

# 2019 Annual Report

Xavier High School  
Albury



# 2019 Annual Report

## 2019 Secondary School Annual Report

### About this Report

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

Xavier High School Annual Report to the community provides parents and the wider community with fair, reliable and objective information about the school's performance measures 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 Annual Report demonstrates accountability to regulatory bodies, the school community and Catholic Education Diocese of Wagga Wagga. This report has been approved by Catholic Education Diocese of Wagga Wagga and in so doing, acknowledges that Xavier High School Albury has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for registration and accreditation.

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

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

### Message from the Principal

2019 was another big year for the Xavier High School community. In February we welcomed our Year 12 2024 cohort to start their six years of high school. Over the years these students have grown from slightly nervous and shy students on their first day of primary school to enthusiastic and capable members of our school community. I look forward to seeing the contributions they make to our school over the rest of their high school years.

Over the past year we held a lot of different events at Xavier. Some of these included Open Day, Year 5 and 6 Days, Xavier Day, Graduation, numerous assemblies and fundraising activities, along with a range of excursions, retreats and sports carnivals. A lot of time, effort and coordination goes on behind the scenes from many people to make these events a success. I wish to thank and acknowledge our staff, students and members of the community who have been involved in organising and participating in these events.

2019 saw the retirement of a number of our long serving staff members: Cerina Meredith, Janet Gilliepe and Anne Ray. I thank them for their dedication and commitment to Xavier and our school community. After 20 years in leadership roles Steve Lancaster stepped down from the Science KLA. Fortunately for us Steve remains at Xavier and is continuing to teach Science.

I would also like to recognise and congratulate our HSC graduates of 2019. The class of 2019 are a wonderful group of young men and women who brought great qualities to our school. They embodied the 5C's and were a fine example to the rest of our student community. I thank this group for the legacy they leave behind and I wish them all the very best for the next stage of their life journey.

As you are aware we ended the 2019 school year with very exciting news that we have received funding from the Australian Government to upgrade our stadium. This has been a long time coming for Xavier and I am thankful for the support we have received from the Catholic Education Diocese of Wagga Wagga to make this happen. This funding will allow us to build a first class indoor stadium that will include classrooms, change rooms, a large stage area, air conditioning and seating capacity for approximately 1200 people. This stadium will provide our community with a new multipurpose facility that will be used for PE classes, sport, productions, assemblies, graduations and other school events. The funding we have received will also see upgrades to our Creative and Performing Art Centre. Work on this project is progressing well and I hope construction on the new stadium can start in mid 2020.

Finally I would also like to thank all members of our school community for the continued support you have provided to Xavier over the years. In what can sometimes be a challenging environment with competing demands, we are grateful to have the continued support and trust of our students, parents and community members.

On behalf of the staff at Xavier High School I wish you all the best for the 2020 year.

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Gavin Dykes  
School Principal

## Message from the Parent Body

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.

Mid 2019 saw the end of an era, with our long standing Personal Assistant to Principal, Cerina Meredith retiring to the next phase of her life. Cerina has been an institution at Xavier High School for many years and will be sorely missed by staff, students and parents alike.

On behalf of the School Council we wish all students every success in their pursuit of educational excellence. We wish them luck 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  
Chair of School Council

## Message from the Student Body

The past six years of school have been a rollercoaster of emotions-highs and lows, success and many breakdowns. These six years have gone by in the wink of an eye and we actually are graduating. Throughout our time at Xavier, as a year 12 cohort, we have experienced a long list of unforgettable memories starting way back at Year 7 camp to Beechworth and the @Xavier program and STEAM were tried and tested by us first. We've done a lot along the way. But did any of us actually think we would make it here?

As a collective we have all achieved so much this past year and have surely made our mark on Xavier. Starting with the success of red faces, the year 12 soccer match winning 2-1 to the teachers, the new beginnings of street talk at our school assemblies which has been a small change with a big impact, a big thanks to the house captains!

We feel very privileged to have had the opportunity to lead such a close knit group throughout our final year at high school. What we enjoyed most about being School Captains is the cooperation, encouragement and support our class of 2019 shows toward one another.

To the teachers, we would like to say a huge thankyou. You may not realise it because some of us don't always show it but we will actually really miss you. We would like to thank all the teachers for after hours study groups and individual support for students.

