



Xavier High School, Albury

2018 Annual Report

Principal: Mr Gavin Dykes

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About this Report

Xavier High School, Albury is registered by the NSW Education Standards Authority. Catholic Education Diocese, 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 Education Diocese, Wagga Wagga. This *Report* has been approved by the Catholic Education Diocese, Wagga Wagga in consultation with the School Consultant who monitors the **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 the school on 02 6040 6388 or by visiting our website www.xhsww.catholic.edu.au.



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Section 1: Message from Key Groups in Our School Community

Message from the Principal

2018 was a very significant year in the life of Xavier High School as we celebrated the sesquicentenary of the arrival of the Sisters of Mercy in 1868. Celebrations recognised the amazing work of a group of women fresh from the shores of Ireland. Women who landed in a strange and foreign place with harsh conditions yet still set about (as they did in many other places) a system of education and later health and aged care that has stood the test of time. Their legacy sees Xavier High School thriving as a school of 800 plus students in a contemporary learning environment owing a huge debt to the Sisters.

Similarly, the arrival of the Christian Brothers in 1917 made an incredible difference to the lives of many young men as they received a Catholic education on their own journey to adulthood.

In recognition of both Orders, the school commissioned a large cross depicting the symbols of the Sisters and Brothers. The structure recognises the work of both Orders in the formation of the young people of Albury for a combined 250 years. At the beginning of the year, Mr Greg Ryan was commissioned to piece together the history of Catholic Education in Albury. The resultant publication of A History of Catholic Education in Albury was launched on December 4 by Mr Dennis Richardson AO (HSC 1964).

2018 saw the arrival of the new Parish Priest to Sacred Heart Parish. Fr Martin Cruikshank, a former student of Aquinas College and previously the Parish Priest of Finley arrived at Sacred Heart Parish in February. Fr Martin immediately set about forming strong relationships with the school. We have warmly welcomed him into our community and look forward to building on the relationship between Xavier High School and the Parish of North Albury.

Xavier High School provides an education that develops all aspects of student growth and development, primarily spiritual, academic and wellbeing. We aim to ensure our students have multiple options for their career pathways beyond school and this cohort has certainly reflected these aims. Our 2018 HSC results reflect the changing focus of our academic culture. Students have received Band 6 results across a broad range of subjects in 2018: Studies of Religion I, Biology, Visual Arts, General Mathematics, CAFS, IT Timber, Society and Culture, and PD/Health/PE. Impressive results were also received in Studies of Religion II,



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Advanced and Standard English, Chemistry German, Electrotechnology, Business Studies, Music, Drama, Modern History and Visual Arts. Over 50% of our students gained early entry into their course of choice at numerous universities in Victoria and NSW, and 49% of this cohort attained apprenticeships, traineeships and employment for planned GAP years in 2019. At Xavier High School we aim to ensure our students have multiple options for their career pathways beyond school and this cohort has certainly reflected these aims.

Sometimes lost in the busyness of the school year, our Immersion Program continues to evolve and give our students the opportunity to be part of the culture of our indigenous communities in different locations across the country. Our students were challenged, in the way they live their own lives through the lense of a culture and spirituality that has been in existence for tens of thousands of years. Not only is it the history, culture and heritage that challenges our young people but also the socio-economic disadvantages experienced by our indigenous communities today. Forty eight students participated in the program visiting Eden, Moree, Santa Teresa, Yuendumu and Barmah. A true testament of the impact this program has on our students was that in Term 4 when our leadership candidates delivered their speeches to their peers, nearly all reflected on their experiences with the communities they visited. I had first hand experience of witnessing the way it shaped our young Xavier students by visiting the Yuendumu community north of Alice Springs. I was overwhelmed by how our students responded to the challenge. Thank you to the students and parents who supported the program but also to the staff who facilitated the program and accompanied the students.

A significant opportunity afforded to us in 2018 was the production of the musical Grease. The talents of our students and staff was borne out in this classical hit which had the audience jumping and jiving in appreciation. Led by our very experienced Creative and Performing Arts staff, the production showcased the diverse talents of our students and staff. Our thanks to all involved, including parents, in what was a wonderful experience for our school community.

After nurturing and inspiring generations of families at Xavier Peter Robinson has retired after 48 years of teaching. We are truly grateful for Peter's contribution to Xavier High School and its predecessor schools St Joseph's High School and Aquinas College. Peter has left an indelible mark on the lives of all those he has had contact with - students, parents and fellow staff members. His wisdom and insights will continue to be part of our community for many years to come and on



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behalf of the school, I wish Peter and his wife Cindy, all the best for the next stage of their life journey.

Another significant retirement was that of Phil Densten. For over ten years Phil served as the school's Business Manager and was instrumental in overseeing not only the financial management of the school but our building and maintenance programs. His expertise and diligence in these areas has left our school in a sound position both financially and aesthetically.

I thank the families for their continued support of the school. In sometimes challenging environments and competing demands we are grateful to have the support and trust of parents as we shape our young students into the adults of tomorrow.

