and Leneen Marshall  
School Captains 2017

### 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 2017:(as of August 4 2017)

Girls	Boys	LBOTE*	Indigenous	Total
419	423	11	20	842

\*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.



## Xavier High School Albury - Annual Report 2017

**Xavier High School** - [Enrolment Policy](#)

**Application for Enrolment** - [Enrolment Form](#) (includes covering letter and Agreement and Declaration for parents and students to abide by for enrolment at Xavier High School)

**Information for New Families** - [Quick Facts](#)

### Appendix 1 - Enrolment Timeline

†Copies of this policy and other policies in this report may be obtained from the [Catholic Schools Office website](#) or by contacting the Catholic Schools Office phone: 0269370000.

Student Attendance and Retention Rates

Year	Attendance %
Year 7	92
Year 8	88
Year 9	89
Year 10	90
Year 11	91
Year 12	92

The average student attendance rate for 2017 was 90%.

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, **Xavier High School** staff as part of their duty of care, monitor part or whole day absences.

**Xavier High School** staff, 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 non-attendance, 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 College/School strategies have failed to restore regular attendance.

The management of non-attendance is in accordance with NESA requirements



### 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). The highest ATAR school attained was 96.95.

Senior Secondary Outcomes	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	Year 12 - 21 Year 11 - 25 Year 10 - 10 Year 9 - 10
% 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 College 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	University	TAFE/other institutions	Workforce Entry	Destination not reported
Year 12, 2017 Graduation Class (93 of 107 eligible ATAR students)	Straight to Uni 28 Deferred 27	5	30	13

### 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	70
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 2017:

Total Teaching Staff *	Total Non-Teaching Staff	Combined Total
70	28	98

\*This number includes 61 Fulltime teachers and 9 part-time teachers

Percentage of staff who are indigenous	0.98% (1/98)
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### Professional Learning

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. **Please add school specific details about staff professional learning for the year.**

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 and other external providers.



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' continue to drive the many Curriculum and Pedagogical focuses for the year.

In 2017 staff continued to develop the @Xavier Project initiative with a strong focus on improving writing. 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 2017. 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 2017, Xavier High School continued to develop our unique approach to STEAM, leading this initiative in our Diocese.

2017 provided many professional learning opportunities for staff. The highlight of our Professional Development calendar was the XHS Together Towards 2020 Conference we hosted in January. this conference aimed to equip and engage our staff in agreed practices in developing a High performance Culture at XHS by 2020:

- Xavier High School aims to develop a High Performance Culture by 2020. Our journey into exploring this exciting concept has begun and to ensure that we collate a shared vision with all staff we are hosting a two day collaborative staff conference, 'Together Towards 2020'. Working towards developing a high performance culture requires us to develop our strengths as individuals who contribute to the community, but also to understand how we work best in a team environment working towards a common goal.



## Xavier High School Albury - Annual Report 2017

- Brendan Spillane facilitated our staff conference. His aim to challenge us to consider the characteristics required for a high performance culture at Xavier High School. Additionally several other guest facilitators enriched our conversations and assisted us in developing agreed practices whilst developing our knowledge and understanding of the key characteristics needed to create these teams. The speakers will include: Mary Amohanga (team capacity), Jim Quillinan (Faith and Leadership), and Jo Martin (Team culture). Together Towards 2020 is the beginning of a collaborative approach to growing a culture where high expectations and standards are embedded as everyday practice for all.
- Jo Martin facilitated a Restoration of Cultural Change following the Conference.
- 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

### Section 5: Catholic Life and Religious Education

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

#### Catholic Heritage

In 2017, Pope Francis called us to celebrate the Year of Youth - a time to use their voice to combat inequality in the world. It is up to you not to keep quiet, if we older people and leaders keep quiet, if the whole world keeps quiet and loses its joy, I ask you: Will you cry out? 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

The school continues to provide 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.



## **Xavier High School Albury - Annual Report 2017**

### **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 70 teaching staff at Xavier High School, 12 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.