To the year 12s, Every single one of you should be proud of yourself for making it through school, as that is an achievement in itself. Work hard, laugh and most importantly do what

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makes you happy. We want to say one last thankyou and goodluck for the future! The fact you all made it through is pretty inspirational on it's own. The class of 2019 is going to be doing some amazing things.

Davida Azzi and Jack Woodman  
2019 School Captains

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## Section 2: School Charism/Features/Context

Catholic secondary education started in Albury in 1868 with the arrival of the Sisters of Mercy under the guidance of Mother M Ignatious Murphy. The Sisters began teaching to three students who became central to the St Joseph's Ladies College. In 1917 the first Christian Brother arrived in Albury. These three took responsibility for the education of boys through the establishment of the Christian Brothers' College. As both schools expanded additional teaching staff were brought in, some of these teachers included Sisters of Mercy and Christian Brothers.

In 1959 the high school section of the Christian Brothers College was relocated to a block of land on Fallon Street, Albury and was named Aquinas College.

1982 a decision was made to bring both the boys and girls high schools together. In 1983 Xavier High School was established.

Xavier High School was named after Saint Francis Xavier, the patron saint of Australia and Oceania. The motto of Xavier became 'The truth will set you free'. The first Principal of Xavier High School 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 all Year 7-12 students and staff settled on the Fallon Street site. The school now operates under the auspices of the office of Catholic Education Diocese of Wagga Wagga.

This year Xavier High School was awarded capital grant funding from the Australian Government to build a new stadium and upgrade the Creative and Performing Arts Centre. This funding will provide a first class indoor stadium that will include classrooms, change rooms, a large stage area, air conditioning and seating capacity for approximately 1200 people. Work on this project is progressing well and it is hoped construction on the new stadium will start in mid to late 2020.

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## Section 3: Student Profile

The following information describes the student profile for 2019:

Girls	Boys	LBOTE*	Indigenous	Total
372	428	11	19	800

\*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 CEDWW.

Copies of this policy and other policies in the report may be obtained from the CEDWW website or by contacting the Central Office or by contacting the school.

### 2. Student Attendance and Retention Rates

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

The average student attendance rate for 2019 was 90%.

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

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 school community,
- Maintaining accurate records of student attendance,

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- Recognising and rewarding excellent and improved student attendance, and
- 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 the appropriate intervention strategies are implemented, and
- The Director of Catholic Education Diocese of Wagga Wagga or designated Catholic Education Diocese of Wagga Wagga personnel are provided with regular information about students for whom chronic non-attendance is an issue and where school strategies have failed to restore regular attendance.

## Student Retention Rates

Year 10 Total Enrolment 2017	140
Year 12 Enrolment at Census Date remaining in Year 12 at the end of 2019	108
Actual Retention Rate in Percentage	77%

## Senior Secondary Outcomes

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

Senior Secondary Outcomes	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	Yr 11 - 92 Yr 12 -14  *note these are numbers enrolled in courses or trades and not %.
% 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, 2019 Graduation Class	University	TAFE/Other Institutions	Workforce Entry	Destination not reported
	48% (number of deferred unknown)	9%	34 %	9 %

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## Section 4: Staffing Profile

There are a total of 66 teachers and 32 support staff at Xavier High School. This includes 57 full-time and 9 part-time teachers.

The accreditation status of all teaching staff responsible for delivering the curriculum is:

Teacher Accreditation Status	Number of Teachers
Conditional/Provisional	4
Proficient	62

<b>A</b>	Those having formal qualifications from a recognised higher education institution or equivalent	66
<b>B</b>	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	

Number of staff who are indigenous	2
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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 inservice courses, meetings, conferences and a range of professional learning programs provided by Catholic Education Diocese of Wagga Wagga.

Xavier High School has been on an improvement journey over the past seven years with a focus on changing pedagogy, changing culture and student learning growth. Professional learning was strategically developed over this time to continually layer the skills and develop understanding within the community.

The three pillars in the school — Academic, Wellbeing and Faith — have all been nurtured during this time to assist in the growth of the school community. With regards to the Academic pillar, professional learning in 2019 was enhanced by the Dicoesan led initiative with International Education expert on school improvement, Lyn Sharrat. The school leadership team engaged in extensive learning with Lyn who is leading the Diocese through a staged approach to improving student learning using the 14 parameters. Xavier

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Leadership Team led staff through the 14 parameters of school improvement and determined the focus area for 2020.