Gavin Dykes
Principal



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Message from the Parent Body

SCHOOL COUNCIL CHAIRMAN'S REPORT (tabled at 2019 AGM)

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.

I would also like to say thank you for the contribution made by the many other individuals and groups that contribute to the ongoing function of the school. To Cerina Meredith for her help in ensuring that the Council Meetings run smoothly, in a timely and organised manner – a big thank you. The end of 2018 saw the retirement of Phil Denston from his role of Finance Manager. A role Phil had passionately undertaken for close on 12 years. The legacy that Phil leaves behind for his successor Carol Glumac, cannot be understated. Thank you again Phil. To the members of the Parents' & Friends' and Parent Liaison groups – many thanks for the hard work you put in for the betterment of our school.

This past 12 months has again 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 Tracey Parnell.

A major development for our school community over the past year has been the change to our school uniform. The positives of these changes to both student and school identity are extensive. A huge amount of consideration and consultation was undertaken, by all parties, prior to making these major changes and it is extremely pleasing to see how well the changes have been embraced by students, teachers and parents alike. It is especially pleasing to see the continued expansion of both our Chinese reciprocal visits to Nanping and our Immersion program with various indigenous communities. The positives these bring to both our students and respective communities is outstanding.

The Council would also like to thank our Principal Mr Gavin Dykes, 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. Particular thanks go to our Assistant Principals Lorraine Willis and Nicole Morton for their roles in taking on the Co-Principal roles in Gavin's absence in Term 2 - our school was always in extremely capable hands.

On behalf of the School Council we wish all students every success in their pursuit of educational excellence and in particular the current class of Year 12 who are working towards completion of their HSC. We wish them well in their endeavours and particularly in their role as Xavier ambassadors.

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

Craig Wakley

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Chairman, Xavier High School Council

Message from the Student Body

SCHOOL CAPTAINS SPEECH 2018 (Lauren Eddy and James Worth)

2018 has flown. It seems like only yesterday that we were elected into our new school captain positions, and felt huge pride in our new roles. From the moment we stepped into our positions we felt the love and support of those around us, and we felt this right to the end of our time as captains. It was because of this that we were able to accomplish the tasks set before us. We would like to thank the staff and students for electing and believing in us; we hope we served you well.

In our time as school captains, we were privileged enough to lead the school reverently at the Albury ANZAC Day march, and lay the wreath at the following Memorial Service. We helped flesh out the Bullying No Way campaign with the help of our wonderful student leaders, creating vibrant murals and helping students into position for our school's aerial photograph. We even met the Prime Minister! We strived to encourage acceptance, kindness and inclusion among students; and overarchingly, we attempted to make music cool - embodied through Red Faces at our last ever Xavier Day. These are just some of the many experiences we were privileged enough to have, and it was a wild ride.

Personally, and we are sure our cohort can agree, year 12 presented us with many challenges, and as there were many great days, like winning the staff vs students soccer match, our retreat, and our graduation; there have been many hard days too. Exam weeks, due dates, moments of pure exhaustion and not being able to see the light at the end of the tunnel. But now, we have done it. And looking back, we have realised that these mountains have let us build resilience, confidence and knowledge. We realise now that Year 12 is only a speck in our more than promising future, and we are excited to step into the world.

A sincere thank you to Mr Dykes, Mrs Willis, Mrs Morton, The Xavier Trinity. Thank you for guiding us throughout the year - for laying the foundation of all our actions, for being with us and believing in our capabilities. Thank you to our parents and families, for spurring us on when we wanted to give up, and for putting up with our ranting when we just wanted to vent. You guys are the absolute best.

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Six years ago, when we all rocked up on the first day of year 7, finishing school felt like a lifetime away. And during that lifetime, our school life, many memorable things happened. We laughed together, we grieved together, we learnt together, but most importantly, we grew up together. It has been a privilege to walk our high school journey alongside the Class of 2018, and the rest of the Xavier High School community. We can't believe all of this has come to an end.

Having the honour of being the 2018 school captains has been beyond a pleasure. We have learnt things we never would have otherwise, and have made awesome memories together. We would like to again reiterate our thanks in your belief in us; in our positions as captains, and as people. This has been an experience we will never forget.



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Section 2 : School Features/Context

In 2018 Xavier celebrated the Sesquicentenary (150th) anniversary of the arrival of the Sisters of Mercy in Albury. A focus of the celebrations was the commissioning of Xavier High School - A History Catholic Education in Albury. The author of the book, Mr Greg Ryan, a former student, parent and School Council member spent countless hours researching and putting pen to paper to record a truly wonderful snapshot of our history. To commemorate our beginnings a large cross incorporating the crests of the Sisters of Mercy and Christian Brothers was erected in a prominent position of the school grounds - visible for all to see and reflect on our humble beginnings.

The provision of Catholic secondary education commenced in 1868 with the arrival of the Sisters of Mercy under the governance of Mother M Ignatious Murphy. The Sisters began teaching with an enrolment of three. These young ladies became the nucleus of St Joseph's Ladies College. 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 now directly under the auspices of the office of Catholic Education Diocese of Wagga Wagga.