## **Xavier High School Albury - Annual Report 2017**

### **Section 6: Curriculum**

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

In 2017, 51 students from Years 9 to 12 enrolled in VET courses in Retail, Hospitality, Construction, Metals and Engineering.

Students were invited to engage a variety of academic competitions such as ICAS, History Competition, Science Competition, and STEAM competitions. Academic awards were presented to students celebrating their success in these national and international competitions.

After school study is available to students from 3.30pm-5pm. Additional Year 12 study sessions were made available to students prior to their midcourse, trial and HSC examinations from 3.30-7pm Wednesday nights.

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

- In 2017, 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.
- At Xavier students are supported in their learning and wellbeing. This year, all students and staff engaged in the new initiative - Learning Mentor Programme. 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, practising 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 programme 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**



## Xavier High School Albury - Annual Report 2017

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.

Year 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement Space & Geometry	Number Patterns & Algebra
<b>Band 9</b>	6.0	1.3	3.3	4.0	6.0	7.4	8.7
<b>Band 8</b>	19.3	10.7	22.7	16.	16.1	10.1	20.8
<b>Band 7</b>	32.7	26.0	38.0	30.7	32.2	42.3	16.8
<b>Band 6</b>	26	30.7	17.3	28.	32.2	30.9	36.9
<b>Band 5</b>	12.7	20.7	14.	13.3	12.1	8.1	12.1
<b>Band 4</b>	3.3	10.7	4.7	8.0	1.3	1.3	4.7
Year 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement Space & Geometry	Number Patterns & Algebra
<b>Band 10</b>	3.5	4.2	5.6	7.7	4.9	2.1	7.0
<b>Band 9</b>	16.7	6.3	20.3	11.2	11.1	11.8	20.0
<b>Band 8</b>	44.4	33.6	27.3	34.3	40.3	51.4	51
<b>Band 7</b>	32.9	22.4	28.7	32.2	32.6	22.9	46.0
<b>Band 6</b>	10.4	24.5	16.1	11.9	11.1	10.4	19.0
<b>Band 5</b>	2.1	9.1	2.1	2.8	0.0	1.4	1.0

### 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	Percentage of students in top 2 bands (Bands 5 and 6)		
	2015	2016	2017



## Xavier High School Albury - Annual Report 2017

Subjects	School	State	School	State	School	State
Ancient History	6		8.3		30.76	
Biology	21.1		31.2		25.57	
Business Studies	21.9		25.9		0	
Chemistry	21.1		20		8.33	
Community & Family Studies	34.7		31.5		25	
Construction Examination	13.3		0		0	
Design & Technology	28.5		14.2		36.8	
Drama	na		62.5		0	
English (Advanced)	0		28.5		29.41	
English (Standard)	2.9		11.7		5.26	
Entertainment Industry Examination	na		0		0	
Hospitality Examination	3.7		na		0	
Industrial Technology	3.1		33.3		12.5	
Legal Studies	25		28.5		0	
Mathematics	6.6		18.1		11.76	
Mathematics General 2	20.2		26.3		12.83	
Metal & Engineering Examination	14.2		16.6		NA	
Modern History	0		28.5		60	
Music 1	50		42.8		100	
PD/Health/PE	40		47.5		30.61	
Physics	0		9.1		0	
Retails Service Examination	na		na		na	
Senior Science	30		12.5		11.76	
Society and Culture	60		44.4		61.53	
Software, Design & Technology	na		0		na	
Studies of Religion I	31.8		25.8		39.99	
Studies of Religion II	21.7		41.6		59.99	



## Xavier High School Albury - Annual Report 2017

Visual Arts	66.6		59		53.84	
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The Xavier High School Dux in 2017 received an ATAR 96.65 and is studying at Australian National University in 2018. Additionally, two Year 10 students were the recipients of Kwong Lee Dow Scholarships administered by the University of Melbourne.

