2004 Annual Report

XAVIER HIGH SCHOOL, ALBURY

CONTACT DETAILS:

PRINCIPAL: MR NEVILLE POWLES

ADDRESS: FALLON ST
           NORTH ALBURY 2640

PHONE: (02)60 406388
FAX: (02)60 258400
EMAIL: info@xh.wagga.catholic.edu.au
1. School Profile

1.1 Introduction
Xavier High School is a living expression of the dynamic and evolving tradition of the Catholic Church. As such the school has a responsibility to provide places for those who are seeking Catholic secondary education and who wish to experience our Christian approach to that education. Specifically Xavier caters for young people from the parishes of Albury, North Albury, Lavington, Thurgoona, Jindera, Howlong, Holbrook, Corowa and Culcairn.

Xavier is a Diocesan school administered by the Principal under the auspices of the Catholic Schools Office of the Diocese of Wagga Wagga.

1.2 Student Profile
The following information describes the student profile for 2004:

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Indigenous</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>352</td>
<td>374</td>
<td>24</td>
<td>5</td>
<td>726</td>
</tr>
</tbody>
</table>

*Language background other than English

1.3 Enrolment Policy
Xavier High School is committed to:

- Providing for all baptised 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.
- 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 in Faith 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 set in place.

1.4 Staff Profile
The School Executive consists of the Principal, the Assistant Principal, Religious Education Co-ordinator, Curriculum Co-ordinator, Business Manager and a Staff Representative.

The Administration Co-ordinator, Subject Co-ordinators, House Co-
ordinators and Liturgy Co-ordinator together comprise the middle management of the school. There are 19 support staff employed at the school.

To cater for the increase in enrolments and the departure of staff 11 new staff joined Xavier at the beginning of 2004.

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

a) have teaching qualifications from a recognised higher education institution

b) have qualifications from a recognised higher education institution but no formal teacher education qualifications

c) have relevant successful teaching experience and appropriate knowledge but no formal teacher qualifications.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>56</td>
<td>-</td>
<td>-</td>
<td>56</td>
</tr>
</tbody>
</table>

### 1.5 Retention Rates

<table>
<thead>
<tr>
<th></th>
<th>Years 7-10</th>
<th>Years 10-12</th>
<th>Years 7-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apparent</td>
<td>109%</td>
<td>80%</td>
<td>74%</td>
</tr>
</tbody>
</table>

### STUDENT NUMBERS

<table>
<thead>
<tr>
<th></th>
<th>Years 7-10</th>
<th>Years 11-12</th>
<th>Years 7-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>504</td>
<td>196</td>
<td>700</td>
</tr>
<tr>
<td>2004</td>
<td>557</td>
<td>169</td>
<td>726</td>
</tr>
</tbody>
</table>
2. Catholic Life and Mission

2.1 Catholic Heritage

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

After operating on two campuses – Years 7 and 8 on the Aquinas site and Years 9 to 12 on the St Joseph’s site. The school consolidated onto a single campus at Fallon St in 2001.

The life of the school is based on Gospel values where the worth of the individual is recognised regardless of ethnic background, academic ability or social opportunity. This diversity of characteristics is viewed as an opportunity for richness.

The formation of students in Catholic discipleship is pursued in light of the heritage of both the Christian Brothers and Sisters of Mercy. Central is our motto “The truth will set you free.”

2.2 Liturgical Life

The school year at Xavier commenced with all students and staff attending Mass at Sacred Heart celebrated by our Chaplain Fr Kevin Flanagan. During term one House Masses and meals were held in the evenings as an opportunity for families and staff to develop stronger ties. Liturgies are held to recognise Ash Wednesday and Easter. Mass is celebrated in term three to celebrate Xavier Day and recognise St Francis Xavier. Mass is also conducted for our Year 12 graduating class and their families in November and the general school population at the end of the year.

The particular seasons of the Church and its Holy Days are recognised in each of the Religious Education classes. The Mercy Chapel is used regularly by classes as part of the routine Religious Education curriculum.

2.3 Religious Education Curriculum

This year Xavier has implemented the new Religious Education Program adopted by the Wagga Wagga Diocese – “Sharing Our Story”. There has been a smooth transition from the previous program with considerable support provided by CSO.

2.4 Catholic Worldview

As a Catholic school, Xavier has the particular task of presenting quality education as an expression of the Catholic world view. We therefore seek to offer opportunities to apply that world view to all aspects of school life and life outside of school.

2.5 Parent Participation

Parents are acknowledged as the primary educators of their children. The weekly newsletter is used as a vehicle by the Principal and staff to communicate with parents about various aspects of Catholic life and mission within the school. Parents have active representation on the Board and the Parents’ & Friends’ Association.
3. Pastoral Care

3.1 Diocesan Policies

The Diocese of Wagga Wagga has established Pastoral Care and Discipline Policies which are implemented by all schools in the Diocese. The full text of these policies can be found at: http://www.cso.wagga.catholic.edu.au CSO Documents, Forms & Policies

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

3.2 School Pastoral Care Policy

Context

Pastoral Care is the way in which the school as an institution and as a community of people expresses its concern that each member of the community has the fullest opportunity for personal, academic, social and spiritual growth.