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Section 3: Student Profile

The following information describes the student profile for 2018 (Census Feb 2018):

Girls	Boys	LBOTE*	Indigenous	Total
381	414	16	18	829

*Language background other than English

1. Enrolment Policy

Catholic Education Diocese of Wagga Wagga has established an [Enrolment Policy](#)†. The implementation of this policy is monitored by the Catholic Education Diocese of Wagga Wagga. †Copies of this policy and other policies in this report may be obtained from the [Catholic Education Diocese of Wagga Wagga website](#) or by contacting the Catholic Education Diocese of Wagga Wagga or by contacting the school directly.

Enrolment Policy for Xavier High School

Xavier High School is a living expression of the dynamic and evolving tradition of the Catholic Church. We have a responsibility to provide places for those who wish to experience our Christian approach to education. Specifically Xavier caters for young people from the Parishes of Albury, North Albury, Lavington, Howlong, Holbrook, Corowa and Culcairn. Xavier High School is committed to:

- Providing for all baptized Catholics who seek a place where their baptismally-seeded faith may be nurtured.
- Accepting all who seek a place subject to their confirming their support and respect for the Catholic nature of the schools.

To be considered for enrolment:

- All students will need to have completed Year 6 or its equivalent.
- All students will be assessed as to their educational needs prior to the finalisation of enrolment.
- Students with identified special needs will have their particular educational requirements identified by an integration support group. This process will specify all support measures which are to be provided by the school. The school reserves its legal right to determine whether any particular enrolment might constitute an “unjustifiable hardship” under the Disability Discrimination Act.



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- All families must give a written commitment to respect and support the Catholic nature and practices of the school. This includes participation in the formal Religious Education programme and prayer life of each student.
- All families must give a written commitment to support the school financially in some way. Normally this support would be through the full payment of school fees and levies. Where circumstances dictate that full payment will not be possible, the obligation remains on each family to support the school according to its means with individual arrangements to be set in place.

Discernment Criteria

All eligible applicants will be considered but there is a ceiling to the number of places available in our school; determined by philosophic, financial, physical and industrial factors. If Xavier is unable to provide places for all applicants the following criteria will be applied:

- Preference will be given to baptised Catholics.
- Siblings of current students will normally be accepted for enrolment.
- Baptism within many Christian communions is recognized as valid by the Catholic Church. Special consideration will be given to communicant members of these churches.
- Children accepted for enrolment at a Catholic primary school.
- The Principal has the ultimate discretion in accepting enrolments.

2. Student Attendance and Retention Rates

Year	Attendance %
Year 7	94
Year 8	91
Year 9	90
Year 10	91
Year 11	90
Year 12	92

The average student attendance rate for 2018 was 91.33%.

Regular attendance at school is essential if students are to maximise their potential. **Xavier High School Albury**, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally



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responsible for the regular attendance of their children, 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, Albury** 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 Education Diocese Wagga Wagga or designated Catholic Education Diocese 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). The highest ATAR for 2018 was 91.4

Senior Secondary Outcomes	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	Year 12 - 14 Year 11 - 16 Year 10 - 25 Year 9 - 24
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%



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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, 2018 Graduation Class	University	TAFE/Other Institutions	Workforce Entry	Destination not reported
	61 (deferred unknown)	10	26	10

The number of students issued with a RoSA (Record of School Achievement)	32
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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	71
B	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0



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d) The following information describes the staffing profile for 2018:0

Total Teaching Staff *	Total Non-Teaching Staff	Combined Total
71	27	98

*This number includes Fulltime teachers and part-time teachers

Percentage of staff who are indigenous	.02%
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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. A wide range of professional learning opportunities were undertaken in 2018. These include but were not limited to VET training, Literacy and Numeracy professional development, HSC marking, quality assessment practises and many others.

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.



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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). 2018 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 2018 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 2018. 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.

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2018 provided many professional learning opportunities for staff. These opportunities were many and varied and were designed to ensure our staff were and are equipped to engage in agreed practices in developing a high performance culture at Xavier by 2020.