In 2017 the number of students issued with a RoSA (Record of School Achievement)	143
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### Section 8: Pastoral Care and Well Being

#### Pastoral Care/ Academic Care/ Well Being

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 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



## Xavier High School Albury - Annual Report 2017

- 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 exists 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 continuation of the Lunch Box Sessions, which ran regularly across the school year, exploring issues of concern for our students.

The school continues to explore 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.

The appointment of a full-time psychologist to the school for the commencement of the 2018 school year is a positive and welcome move, which will facilitate and encourage the development of further issues.

### 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.
- The Learning Mentor programme grew in 2017, with staff and students engaging in survey-style questions to identify areas of strength and challenge. Staff and students worked together to establish and achieve goals. All students were engaged in this programme and feedback about the initiative was overwhelmingly positive in regard to the increased sense of connection with the staff involved.



## Xavier High School Albury - Annual Report 2017

- In 2017, there were 50 students involved in the school's Immersion program with the continuation of pilgrimages to Yuendumu, Santa Teresa, Moree, Barmah and Eden. 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.
- Engagement in Lunch Box sessions, which focused on topics such as anxiety and mental health offered students an opportunity to engage in discussion and activities that promote communication, understanding and tolerance. These activities were well-supported by the student population, with weekly groups in excess of thirty students meeting regularly.
- 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.
- We engaged the Hopeful Institute again in 2017 to work with and lead our students in the search for building their character strengths, self-efficacy and commitment to being their best. Students in Years 8, 9, 10 and 11 worked in sessions targeted to their areas of need.
- In order to build connectedness across our community in 2017, we engaged the services of Dr. Michael Carr-Gregg to present to our staff and the parent community. Dr. Carr-Gregg presented a seminar on the influence of technology on our young people and offered practical and constructive ideas and solutions to this concern. The event was attended by over 350 parents and community members.

### 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.

Xavier High School's Workplace, Health and Safety Committee meets regularly throughout the school year. All accidents, injuries and potential safety hazards are reported to the Work, Health and Safety Officer or or the Principal or both. The school keeps a record of all work-related illness and/or injuries, no matter how slight to comply with WHS legislation.



**Section 9: School Review and Improvement**

Each year Xavier High School, Albury 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. The 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.

2017 Annual Improvement Plan (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</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%.</p>



		<p>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>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 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>
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(Annual Plan 2017 continued)	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>Strategic Priority Area</b>			
<b>Student Learning and Pedagogy (continued)</b>		<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><b>(Draft Annual Plan 2017 continued)</b></p> <p><b>Strategic Priority Area</b></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 <i>CSO Improvement Plan</i>.</p> <p>Implement the <i>Australian Teacher Performance and Development Framework</i> by Term 4, 2017.</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 <i>CSO 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>Ensure the key <i>Educational Accountability Requirements</i> are addressed and documented.</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>
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## Xavier High School Albury - Annual Report 2017