The school continued to work on improvement in student learning through an exploration of data and how it is used to inform teaching and learning programs. Middle leaders worked with John DeCoursey over a series of days to unpack and explore the role data plays in the school and how it can be used to shape learning programs for students. John Decoursey worked with the whole school to lead staff to a deeper understanding of the data available to teachers and how to analyse data effectively to determine the questions required to make changes in learning.

The Leadership Team developed learning based on changes to assessment and reporting across the school community. The Wellbeing pillar was further enhanced by the introduction of the Peer Support Program and building student resilience with Adam Voigt. Staff were led through the development of the Peer Support Program which is linked to the academic program and student leadership models. The school is engaged in a three year Real Schools Project with Adam Voigt and this partnership continues building student resilience and deepening core work with staff in the areas of positive relationships and wellbeing. The Peer Support Program is also an ongoing program and learning will continue to be delivered to staff to support the changed approach to building community through both of these well respected programs.

In the pillar of Faith, staff were provided with opportunities to engage in the stories of community members whose faith had been tested through tragedy and the strong message of faith as a source of hope, inspiration and joy. Staff were led by local Parish Fr Martin and the school's Director of Mission through a series of workshops on exploring faith within the community.

Many other professional learning opportunities were engaged in by staff to assist them in their individual learning goals as class teachers. A large number of staff across a large variety of Key Learning Areas attended HSC and NAPLAN marking this year. This invaluable PD was shared with members of their teams to assist and shape teacher understanding in moderation processes.

Staff attended a range of PD from Literacy and Numeracy targeted areas, to KLA specific focuses, new syllabus training for PDHPE, VET network meetings, faith development, industry specific training and PD to assist them in developing skills in the use of ICT and the onsite learning management system. Xavier invests a significant amount of time and resources to ensure that staff are provided with every opportunity to deliver high quality learning opportunities to students with the latest skills and technology.

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## Section 5: Catholic Life

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 the school's motto, 'The Truth Will Set You Free' (Jn 8:32), highlights that all members of the community strive to grow in their understanding of the truth and to become their best selves. The school maintains a distinct nature and ethos, reflecting the person and message of Jesus, because that is at the heart of the school community. This is evident in relationships with each other and in the atmosphere of the school.

While Xavier has only existed officially since 1983, the school is 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. The other founding order, the Christian Brothers arrived in Albury in 1917 and an enormous debt of gratitude is owed to both these religious orders for laying solid foundations of the school. We keep their religious spirit alive by spreading Good News to a world. The privilege and responsibility of helping students develop a deep awareness of God's love in their lives and a real sense of meaning and purpose in life (which is needed more than ever today), is taken very seriously.

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 provides 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 "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, 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.'* Core values are reflected in the everyday actions of members of the school community, giving inspiration to others. The school community is guided to live out these core values and to follow in the footsteps of Jesus Christ and in the spirit of the founders, Mercy Sisters and Christian Brothers. These values have been summarised into the "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 the Faith Formation Program that the Catholic Identity of the school is strengthened and

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opportunities provided for all the members of the community to grow in the journey of faith, learning and life.

At Xavier there is an ongoing commitment to Faith. Each year level from 7-12 has 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 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 2019. All staff participated in the Twilight Spirituality Session to deepen their awareness of their vocation to Catholic Education.

## **Evangelisation and Social Justice**

The Catholic Identity of Xavier High School is an expression of who the school is as a 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 the 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 the "Vinnies" group, regularly cooking for Carevan, attending "Stronger Rallies" and participating in the Indigenous Community Immersion Experience.

## **Professional Learning**

The Diocese of Wagga Wagga Catholic Education Diocese of Wagga Wagga 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.

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

A surge in students undertaking VET courses was experienced in 2019. This was in part due to a restructure of Year 11 lines and the heavy promotion of the benefits to students who undertook VET courses. In 2019 the following courses were offered, achieving the following student numbers, an increase of up to 400% on previous years:

- Year 12 VET Construction - 9
- Year 11 VET Construction - 19
- Year 11 Hospitality - 11
- Year 11 VET Active Volunteering - 44
- Year 11 VET Skills for Work - 9
- Year 10 Business Services - 19
- Year 9 Retail - 26

The following subjects were offered for the first time in Stage 6:

- Economics,
- Investigating Science,
- Extension History,
- IT Multimedia,
- Extension Mathematics II, and
- Extension Science.