- Xavier High School aims to develop a High Performance Culture by 2020. Our journey into exploring this exciting concept continues. 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.
- 2018 saw the commencement of our partnership with Adam Voigt and Real Schools. This partnership is an ongoing arrangement designed to embed restorative practice and inclusive culture within our Xavier classrooms. Ongoing visits from Adam involving classroom walk throughs and reflection on pedagogical processes continue to be a focus as we strive towards further enhancement of our positive school culture for 2020.
- A number of staff took up the opportunity to lead staff workshops during our usual Tuesday afternoon meeting times. These workshops are designed to give staff the opportunity to share their vast array of knowledge, talent and skills in their chosen fields. Workshops have a pedagogy focus and are linked to the AITSL Teaching Standards. It also provides workshop presenters with the ability to display competencies exhibited at the lead teaching level.
- Growth Coaching is an opportunity many of the middle leaders at XHS have undertaken in recent years. In 2018 we had further opportunities for the middle leaders to undertake Growth Coaching to enhance their skills in working with and leading staff. This continues to be an important opportunity for our middle leaders to develop their leadership capabilities and work with all staff.
- 2018 saw Xavier High School invite John DeCourcy to work with our staff in unpacking HSC results with the use of his own analysis and the RAP data available to us. John spent two days with middle leaders in Term 4 before a scheduled return in early 2019 to work with all staff. John's focus was on the pedagogical impact our staff can have on all year levels in enhancing the overall student growth of our students.
- With a projected increase in students studying VET in 2019, it was deemed important to pursue opportunities for more staff to undertake training specific to individual subjects. Staff nominated to teach particular subjects and were put through the required training to teach specific VET subjects in 2019.
- Across the course of the year, all staff were offered numerous opportunities to undertake professional development specific to their own personal professional learning plans. This saw a wide range of professional learning opportunities undertaken specific to the needs of individual staff members.



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Section 5: Catholic Life and Religious Education

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

Catholic Heritage

Xavier High School is a Catholic High School in the Diocese of Wagga Wagga and our motto... 'The Truth Will Set You Free' (Jn 8:32) highlights that we strive for all members of our community to grow in their understanding of the truth, and to become their best selves. Our school should have a distinct nature and ethos...it should reflect the person and message of Jesus...because that is at the heart of who we are as a community. That should be evident in all of our relationships with each other, in the atmosphere of our school.

Whilst Xavier has only existed officially since 1983, we are part of the great story of Catholic Education in Albury that began over 150 years ago when the Sisters of Mercy arrived in Albury in 1868. Our other founding order, the Christian Brothers arrived in Albury in 1917, and we owe an enormous debt of gratitude to both of these religious orders for laying the solid foundations of our school, and we try to keep their spirit alive by spreading Good News to a world that really needs it. We therefore take very seriously the privilege and responsibility of helping our students to develop a deep awareness of God's love in their lives and a real sense of meaning and purpose in life (which we need more than ever today).

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

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



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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, and numerous staff members participated in the ‘Connections’ programs in 2018. All staff participated in Twilight Spirituality Sessions to deepen their awareness of their vocation to Catholic Education.

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 71 teaching staff at Xavier High School, 13 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.

Professional Learning in Catholic Life and Mission

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Section 6: Curriculum

Xavier High School, Albury follows the NSW 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 Education Diocese of Wagga Wagga. Xavier High School offers a wide range of courses to students at all Year levels.

In 2018, 20 students from Years 9 to 12 enrolled in VET courses in Hospitality and Construction.

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.

- With a focus on building academic focus and success, Year 12 students undertook Academic Enrichment activities in Sydney. Here they were exposed to specialist HSC experiences. Mirroring this opportunity, Year 10 visited Melbourne for Academic Enrichment experiences.
- At Xavier students are supported in their learning and wellbeing. 2018, saw the continuation of all students and staff engaging in the 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.
- 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



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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 College 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/ College results shown are compared to students nationally. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation. This overall performance includes the strands of Number and Algebra, Measurement & Geometry and Statistics & Probability.

Year 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 9	9.9	0	6.4	7.9	7.1
Band 8	15.6	10.7	13.6	13.6	14.9
Band 7	37.6	26.9	29.3	26.4	34.0
Band 6	29.0	31.4	33.6	35.0	33.3
Band 5	9.2	25.7	10.7	11.4	8.5
Band 4	0.7	5.0	6.4	5.7	2.1

Year 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 10	7.2	3.9	6.5	5.2	7.8
Band 9	11.2	7.8	10.5	21.6	13.7
Band 8	33.6	30.1	31.4	30.1	33.3
Band 7	36.8	24.2	32.0	18.3	32.7
Band 6	9.2	20.3	10.5	22.2	10.5
Band 5	2.0	11.1	9.2	2.6	2.0
Band 4	0	2.6	0	0	0



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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)					
	2016		2017		2018	
Subjects	School	State	School	State	School	State
Ancient History	8	31	31	36	33	37
Biology	31	35	22	39	24	37
Business Studies	26	35	0	36	36	37
Chemistry	20	41	8	43	20	42
Community & Family Studies	32	30	25	29	47	29
Construction Examination	0	13	0	14	na	na
Design & Technology	14	41	36	33	44	47
Drama	63	42	0	42	25	53
Electrotechnology	na	na	na	na	100	9
English Ext 1	na	na	na	na	0	96
English (Advanced)	29	62	29	63	50	63
English (Standard)	12	14	5	16	13	15
Entertainment Industry Examination	0	34	0	na	na	na
French Continuers	0	66	na	na	na	na
Geography	na	na	na	na	0	43
Hospitality Examination	na	na	0	30	52	19
Human Services	0	17	na	na	na	na