### Priority Key Improvements for 2018

Strategic Priority Area	Strategic Student Improvement Priorities	Student Improvement Targets for 2018	Implementation Strategies	Timelines and Milestones	Lead roles	Targeted Resources	Key Performance Indicators/ Evidence of Improvement
<b>Catholic Life &amp; Mission</b>	Students will develop a strong, deep, lived and visible commitment to the mission of Xavier High School.	A year of growth in student engagement in the Catholic life and identity of our school.	<p>The <b>Faith Formation Plan</b> has been embedded in the life of the school and is being reviewed and updated on an annual basis.</p> <p>With the focus on <b>'The Year of Youth'</b>, the Youth Ministry team will become a key element in the school's faith life. This will include planning Youth Masses which will be celebrated at least twice in the year in local Parishes.</p> <p>95% of our students celebrating the <b>Sacraments</b> of Reconciliation and Eucharist every year.</p>	<p>The current Faith Formation Plan will be reviewed by all staff and feedback sought for areas to be updated.</p> <p>The 'Year of Youth' will be the focus of Catholic Life and Mission in 2018 (Advent 2017 – Christ the King 2018). Two Youth Masses will be celebrated in 2018.</p> <p>Class Mass and Reconciliation Timetable to be implemented across all RE classes in 2018.</p> <p>Towards the beginning of Term 3 (the actual day of arrival of the Sisters of Mercy was 22nd July 1868), there will be a wider community celebration</p>	<p>The Director of Faith and Mission</p> <p>The Director of Faith and Mission, Youth Ministry team and Deanery priests.</p> <p>The Director of Faith and Mission and Deanery priests.</p> <p>The Director of Faith and Mission. Anne Ferguson (Coordinator, Office</p>	<p>Faith Formation Plan</p> <p>CSO Initiatives (eg WW Youth Festival). Liaise with Parish priests to determine suitable dates for Youth Masses.</p> <p>Liaise with Parish priests to confirm dates and times for the Sacraments at Xavier.</p> <p>Establish a team to plan for the celebratio</p>	<p>Review and update the Faith Formation plan after seeking input from staff, students and parents. Monitor participation in the variety of Faith Formation experiences.</p> <p>Utilising the Youth Ministry Team (including participants from the Australian Catholic Youth Festival), in celebrating 'The Year of Youth'. The team will prepare for the celebration of two Youth Masses in specific Deanery Parishes.</p> <p>All RE teachers will be provided with formation experiences and support for the celebration of the Sacraments of Reconciliation and Eucharist with their RE classes.</p>



			<p>In recognition of significant anniversaries (150 and 100 years respectively) the school will celebrate and acknowledge the contribution of our founding orders - <b>the Mercy Sisters and Christian Brothers.</b></p>	<p>(perhaps following a Mass incorporating a reenactment) and then a whole school celebration in early Term 3.</p>	<p>of Mission Animation, Sisters of Mercy Parramatta). Sr Anne Hagan (CSO Catholic Life and Mission).</p>	<p>n of our founder's anniversaries which would include Anne Ferguson and Sr Anne Hagan.</p>	<p>All members of our school community will have a deeper understanding and appreciation of the contribution of our founding orders, and will actively participate in our anniversary celebrations.</p>
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<p><b>Pastoral Care &amp; Wellbeing</b></p>	<p>Students are consistently engaged in and focused on quality learning academically, socially, personally and relationally and are actively part of building and developing a culture in which they are all expected to learn successfully in their own way and at their own pace. Their individual talents are valued.</p>	<p>Growth in academic care and wellbeing through mentoring . Specific targeted topics and questions are used to inform areas of need to be addressed across cohorts or to groups of students. Mentors engage in communication with student and home in discussing strengths and challenges. Identification of issues and concerns that affect our students and prevent achievement or success in school.</p> <p>Creating and using opportunity for student voice to be heard and valued more regularly. Beginning of using this to access information from parents. Maintain opportunities for parent sessions and speakers</p>	<p>Building engagement - Goal development and setting with a staff Learning Mentor through the data dashboard. Data dashboard set-up with student profile and data to establish monitoring of progress, goals and growth. Development of scope and sequence for wellbeing initiatives in line with need and interest. Continued relationship with the Hopefull Institute and exploring other options for equipping students and parents with the relevant skills and knowledge.</p> <p>Development of survey format for feedback on levels of wellbeing, engagement and success (student, staff and parent). To be completed each term. Major guest speaker to be engaged.</p> <p>Year 1 of partnership with Real Schools (1 full PD day 29th Jan) leading to further dates</p>	<p>Ongoing</p> <p>Term 1 initially and then revisit each term.</p> <p>Ongoing</p> <p>Termly from week 8 term 1. Throughout the year</p> <p>Begins 29th Jan, 2018 and continues across three years</p>	<p>All staff</p> <p>KLA &amp; House Coordinators (possibility of time allocated to role to assist)</p> <p>LWI for feedback from HCs Leadership</p> <p>All staff</p> <p>LWI, HCs and relevant staff</p>	<p>Development of mentoring questions via google with assistance from IHO and NMA Allocation of time for viewing of horizontal issues. Collaboration with staff to develop.</p> <p>Cost - financial</p> <p>NMO &amp; Lit/Num committee</p>
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**Xavier High School Albury - Annual Report 2017**