In addition to courses offered on campus, provision was made for students to study subjects through Distance Education. These included Languages, Dance and Horticulture.

Xavier High School also provides the opportunity for individual students to be involved in accelerated patterns of learning which culminates in the completion of HSC subjects in Year 11. These subjects include Biology, PDHPE, Business Services, Hospitality and Studies of Religion. The largest cohort for this accelerated option is the Studies of Religion I Compressed course where 24 students sat their HSC exam in Year 11.

There is a wide range of elective subjects offered to the Stage 5 cohort including Commerce, Visual Arts, PASS, Food Technology, Timber, AG Hort, Photography, Graphics, IST, Music and Drama.

The Stage 4 cohort engages in the @Xavier Project which aims to improve student writing using the vehicle of Collaboration and Co-Teaching in open learning environments. The use of evidence based learning strategies in conjunction with Co-planning, Co-assessing, Co-reporting and Co-teaching teams, exposes students to a wider variety of pedagogical experiences which enhance and assist them on their learning journey. Three KLA teams of HSIE, ENGLISH and RE are engaged in this program. In 2019, a partnership was entered into with Sydney University in order to develop a STEM collaboration between the Maths, Science

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and TAS faculties. Whilst the initial planning and development occurred in 2019 it is anticipated that this will be fully developed for implementation in 2020.

Students were invited to engage a variety of academic competitions such as ICAS, History Competition, Science, Maths and Geography Competitions, as well as other academic competitions such as Da Vinci Decathlon. Academic awards were presented to students to celebrate their success in these national and international competitions.

After school study was available to Senior students from 3.30pm-5pm. Staff who teach subjects that include major works offer additional time outside of the classroom to run workshops to assist senior students in undertaking their coursework. Additional Year 12 study sessions were available from 3.30-7pm on Wednesday nights for students prior to their midcourse, trial and HSC examinations.

At Xavier High School there is a holistic approach to providing students with numerous support mechanisms and opportunities for self-extension, acceleration and engagement in their learning. The list below is an indication of some of these opportunities presented in 2019:

- With a focus on building academic focus and success, Year 12 students undertook Academic Enrichment activities in Sydney. They were exposed to specialist HSC experiences, workshops targeting improvement in learning and tips and tricks for the HSC. Mirroring this opportunity, Year 11 will visit Melbourne for Academic Enrichment experiences in the first weeks of 2020.
- 2019 saw the continuation of the Learning Mentor program for students from Years 7-12. This program witnessed staff working with students to monitor their wellbeing, academic progress and engagement at school. Students work with staff to develop goals, outline strategies and develop plans to support them in attaining their goals throughout the year.
- Staff at Xavier High School are incredibly generous with their time and consistently support student learning endeavours. Examples of this generosity included staff supporting students by hosting out of hours study sessions throughout the year and giving up time during their holidays and over weekends to ensure students had the opportunity to engage in immersion and study programs.

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## 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 school 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 strands of literacy. Xavier High School results are compared to students nationally. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation.

Year 7	Literacy				Numeracy
	Reading	Writing	Spelling	Grammar & Punctuation	
Band 9	3.5%	2.8%	2.8%	5.6%	9.4%
Band 8	22.4%	13.9%	16.2%	6.3%	20.1%
Band 7	33.5%	29.2%	31.0%	37.3%	36%
Band 6	32.2%	27.8%	35.2%	26.1%	25.2%
Band 5	7.7%	18.1%	9.9%	21.1%	5%
Band 4	0.7%	4.9%	1.4%	2.1%	2.2%

Year 9	Literacy				Numeracy
	Reading	Writing	Spelling	Grammar & Punctuation	
Band 10	2.4%	3.2%	1.6%	2.4%	2.4%
Band 9	12.8%	12.8%	12.7%	9.5%	13.6%
Band 8	40%	27.2%	36.5%	21.4%	34.4%
Band 7	28%	28%	33.3%	36.5%	38.4%
Band 6	12.8%	22.4%	11.9%	23.8%	10.4%
Band 5	3.2%	4%	2.4%	4%	0.8%

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## Record of School Achievement

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records any completed Stage 5 and preliminary Stage 6 courses and grades as well as participation in any uncompleted preliminary Stage 6 courses. It is of specific use to students leaving school prior to the HSC.