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Industrial Technology	33	26	13	23	25	22
Japanese Beginners	na	na	na	na	na	na
Legal Studies	28	42	0	43	25	44
Mathematics	18	52	12	54	6	52
Mathematics Extension 1	33	79	0	52	50	85
Mathematics General 2	26	25	14	26	na	na
Metal & Engineering Examination	17	35	na	na	na	na
Modern History	29	41	60	39	22	41
Music 1	43	62	100	65	60	65
PD/Health/PE	48	34	31	31	33	33
Physics	9	30	0	34	0	34
Retails Service Examination	na	na	0	7	na	na
Senior Science	13	28	12	24	12	22
Society and Culture	45	49	62	48	43	48
Software, Design & Technology	0	34	na	na	na	na
Studies of Religion I	26	50	40	50	23	37
Studies of Religion II	42	48	59	47	25	41
Visual Arts	60	54	54	55	70	53

The Xavier High School Dux in 2018 received an ATAR 91.4 and is studying Physiotherapy at Charles Sturt University in 2019. Additionally, a Year 10 student was the recipients of Kwong Lee Dow Scholarships administered by the University of Melbourne.

In 2018 the number of students issued with a RoSA (Record of School Achievement)	37
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Section 8: Pastoral Care and Well Being

Pastoral Care/ Academic Care/ Well Being

At Xavier High School, the provision of effective academic care and wellbeing underpins one of the three core pillars of our community. This pillar encompasses academic, pastoral, relational, spiritual and personal care and drives the way the school community works and interacts through the relational 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.

The implementation of the Compass platform in the second half of 2018 allowed a more precise focus on aspects of wellbeing including student attendance and learning and wellbeing plans. Specific staff training in these components ensured that the collection and use of the available data on Compass was used effectively to develop interventions and responses. There continued to be systemic support for students with habitually poor attendance, through the processes of letters and involvement of police liaison connections.

Pastoral Care of Families

The vital role of families is supported at Xavier through formal and informal support structures within the community. A key focus has been creating opportunities to bring our families together and a clearer and more consistent use of communication platforms for parents. Parent information sessions were developed and delivered around our key wellbeing focuses, restorative practice and adolescent mental wellbeing.

A number of changes in the provision of counselling across the year meant that, by the second semester of 2018, the school was able to provide access to a School Psychologist for 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.



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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
- 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



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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 Team worked together to establish an approach to become more proactive in dealing with bullying behaviour. Student leaders were involved in developing a visual response to bullying, creating a series of murals that are located around the school in order to reinforce the message that bullying cannot be tolerated.

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. This has been enriched through the regular links to the Office of the E-Safety Commissioner, which are now routinely shared with parents via our social media platforms and our newsletters. The work to increase the education of our students and parents in this area continues. We have seen a decline in the number of reported incidents involving cyber based bullying and harassment across the previous twelve months.

Initiatives Promoting Respect and Responsibility

- The student leadership structure in each of the eight Houses serves to provide a density of leadership opportunities. Throughout the 2018 year, student leaders were provided growing opportunities to develop their leadership. This included training for Year 9 students to become Peer Support Leaders within the formalised programme that will begin in 2019.
- 2018 saw the continuation and growth of the Learning Mentor Programme, with staff and students providing feedback to sharpen the focus of the questions and conversations. This programme will continue to evolve into the coming year.
- In 2018, there were over 60 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 give 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.



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- 2018 saw a refocus on our Year 8 cohort with the development of the Fearless Females initiative to run alongside the Mighty Men Programme. This new focus looked to develop the girls' self-efficacy and self-esteem, particularly in light of the media coverage of the role of women in media. The girls explored what it is to be empowered as 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.
- Our Year 8 boys also took part in the Rock and Water programme, facilitated by our own trained staff. This programme gave them the opportunity to explore how to react and respond in various situations and circumstances. This was implemented in response to a need that was reflected in the behaviour data of the cohort. Following the programme, we saw a marked decline in the number of behavioural exits from class involving these students.
- Year 9 girls all experienced the Sisterhood Circles programme that explored friendships, the issues and challenges of changing friendships and the strategies for resolving friendships.
- We continued to engage the Hopefull Institute in 2018 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.

Complaints and Grievances Resolution Policy

Catholic Education 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 Education Diocese of Wagga Wagga.

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 Catholic Education Diocese 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



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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 CEDWW personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Education Diocese of Wagga Wagga Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.



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Section 9: School Review and Improvement

Each year the School an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is drawn from the Catholic Education Diocese of Wagga Wagga 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.