		<p>Focus on skill development in restorative practice so that students, staff and parents recognise how to engage restoratively.</p> <p>Establishment of an approach to build and strengthen student leadership</p>	<p>throughout the year in line with the partnership.</p> <p>Development of a student leadership day working with supports to focus on leadership skills and assign leadership projects.</p>			<p>e &amp; Whole School</p> <p>NMO &amp; KLA &amp; Whole School</p>	
<p><b>Student Learning &amp; Pedagogy</b></p>	<p>Students are engaged in dynamic, authentic and meaningful learning experiences that depth their knowledge and understanding of necessary skills to ensure that they are empowered by their educational experiences which aim to offer them a plethora of opportunities.</p> <p>Our aim is to ensure evident student learning growth is articulated by independent and intrinsically motivated</p>	<p><b>Visible Learning in Action</b></p>	<p><b>1. Implementation of Whole School Literacy and Numeracy Plan</b></p> <ul style="list-style-type: none"> <li>-Embedded Literacy and Numeracy initiatives</li> <li>-Middle School Literacy Network developments</li> <li>-Evidence of success</li> <li>-Implementation of visible learning strategies</li> <li>-Engaging in innovative, meaningful and real world experiences to challenge and shape student learning experiences</li> </ul> <p><b>2. Assessment?</b></p>		<p>Term 1- Day 2 PD</p> <p>Term 4, 2017 for implementation in 2018</p> <p>Term 1, 2018-ongoing</p> <p>Term 4, 2017-ongoing</p> <p>Term 4, 2017 &amp; 2018</p>	<p>GDY &amp; NMO &amp; whole School</p>	<p>Evidence in programs and marking criterias</p> <p>Improved NAPLAN and school grades Improved results and confidence in student writing, reading and numeracy</p> <p>Better assessments- scope and sequences and assess plans developed in line with backward mapping and lit &amp; num benchmarks</p>



	<p>student learners and also staff who hold high expectations of all of our students.</p> <p>Staff strive to engage in a collaborative professional learning culture that promotes professional standards and contributes to our high performance goals. Staff contributions to XHS reflects our desire to be a high performing team which engenders trust, professional expertise and professional behaviours supporting a positive and proactive school culture.</p>		<p><b>How do we do it better?</b>                  -NESA new principles of Assessment                  -HSC Stronger Standards implementing visible learning strategies                  -Learning Intentions and Success Criteria                  -Success Criteria                  -Year 10 program 2018                  -NAPLAN                  -HSC                  -Formative &amp; Summative &amp; Grade distribution                  -</p> <p><b>3. NESA Teacher Accreditation</b>                  -Developing knowledge and understanding of professional improvement through familiarisation with the standards.</p>				
<p><b>Strategic Leadership &amp; Partnerships</b></p>			<p>Building program for 2018 and beyond- re-focus priority areas based on feedback from CGBA                  application of 2017- seek wider staff and community input</p>	<p>Term 1- Gather necessary data to inform of choices with buildings- gather staff and wider community input</p> <p>term 2- Put proposals forward to community and choose appropriate course of action- liaise</p>			



			<p>Celebration and recognition of 150th anniversary of Catholic education in Albury with tangible, outward expressions via electronic media, gathering and celebrations, media campaigns via website, TV, newspaper etc.</p> <p>Consolidation of the identity of the school- via uniform, signage, and stationery etc</p>	<p>with CSO if necessary</p> <p>Term 3 - begin process of implementation</p>			
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**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**

The school has established a number of forums for student voices to be heard. They include the student leadership group attending 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. The establishment of Lunch Box Sessions offers a range of activities to engage student's interests - as identified by students.