2019: The number of students issued with a RoSA (Record of School Achievement)	17
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## Higher School Certificate Results and Achievements:

The results of Xavier High School Albury HSC candidature are reported for subjects studied at the school. The table shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

HIGHER CERTIFICATE	SCHOOL	Percentage of students in top 2 bands (Bands 5 and 6)					
		2017		2018		2019	
Subjects		School	State	School	State	School	State
Ancient History		30.8	36	33.3	37	50	35.98
Biology		22.6	39	23.5	37	15	32
Business Studies		0.0	36	35.7	37	2	33
Chemistry		8.3	43	20.0	42	17	46.16
Community and Family Studies		25.0	29	46.2	29	47	37
Construction Examination		0.0	14	n/a	n/a	63	26
Design and Technology		36.4	33	44.4	47	54	47
Drama		0.0	42	25.0	53	17	43
Economics		n/a	n/a	n/a	n/a	0	52
English Advanced		29.4	63	50.0	63	44	51
English Standard		5.3	16	12.3	15	17	12
English Studies Examination		n/a		n/a	n/a	0	0

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		n/a				
Geography	n/a	n/a	0	43	n/a	na
Food Technology	n/a	n/a	n/a	n/a	33	31
Hospitality Examination (Kitchen Operations and Cookery)	0	30	n/a	n/a	n/a	31
Industrial Technology	12.5	23	25.0	22	0	21
Legal Studies	0.0	43	25.0	44	30	41
Mathematics	11.8	54	6.3	52	24	48
Mathematics General 2	13.8	26	16.5		n/a	24
Mathematics Standard 1 Examination	n/a	n/a	n/a	n/a	0	
Mathematics Standard 2	n/a	n/a	n/a	n/a	23	24
Modern History	60.0	39	22.2	41	60	38
Music 1	100.0	65	60.0	65	100	66
Personal Development, Health and Physical Education	30.6	31	33.3	33	24	31
Physics	0.0	34	0	34	13	36
Retail Services Examination	0.0	7	n/a	n/a	n/a	na
Senior Science	11.8	24	11.8	12	n/a	na
Society and Culture	61.5	48	42.9	48	38	44
Studies of Religion I	40.0	50	22.8	37	22	46
Studies of Religion II	59.1	47	25.0	41	56	44
Visual Arts	53.8	55	69.6	53	69	63

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2019 HSC results were a reflection of student achievement and the dedication of the teaching staff at Xavier High School. HSC results emulated the changed approach in teaching and learning initiatives implemented across the school over a number of years to result in increased levels of student engagement, a greater diversity of HSC subjects and additional pathways for students to attain HSC success. The HSC class of 2019 were a dynamic and dedicated cohort who took advantage of every academic opportunity presented to them and their results demonstrate a commitment to their goals and success. Students received Band 6 results across a broad range of subjects in 2019: Studies of Religion I and II, Biology, Ancient History, Visual Arts, General Mathematics, Mathematics, Music I, CAFS, Food Technology, Legal Studies, Chemistry, Design and Technology, Visual Arts and PD/Health/PE. Impressive results were also received in Advanced and Standard English, Construction, Society and Culture. 20% of students undertaking Extension Maths and Extension History received E4s. ATAR results reflect the dedication and commitment to their studies by students and the experience and support provided by teachers.

## **Significant ATAR scores for 2019**

Joseph Burton - 96.5 and Xavier High School Dux for 2019

Conner Rudebeck - 94.50

Sophie Nagle - 94.05

Daveida Azzi - 91.25

Tayla Sanson - 90.85

Claudia Stow - 90.03

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## Section 8: Pastoral Care and Well Being

### Pastoral Care / Academic Care / Wellbeing

The provision of effective academic care and wellbeing underpins one of the three core pillars of the Xavier High School 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. Academic Care and Wellbeing of students continues to be supported through the strength in the House system at the school. The collaboration of the House Coordinators and Homeroom Tutor teams continued to provide opportunity for learning, support, guidance and growth.

2019 saw growth in the Learning Mentor program. All staff and students engaged in this support structure aimed at strengthening relationships and academic care. Regular Learning Mentor conversations occurred during the structured timetable to ensure that students were guided in setting goals and were led through reflection of their achievements and growth. Students provided positive feedback about the program and recognised the value of this process.