The 2018 Annual Improvement Plan may be found [here](#)

2018 Annual Improvement Plan for: Xavier High School

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
Catholic Life & Mission	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 Faith Formation Plan 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 'The Year of Youth', 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 Sacraments 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>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>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>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. All members of our school community will</p>

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			In recognition of significant anniversaries (150 and 100 years respectively) the school will celebrate and acknowledge the contribution of our founding orders - the Mercy Sisters and Christian Brothers.	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 (perhaps following a Mass incorporating a reenactment) and then a whole school celebration in early Term 3.	The Director of Faith and Mission. Anne Ferguson (Coordinator, Office of Mission Animation, Sisters of Mercy Parramatta). Sr Anne Hagan (CSO Catholic Life and Mission).	Establish a team to plan for the celebration of our founder's anniversaries which would include Anne Ferguson and Sr Anne Hagan.	have a deeper understanding and appreciation of the contribution of our founding orders, and will actively participate in our anniversary celebrations.
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Pastoral Care & Wellbeing	<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>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.</p> <p>Development of scope and sequence for wellbeing initiatives in line with need and interest. Continued relationship with the Hopeful 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 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>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 & 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>	
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Student Learning & Pedagogy	<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 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</p>	<p>Visible Learning in Action</p>	<p>1. Implementation of Whole School Literacy and Numeracy Plan</p> <ul style="list-style-type: none"> -Embedded Literacy and Numeracy initiatives -Middle School Literacy Network developments -Evidence of success -Implementation of visible learning strategies -Engaging in innovative, meaningful and real world experiences to challenge and shape student learning experiences <p>2. Assessment? How do we do it better?</p> <ul style="list-style-type: none"> -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 & Summative & Grade distribution - <p>3. NESA Teacher Accreditation</p> <ul style="list-style-type: none"> -Developing knowledge and understanding of professional improvement through familiarisation with the standards. 		<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 & 2018</p>	<p>NMO & Lit/Num committee & Whole School</p> <p>NMO & KLA & Whole School</p> <p>GDY & NMO & whole School</p>	<p>Evidence in programs and marking criterias</p> <p>Improved NAPLAN and school grades</p> <p>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 & num benchmarks</p>
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	expertise and professional behaviours supporting a positive and proactive school culture.						
Strategic Leadership & Partnerships			<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>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>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 with CSO if necessary</p> <p>Term 3 - begin process of implementation</p>			

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Priority Key Improvements for 2019

The 2019 Annual Improvement Plan can be found [here](#).

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Student Learning & Pedagogy	Strategic Student Improvement Priorities	Student Improvement Targets for 2018	Implementation Strategies	Timelines and Milestones	Lead roles	Targeted Resources	Key Performance Indicators/ Evidence of Improvement
Catholic Life & Mission	The focus of our Staff Conference in January, 2019 is to articulate our future school vision (<i>camp-fire</i>) statement to guide us more purposefully 'Towards 2020'.	All community members will be able to recite and commit to our vision statement 'Towards 2020'.	The Staff Conference led by Brendan Spillane will be the key vehicle in achieving this goal.	29-30 January 2019, which will succeed in finalising a vision statement for adoption 'Towards 2020'.	Brendan Spillane and the Leadership Team Whole staff Representative Student/Parent voice	Staff Conference	The successful 'embedding of a new vision statement 'Towards 2020'.
	Providing a variety of Faith Formation experiences for all members of the Xavier community which meet individual and whole school needs.	By the end of the year, we will have reviewed and updated the Faith Formation Plan after seeking input from staff, students, parents and clergy. We will measure the level of engagement and participation in a variety of Faith Formation experiences and make recommendations for future opportunities.	In light of the review of all school camps and special programs, the Faith Formation Plan will be revised and updated with a view to providing engaging and meaningful spiritual experiences for all students, staff and parents and strengthening connections with local Parish communities. This will include incorporating suggestions from staff concerning living out the 'Works of Mercy' through prayer, community service, supporting charitable organisations and youth ministry.	The current Faith Formation Plan will be reviewed by students, staff, parents and clergy and feedback sought for areas to be improved and updated.	EBR and Leadership Team	Faith Formation Plan	The Faith Formation Plan will have been updated and reflective of the needs of staff, students, parents and clergy. At least 90% of all students and staff will have engaged and participated in at least one Faith Formation experience which has been thoroughly evaluated and reviewed for consideration in 2020.

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Student Learning & Pedagogy	Strategic Student Improvement Priorities	Student Improvement Targets for 2018	Implementation Strategies	Timelines and Milestones	Lead roles	Targeted Resources	Key Performance Indicators/ Evidence of Improvement
Pastoral Care & Wellbeing	Continued focus on growth in academic care and wellbeing through mentoring.	All students engaged in effective use of Learning Mentor structure	Development of supplementary and supportive programme to integrate with Learning Mentor Program - The Learning Curve	Term 1 staff training of use of the Learning Curve to support Learning Mentors By end of Term 2, monitoring and feedback on effectiveness and then termly.	LWI and HCs to include all staff		Number of students completing set Learning Mentor tasks at a minimum of 90%. Staff using meeting time to explore the effectiveness of the program
	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.	All Learning Mentor staff to use templated communication suggestion to communicate home	Develop process for contact with home from the Learning Mentor, utilising Compass	By the end of each term, Learning Mentors will have completed a template communication home	LWI to support all staff		Compass track of communication - all staff to have completed template. Parental feedback sought and addressed. Subsequent impact on student engagement - monitor attendance levels and behaviour referrals for students who have engaged in this process and map to previous incidents.
	Creating and using opportunity for student voice to be heard and valued more regularly.	Build on the semester feedback surveys used in 2018 to increase to termly feedback surveys that are completed by at least 90% of the student body.	Build and issue termly surveys. Table data discussions at HC meetings for discussion of direction, impact and concern	By week 5 of each term, survey will be built ready for release to students in week 9 for completion by week 10. Discussion to take place at first HC meeting each term.	LWI and NMA		Take up of survey completion at minimum 80%. Trends of concern identified and discussed
	Formalisation of an approach to build and	Formalised programs in place for student leaders at Year 10 and 12 as a minimum	Running of peer support program with in-built reflection cycle for all involved.				