As a Catholic school, we recognise that the Gospel values of love, compassion, reconciliation and justice foster an environment which caters to the needs of all members; those of the students being of primary concern. We recognise and respect the worth of every individual, helping all to achieve their full potential.

As stated in the school's Student Management Policy: "Members of the Xavier High School community share the following beliefs and goals: .... Each individual takes responsibility for the development of themselves and for their role in the development of other members of the school community... Performance and participation are recognised and acknowledged. Individuals and groups are affirmed for their positive contributions...Characteristics such as one's pride and school spirit are nurtured through active involvement in school events, performing to the best of one's ability, and by showing support of and loyalty to the school...Open and honest communication between staff, students and parents is essential in the management of ongoing educational and pastoral problems...".

These beliefs demand that all persons involved be treated with dignity and respect. Every person's contribution is accepted, valued and deemed as vital, enhancing the community.

At Xavier High School, pastoral care is not problem-centred but is seen as a discerned response to students' life needs, which will include some help with solving difficulties encountered in adolescence.

Pastoral care is an integrating concept. It does not happen only in a formal pastoral program, but it underlies much of what the school does and the way it does it. It embraces the relationships between families, students, staff, administrators, community agencies and church. We are all invited to belong and to contribute to the school community.

The focus of the Pastoral Care Policy, in this format, is directed at the students.
Key Principles of Pastoral Care

- The main aim of Pastoral Care is to help young people take on the role of students at Xavier High School.
- Relationships of trust, cooperation and partnership are fostered between students, staff and parents to develop a caring and well-ordered community conducive to character building and academic development.
- In developing greater social, cultural, environmental and spiritual awareness a positive approach is taken. As a community we are bound by our responsibility to take what we learn and experience, to build and enrich the greater community.
- All students have the right to participate in a challenging and inclusive curriculum which meets their needs and abilities; and which responds to what the community expects from Xavier High School, as a Catholic school.
- The talents and abilities of individuals are encouraged and recognised, so that we can achieve success in our work, as well as in our various areas of interest. Xavier High School then, as a community, strives to provide ample opportunities for everyone to achieve.
- Members of the school community, by their work and actions, strive for excellence. The challenge is accepted to do our best in all we do, especially in the work we have been called to do.
- All students are to be equipped with practical life skills to live in and cope with a rapidly changing world, as well as view the future with enthusiasm and optimism.
- Developing leadership among students is a primary focus of the school and students are to be given a variety of opportunities to learn and exercise these skills.
- Members of the school community strive to know the Truth, recalling the school’s motto, 'The Truth Will Set You Free'.

The Programme

- Year level excursions - In Year 7, orientation camps are held to enable students to get to know one another and the staff in a social environment.
- Retreats - In both Years 11 and 12, a three day Retreat is offered to provide a time for personal reflection and community sharing, so as to help students to become clearer about their life now and their decisions and goals for the future. They provide time for the students to discover the Gospel message and what it means for them, and to strengthen their relationship with Jesus and, through Jesus, with others. Retreats are seen as an essential part of the Pastoral Care program just as they are to the Religious Education program.

Student Welfare

- Network of support available for students - aiming so that there is at least one person on staff whom they can contact; the access to staff and/or student services.
- Role of Pastoral Co-ordinators, Assistant Principal, Principal in procedures relating to welfare and referrals to outside agencies.
- Home / school liaison.
➢ Youth services available in the community.
➢ School Counsellor

3.3 Pastoral Care of Families

Both formal and informal support structures exist for families within the Xavier community. A School Counsellor commenced this year and is available to consult with students and parents in relation to any pastoral issue. House Coordinators, 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.

3.4 2004 Initiatives

In 2004 through the Diocese of Wagga Wagga and Centacare a student counsellor was added to staff for three days per week.

The House System or structure of Pastoral Care is in only its second year of implementation and it is expected it will continue to develop in the years ahead.

3.5 Resolving Issues

The Diocese of Wagga Wagga has established a Complaints Handling Policy which is implemented by all schools in the Diocese. The full text of this policy can be found at [http://www.cso.wagga.catholic.edu.au CSO Documents, Forms & Policies]

The implementation of this policy is monitored by the Catholic Schools Office.
4. Excellence in Teaching and Learning

4.1 Curriculum Overview

The learning program offered at Xavier is characterised by breadth and diversity. It encourages students to become lifelong learners.

4.2 Approach to Teaching and Learning

The general approach at Xavier is to ensure teaching programs promote learning that is enjoyable, participative, relevant and involving where students develop responsibility for their own learning in a context of high teacher expectations.