As the Compass platform continued to develop through 2019, it allowed for 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. Additional monitoring and observational chronicle processes were developed and implemented so that staff were able to access a more complete picture of individual student wellbeing. The Wellbeing Team continues to look at ways to further enhance the provision of wellbeing through the increased use of Compass.

### 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 families together and a clearer and more consistent use of communication platforms for parents. Parent information sessions were developed and delivered around key wellbeing focuses, restorative practice and adolescent mental wellbeing.

In ensuring the best provision of care for families, Xavier High School is committed to a team approach. House Co-ordinators, Assistant Principal and Principal all work closely with parents to provide whatever support is required in relation to issues concerning their sons and daughters. The provision of a school psychologist and school counsellor during 2019 allowed for the further strengthening of this approach and to develop support plans aimed at care of the family as well as the individual. External agencies and specialists from the community were engaged as required.

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

## **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 concerns
- Staff adhere to a Teach More Manage Less approach to Student Management in order 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 maintain 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 incidents if they occur within the school and during school activities.

Education at Xavier High School occurs both inside and outside the classroom, with age-appropriate content playing an important role in the prevention of bullying and harassment, making clear the school's zero tolerance approach. The House Pastoral System encourages the development of relationships across Year levels with a view 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, as a part of a wide and diverse community, appreciates that harassment and bullying exists 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 School policy on bullying and harassment was 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 school embarks on the complex task of education. Xavier High School attempts to foster in a

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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 as and when required.

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. Targeted programs, aimed at equipping students with strategies to engage in more effective and appropriate social interactions, were undertaken in order to further develop an awareness of the issue of bullying.

The school continues to explore ways to more effectively deal with issues that relate to cyber and online bullying. Targeting 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 was enriched through the regular links to the Office of the E-Safety Commissioner, which are now routinely shared with parents via social media platforms and newsletters. The work to increase the education of students and parents in this area continues. Throughout 2019, using the vertical House system, work continued to develop a 'buddy' mentality between senior and junior students so that students feel more empowered to take action if they see any unfair or bullying behaviour. As a result, the number of reported incidents involving cyber based bullying and harassment across the previous twelve months has declined.

## **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 year, student leaders were provided growing opportunities to develop their leadership, including visiting other schools. Student leaders also took on the responsibility of leading school assemblies.
- Across the year, the Learning Mentor Programme continued to develop and established a clear focus on goal setting, support and reflection for all students.
- Service leadership continued with over 50 students involved in the school's Immersion program with 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 the world.
- 2019 saw a focus on Stage 5 students with an emphasis on the provision of examples of strong leadership. Senior students worked as mentors, running organised lunchtime activities for groups that looked at ways to better interact with each other, with a focus on respectful behaviour.
- The school engaged external experts in the areas of overcoming challenge, resilience and developing safe behaviours. Sessions were run for cohorts of students that explored ways to find motivation, to overcome obstacles and challenges (physical and emotional) and to develop safe behaviours online.

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- In preparing the Year 12 students for success, a number of sessions were run by health experts which explored topics including sleep health, ergonomics of study and mindfulness.
- 2019 saw the dedicated implementation of the Peer Support Program between the Year 7 and 10 students. Over 60 Year 10 students were trained as Peer Support Leaders and went on to lead the program across Term 1. Student leaders were also present as supports within the @Xavier classroom, acting as role models in learning and behaviour for the Year 7 students.

## Complaints and Suggestions Policy

Catholic Education Diocese of Wagga Wagga established a Complaints and Suggestions Policy which is implemented by all schools in the Diocese.

The Policy forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities.

A community that is open to complaints and suggestions is characterised by signs of impartiality and confidentiality, respect for the dignity of those involved and is proactive in ensuring there is no fear of victimisation. The processes in the Complaints and Suggestions Policy are to ensure procedural fairness.

No changes were made to this document in 2019. A review of the policy will be undertaken prior to 2020.

## 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 Catholic Education Diocese of Wagga Wagga Systemic Schools is 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 relevant CEDWW personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with 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.

Catholic schools in the Diocese of Wagga Wagga are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the CEDWW policy documents of Pastoral Care, Student Wellbeing and Bullying and Harassment are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan Complaints Handling Procedure forms an

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important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. No changes were made to these Diocesan documents in 2019.