## Xavier High School Albury - Annual Report 2017

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. Year 11 students completed a mentoring conversation exploring levels of satisfaction with current achievement and future goals. 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. 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.

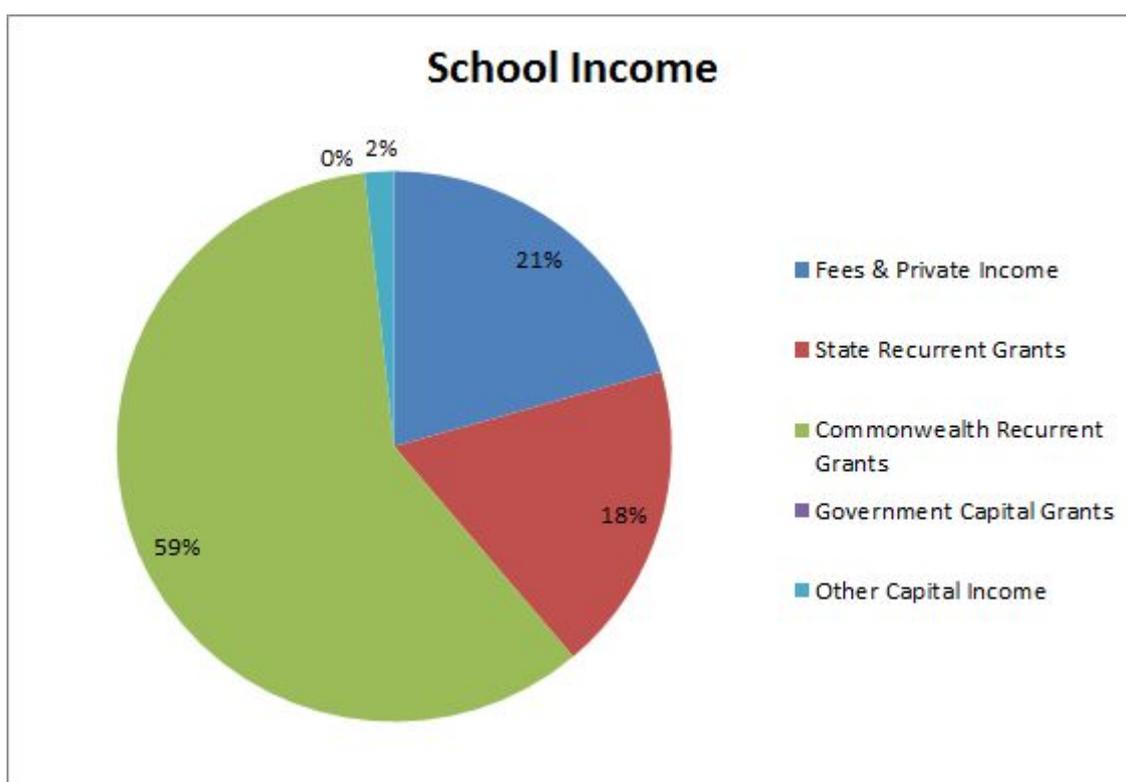
### Teacher Satisfaction

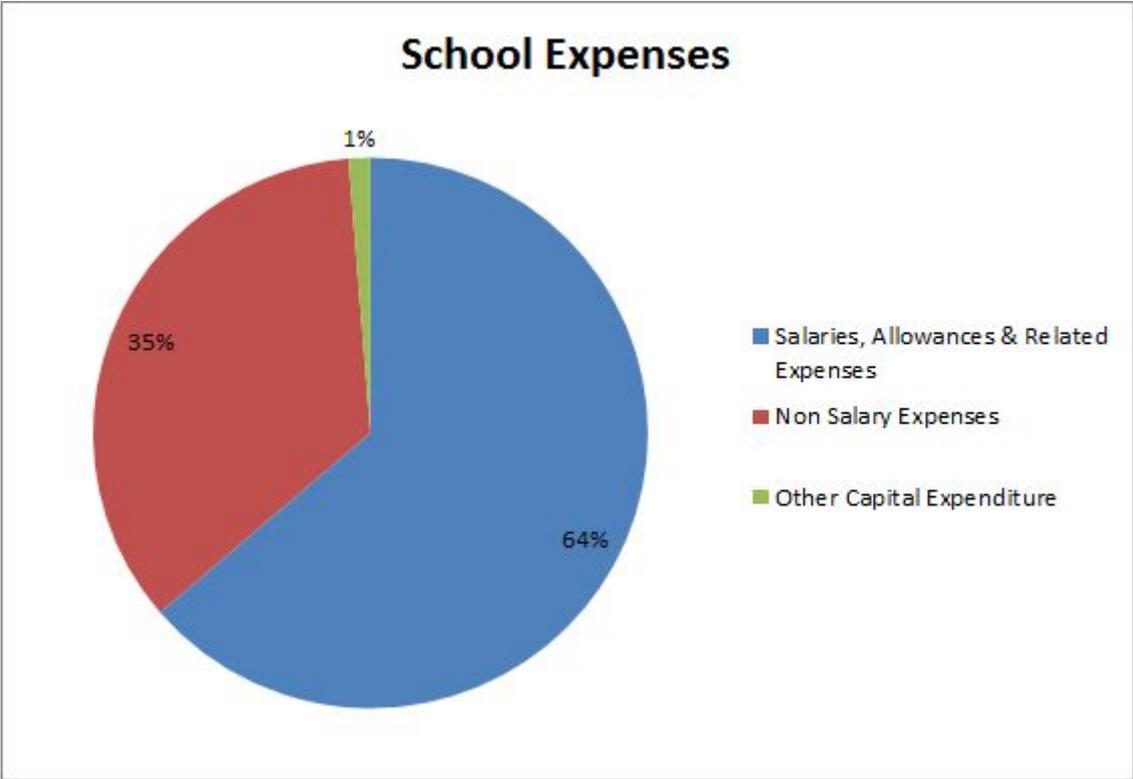
At Xavier it is acknowledged the importance of a common and shared vision to enable staff to work collaboratively in their quest to improve learning outcomes and the learning environment for all students. All staff are focussed on creating learning environments that are dynamic and innovative spaces 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







Appendix 1

**APPLICATION FOR ENROLMENT YEAR 7 (2018)  
IMPORTANT DATES for 2017**

<b>Term 1 (prior to week 9)</b>	Distribution of Enrolment packs to feeder schools and all other enquiries	
<b>Term 2 Week 6 Thursday June 1</b>	9.30am to 1.30pm Feeder schools bussed to and from Xavier	Year 6 students visit for a Taste of High School
<b>Term 2 Week 6 Thursday June 1</b>	12.00pm to 6.00pm	<ul style="list-style-type: none"> <li>• Open Day for all members of the community showcasing what Xavier has to offer.</li> <li>• School tours</li> </ul>