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	strengthen student leadership		Cycle of training for Year 9 to continue. Increase staff training in peer support. Develop Year 12 leadership roles within the parish and community external to the school.	Detailed and accurate schedule of program shared and adhered to by students and staff for Peer Support program. Formal and informal feedback sessions to take place on a termly basis (or more frequently) Involvement of leaders in community work - Term 1 school canteen helpers roster, Term 2 attendance and involvement in mass, Term 3 and 4 additional activities	LWI and AME		for action with wellbeing staff and team. Monitor and track individual and group data of academic results, behaviour and attendance in response to student feedback. Number of students involved in program to increase (from 63 volunteers in 2018). Numbers of leadership nominees increase on 2018. Regular, reliable attendance at assigned duties and engagements.
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Student Learning & Pedagogy	Strategic Student Improvement Priorities	Student Improvement Targets for 2018	Implementation Strategies	Timelines and Milestones	Lead roles	Targeted Resources	Key Performance Indicators/ Evidence of Improvement
Student Learning & Pedagogy	1. Using data to inform Teaching and Learning	1a. To know students and how they learn- using transition data to inform Year 7 teaching and learning focuses 1b. To develop and embed a consistent school wide approach in using data to inform teaching and learning to be able to clearly identify student learning growth and progression or negative growth	1a. Transition program developed with CEDWW- NAPLAN data exchange 1a. Implement range of diagnostic tools to support student learning growth- in conjunction with Diverse learning needs 1b. Professional Learning- John DeCourcy- working with Middle leaders John DeCourcy supporting whole school learning	Term 4, 2018 for 2019 Year 7 Ongoing Data checkpoints at mid points during term Term 4, 2018 & Term 1, 2019 PD Whole school-14th March	NMO NMO/PGL NMO/KLA's Whole school	John DeCoursey /RAP/HSC Data/NAPLAN/BEST start/ACER E WRITE etc 'Electronic data walls' Developing the use of Compass to support data dashboard for individual student learning	Regular cluster meetings that involve sharing pedagogical strategies and data to support student learning growth during transition phase Implemented range of diagnostic and assessment tools on a Scope and Seq to support learning Scope and sequence of Data checkpoints- evidenced in Data walls are evidence of

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	2. Whole school Literacy and Numeracy approach	2a.	regards influence and impact of data 1b. CEDWW alignment with Lyn Sharrat and the 14 parameters- putting faces on data				individualised student learning growth & progressions Programs include differentiated rich tasks that demonstrate learning opportunities for all students
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2019 Annual Improvement Plan for: Xavier High School

Student Learning & Pedagogy	Strategic Student Improvement Priorities	Student Improvement Targets for 2018	Implementation Strategies	Timelines and Milestones	Lead roles	Targetted Resources	Key Performance Indicators/ Evidence of Improvement
Strategic Leadership & Partnerships	Middle leaders development program	To develop a comprehensive 5 session leadership course for middle leaders within the school	Running 4 sessions of 90 minutes each after school, covering each of the five key school priority areas with in the school, getting experts in to address each of the areas eg Faith, Wellbeing, Learning and teaching, Facilities and Resources. One session one would be on leadership in an overarching context	These would occur in week 4 of each term, and the fifth session would be in week 8 of term 4	GDY/NMO	Experts in each of the five areas from CEDWW or schools	Written feedback from each of the sessions- analyse data from leadership position applications
	Marketing and enrolment strategy	To develop and begin to implement a strategy for the marketing of Xavier high school through different media forms, and also increasing the profile and presence of XHS in feeder	To increase XHS involvement in three areas; - Developing ongoing relationships with stage 3 teachers	Continue to progress with e			

2019 School AIP Proforma Phase 2

2019 Annual Improvement Plan for: Xavier High School

		schools via continued work with staff and leadership teams	and leadership teams - To continue to develop an advertising campaign using multiple media - appointment of new marketing and publicity officer within the scholl				
	Capital Grant application Support staff review and implementation of recommendations						

2019 School AIP Proforma Phase 2

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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. 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. Students across all Years completed a mentoring conversation exploring levels of satisfaction with current achievement and future goals. 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



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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.