In compliance with the **NSW Reform Act 1990**, corporal punishment is banned in all schools within the Diocese of Wagga Wagga.

Access to all policies and guidelines can be obtained by contacting the school.

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## Section 9: School Review and Improvement

Each year Xavier High School Albury develops an Annual Improvement Plan which identifies key priority areas for the given year.

Student Learning & Pedagogy	Strategic Student Improvement Priorities	Student Improvement Targets for 2019	Implementation Strategies	Timelines and Milestones	Lead roles	Targeted Resources	Key Performance Indicators/ Evidence of Improvement
<b>Catholic Life &amp; Mission</b>	<p>The focus of our Staff Conference in January, 2019 is to articulate our future school vision (comp-fire) statement to guide us more purposefully 'Towards 2020'.</p> <p>Providing a variety of Faith Formation experiences for all members of the Xavier community which meet individual and whole school needs.</p>	<p>All community members will be able to recite and commit to our vision statement 'Towards 2020'.</p> <p>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.</p>	<p>The Staff Conference led by Brendan Spillane will be the key vehicle in achieving this goal.</p> <p>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.</p>	<p>29-30 January 2019, which will succeed in finalising a vision statement for adoption 'Towards 2020'.</p> <p>The current Faith Formation Plan will be reviewed by students, staff, parents and clergy and feedback sought for areas to be improved and updated.</p>	<p>Brendan Spillane and the Leadership Team Whole staff Representative Student/Parent voice</p> <p>EBR and Leadership Team</p>	<p>Staff Conference</p> <p>Faith Formation Plan</p>	<p>The successful 'embedding of a new vision statement 'Towards 2020'. This event occurred at the start of 2019 and a statement created with data from staff/students/parents</p> <p>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. Reviewed and implemented</p>
<b>Pastoral Care &amp; Wellbeing</b>	<p>Continued focus on growth in academic care and wellbeing through mentoring.</p> <p>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.</p>	<p>All students engaged in effective use of Learning Mentor structure</p> <p>All Learning Mentor staff to use templated communication suggestion to communicate home</p> <p>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.</p>	<p>Development of supplementary and supportive programme to integrate with Learning Mentor Program - The Learning Curve</p> <p>Develop process for contact with home from the Learning Mentor, utilising Compass</p> <p>Build and issue termly surveys. Table data discussions at HC meetings for discussion of direction, impact and concern</p>	<p>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.</p> <p>By the end of each term, Learning Mentors will have completed a template communication home</p> <p>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</p>	<p>LWI and HCs to include all staff</p> <p>LWI to support all staff</p> <p>LWI and NMA</p>		<p>Number of students completing set Learning Mentor tasks at a minimum of 90%. Staff using meeting time to explore the effectiveness of the program Program implemented, reviewed and updated to suit needs of students Compass track of communication - all staff to have completed the 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 Implemented Take up of survey completion at minimum 80%. Trends of concern identified and discussed for action with wellbeing staff and team. Monitor and track individual and</p>
	Formalisation of an approach to build and strengthen student leadership	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. 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.	<p>take place at first HC meeting each term.</p> <p>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)</p> <p>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</p>	LWI and AME		<p>group data of academic results, behaviour and attendance in response to student feedback. Did not get implemented Number of students involved in the program to increase (from 63 volunteers in 2018). Numbers of leadership nominees increase in 2018. Regular, reliable attendance at assigned duties and engagements. Very successful and developed for 2020 across more year levels.</p>