<b>Term 2 Week 7 Friday June 9</b>	Applications for Year 7 2018 due to school	
<b>Term 2 Week 8 Week beginning June 12</b>	Year 7 2018 applicants advised of interview process	SOBS booking to be ready Tuesday June 13
<b>Term 2 Week 10 Wed June 28 and Thurs 29 2.30pm to 6.00pm</b>	Interviews for Year 7 2018	<ul style="list-style-type: none"> <li>• Advise L/ship team</li> <li>• Advise House Coordinators</li> </ul>
<b>Late June / Early July</b>	Offers of enrolment mailed to successful applicants	
<b>Term 3 Week 4 Friday August 11</b>	Acceptance of Enrolment Offer due	
<b>November 8 2017</b>	Orientation Day for those who have accepted an Offer of Enrolment for Year 7 2018	Morning of Nov 8 2017
<b>November 8 2017</b>	Information Evening for parents of Year 7 2018	6.30pm Xavier High School Creative and Performing Arts Centre (CAPA)
<b>Term 4 (Nov 14)</b>	Grade 5 Information Day	



## Appendix 1- Letter of Offer of Enrolment

06 December 2017

Dear \*|First\_Name parent|\*

### RE: Enrolment Offer Letter

Thank you for the Application for Enrolment for \*|First\_Name student|\*. We wish to welcome \*|First\_Name student|\* and are able to confirm that there is a position for them in Year 7 2018.