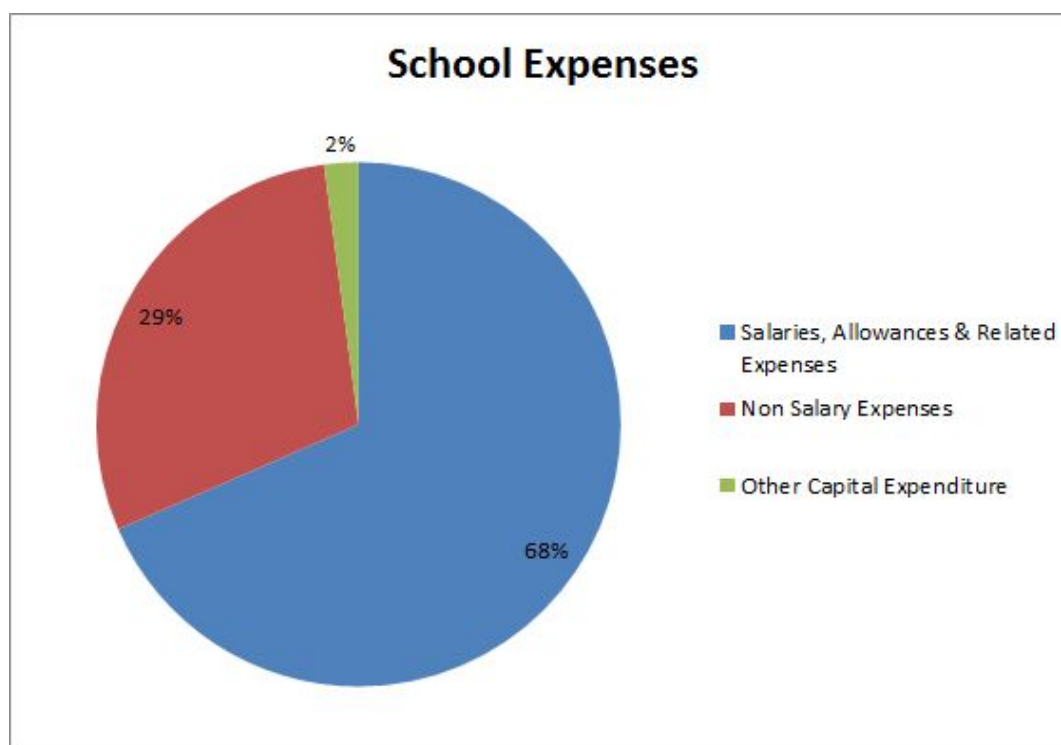
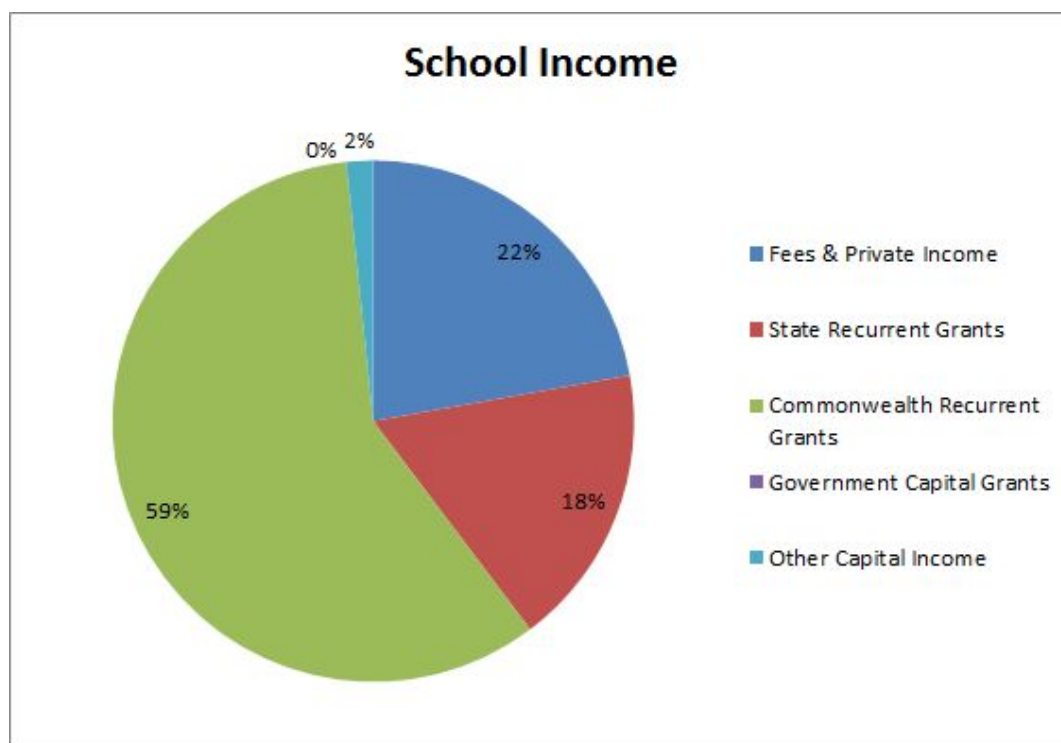
In consultation with members of the School's Leadership Team all staff develop their own Professional Learning Plan to set and refine personal and professional goals giving each staff member a heightened sense of achievement across all professional standards.

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.



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