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Student Learning & Pedagogy	Strategic Student Improvement Priorities	Student Improvement Targets for 2019	Implementation Strategies	Timelines and Milestones	Lead roles	Targetted 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 <u>CEDWW</u> - 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	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  'Electronic data walls'  Developing the use of Compass to support	Regular cluster meetings that involve sharing pedagogical strategies and data to support student learning growth during transition phase  <b>Completed 2019</b> Implemented range of diagnostic and assessment tools on a Scope and Seq to support learning  <b>Still in progress</b> Scope and sequence of Data checkpoints- evidenced in
	2. Whole school Literacy and Numeracy approach		John DeCourcy supporting whole school learning regards influence and impact of data  1b. <u>CEDWW</u> alignment with Lyn Sharrat and the 14 parameters- putting faces on data				Data walls are evidence of individualised student learning growth & progressions Programs include differentiated rich tasks that demonstrate learning opportunities for all students  <b>Implemented 2019</b>
Student Learning & Pedagogy	Strategic Student Improvement Priorities	Student Improvement Targets for 2019	Implementation Strategies	Timelines and Milestones	Lead roles	Targetted Resources	Key Performance Indicators/ Evidence of Improvement
Strategic Leadership & Partnerships	Middle leaders development program  Marketing and enrolment strategy	To develop a comprehensive 5 session leadership course for middle leaders within the school  To develop and begin to implement a strategy for the marketing of Xavier high school through different media forms, and also	Running 4 sessions of 90 minutes each after school, covering each of the five key school priority areas <u>with in</u> 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  To increase XHS involvement in three areas; - Developing ongoing relationships with	These would occur in week 4 of each term, and the fifth session would be in week 8 of term 4  Continue to progress with e	GDY/NMO	Experts in each of the five areas from <u>CEDWW</u> or schools	Written feedback from each of the sessions- analyse data from leadership position applications  <b>Postponed to 2020 to align with <u>CEDWW</u> program</b>  <b>Advertising began in late 2019 for a successful</b>

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		increasing the profile and presence of XHS in feeder schools via continued work with staff and leadership teams	stage 3 teachers and leadership teams - To continue to develop an advertising campaign using multiple media - appointment of new marketing and publicity officer within the school				candidate and hope to have appointed early 2020.
	Capital Grant application  Support staff review and implementation of recommendations						Xavier was successful in receiving a \$2.6 million grant from the Australian Government with
							CEDWW also contributing over \$1.4million

Please see the text in red in the table above for a brief evaluation on the extent of achievements in 2019.

## Key Improvement Areas for 2020

Key Improvement Areas identified for Xavier High School in 2020 include but are not limited to

### Learning and Teaching

- Continued school wide focus on learning collaboration and using data to inform teaching and learning.
- Visiting St Lukes in Marsden Park to look at school structures to support and enhance engagement with Year 7 to 10.

### Wellbeing

- Transition the learning mentor program into a modified reporting and parent/teacher model.
- Building students leadership skills, capabilities and opportunities by increasing the number of students trained in formal peer support training.

### Faith

- Using Pope Francis Laudato Si document to improve our environmental impact and stewardship.

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## **Strategic Leadership / Partnership**

- Commence the design and build of the capital works program.
- Continue with the roll out of the middle leaders development program.
- Continued to develop marketing and enrolment strategies.
- Continued engagement with feeder schools via continued work with staff and leadership teams.

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## Section 10: Parent, Student and Teacher Satisfaction

Parents are the primary educators of their children and are always welcome at the school. The opinions and ideas of parents, students and teachers are valued. Their suggestions are considered in school planning processes. This year Xavier High School used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers.

### Parent Satisfaction

Parent involvement is encouraged at all levels of the school. It is recognised that higher levels of parental involvement promotes student learning. Xavier implements various processes to gain information about the level of satisfaction parents have with the school when the need arises.

The Xavier School Council advises and supports the Principal with the overall management and forward planning issues for the school. While the Council does not involve itself in the internal issues of the school, it provides a vehicle for the expectations of the parent community to be communicated to the school Principal and staff.

The Parents and Friends Association provides opportunities for members of the school community to gather in a social environment. It also supports the school with fundraising and other school events.

### Student Satisfaction

A number of forums are available to students to provide feedback. This includes student leadership groups attending meetings to focus on what is happening for the student body and how students might be more proactive in supporting one another. Also, approaches aimed at building stronger relationships between Homeroom Tutors and students saw students setting clear goals and strategies in order to achieve. Students across year groups also completed mentoring conversations, exploring levels of satisfaction with their current achievement and future goals.

### Teacher Satisfaction

All staff at Xavier High School are focused on creating learning environments that are dynamic and innovative spaces, to facilitate meaning for 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. Xavier High School's approach to a holistic education ensures that all three areas are enriched, challenged and affirmed.

In consultation with members of the school's Leadership Team, staff developed their own Professional Learning Plan in order to set and refine personal and professional goals, giving staff members a greater sense of achievement across all professional standards.

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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 is as a teacher or support staff member.

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