Xavier has a long and proud tradition as a place of outstanding achievements in all facets of education. Students at Xavier are called to be compassionate, collaborative, challenged, courageous and Christ-like. Through Xavier, \*|First\_Name student|\* will experience Catholic secondary education: an education within the context of Gospel values, allowing all students to develop to the best of their abilities – spiritually, academically, physically and emotionally.

The next phase of the transition process from primary to secondary school involves an Orientation Day and Parent Evening – details are as follows.

### ORIENTATION

Students are invited to Xavier High School on *Wednesday November 8 from 9.30am to 2.00pm*.

Students from schools other than St Patrick's, Holy Spirit and St Anne's are able to remain at Xavier until 3.25pm. The additional time together will hopefully assist them to get to know one another. They may be collected from the Fallon Street entrance at either 2.00pm or 3.25pm.

Transport will be arranged from St Patrick's and Holy Spirit Schools. St Anne's Students will walk across to Xavier. Students should go to school as usual and we will collect them in the morning and return them to school shortly after 2.00pm.

Students from other schools should make their own arrangements to get to and from Xavier High School.

All students should wear their school uniform and bring a pen or pencil. Lunch will be provided.

### PARENT EVENING

At 6.00pm on the evening of Wednesday November 8 there will be an Information Session for Parents in our Arts Centre. The session will last for approximately one hour and light refreshments will be available.

### CONFIRMATION OF ENROLMENT

To confirm your acceptance of this enrolment offer, please complete the [Acceptance of Enrolment Form](#) and ensure payment of the non-refundable enrolment fee of \$200 is made by Friday December 15 2017. At the commencement of the 2018 school year this fee transfers to the provision of a Chromebook for \*|First\_Name student|\*. Your cooperation in meeting this deadline allows us to proceed with the planning of class groupings for next year. It will also allow us to include students who are on our waiting list for 2018 should you decide not to take up this offer of enrolment.

Payment of this fee may be made by bank transfer, credit card, cheque, cash or by utilising the school's EFTPOS facilities. Xavier High School banking details are below. Please include your child's full name as the reference for payment.

Bank: Commonwealth Bank, Albury  
Account Name: Xavier High School, Albury



## Xavier High School Albury - Annual Report 2017

BSB Number: 062 500  
Account Number: 00931556

Families who accept a position but who do not take up their place will forfeit the enrolment fee.

Some applicants will decide not to accept the offer of a place and often these people do not reply to this letter. Accordingly, if I do not hear from you by Friday December 15, I will assume that you do not wish the place to be kept for \*|First\_Name student|\*.

### OTHER INFORMATION

The [Information Sheet for New Families](#) provides information on the way Xavier High School operates. Our school video may be viewed at [www.xhsww.catholic.edu.au/information/enrolments](http://www.xhsww.catholic.edu.au/information/enrolments). Please take a moment to peruse them.

New bus pass applications must now be made online. To apply for a pass, please go to [transportnsw.info/school-students](http://transportnsw.info/school-students). Families without internet access should call 131 500 for assistance.

For convenience, Year 7 Book Packs will be available for purchase at the information evening between 5.30pm and 5.55pm at an approximate cost of \$40. Calculators may be purchased for an additional \$20. Eftpos facilities will be available. All items will be available for purchase from the office after this date.

Thank you for applying to become part of our Xavier community and for presenting yourself for an interview. We look forward to our gathering in November.

Yours sincerely

Mr Gavin Dykes  
Principal