4.3 Significant Initiatives

In recent years there has been a focus on the learning environment at Xavier. It has been a priority to promote a stronger learning culture amongst our students. This has involved the reduction of class sizes from 31/32 at the commencement of 2002 to the ‘standard’ class size of 26 and the adoption of longer learning periods of 64 minutes. 2004 has been a year of significant discussion and action to accelerate the improvement of our learning culture. The School Board has been prominent in its desire to assist in this area and an open parent forum was held to promote parental input.

The following initiatives have been put in place to influence the learning culture at Xavier.

- Extended hours in the library three nights per week
- Provision of a senior study area
- Supervised study for seniors has commenced in third term
- Milo Maths – maths tutorials available to students one afternoon a week
- Homework club
- Principal’s Awards change in criteria to recognise those students who achieve outstanding results
- Curriculum Expansion to include Drama in HSC
- Introduction into Year 11 of Studies of Religion in 2005 to complement the Catholic Studies we offer
- Academic Scholarships for Year 7, 9 and 11 commencing in 2005
- Increase in the number of HSC teachers involved in marking of exam papers
- Meeting between Principal, Curriculum Co-ordinator and Subject Co-ordinators to discuss HSC results from the DeCourcy analysis
- Introduction of all staff to the type of data the DeCourcy analysis provides
- Forum provided for parents to explore our learning culture
- UAI Information Evening to further explain the implications of the New HSC
- Introduction of students needing to demonstrate they are ‘up to date’ with their work in order to be involved in co-curricular activities – Representation Clearance Form
- Students offered READA Study Skills Program
- Further emphasis for students to demonstrate ‘diligence and sustained effort’ in each course
- Introduction of Excursion-Free Weeks
- Provision of after-school tutorials
- Additional Advanced English class provided at Year 10
- Distribution of Grading Assessment and Homework Information Booklets
HSC teacher visits to other Catholic schools to explore their approach to KLAs
Distribution of Calendar of Assessment dates.

Additionally Year 7 students participated in an integrated unit based on an environmental theme.

4.4 Student Achievement

Literacy
Students in Year 7 complete the ELLA Literacy Test which reports on a student’s Writing, Reading and Language skills. Summary results are categorised into High / Proficient / Elementary / Low.

Mean results were:

<table>
<thead>
<tr>
<th></th>
<th>Writing</th>
<th>Reading</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xavier</td>
<td>91.2%</td>
<td>91.1%</td>
<td>91.2%</td>
</tr>
<tr>
<td>State Population</td>
<td>88.7%</td>
<td>88.8%</td>
<td>88.9%</td>
</tr>
</tbody>
</table>

Numeracy
Students in Year 7 complete the Secondary Numeracy Assessment Program (SNAP) which reports on a student’s Numeracy, Number, Measurement, Space, Data and Numeracy Problem Solving Skills. Summary results are categorised into High / Proficient / Elementary / Low.

In 2004 142 students completed the test. The following table shows the percentage of students who achieved High or Proficient levels.

<table>
<thead>
<tr>
<th></th>
<th>Numeracy</th>
<th>Number</th>
<th>Measurement</th>
<th>Space</th>
<th>Data</th>
<th>Num Problem Solv.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xavier</td>
<td>87%</td>
<td>83%</td>
<td>86%</td>
<td>78%</td>
<td>87%</td>
<td>84%</td>
</tr>
<tr>
<td>State Population</td>
<td>66%</td>
<td>62%</td>
<td>70%</td>
<td>68%</td>
<td>66%</td>
<td>68%</td>
</tr>
</tbody>
</table>

Individual results assist in diagnosing individual learning needs and reviewing whole school teaching programs.

School Certificate
122 Year 10 students completed external tests in English, Mathematics, Science, History, Geography and Computing Skills.

Results are provided in both percentages and Performance Bands from 1 to 6 with Band 6 being the highest. Results were predominantly band 4 or higher with more than 70% of students in this range in each of English, Science and Geography. Additionally the number of students gaining band 4 or higher in Mathematics and History was greater than the State average. Results in Computing Skills are only reported in percentage terms. 52% of students achieved a result above 70.
Results of 89% or above were achieved in each of the subject areas assessed externally.

**Higher School Certificate**

There were 92 students who sat for Higher School Certificate Examinations in 2004.

Student achievement is reported on a standards framework using Course Marks and Performance Bands from 1 to 6 with Band 1 (the lowest) indicating that students have not achieved the minimum standard. Student achievement in Extension courses is reported in Performance Bands from E1 to E4.

In general, across the subjects, results were predominantly Band 4 or higher with more than 70 per cent of students in this range in each of Chemistry, Drama, Legal Studies, Mathematics, Music, PDHPE, Physics, Visual Art and French. Additionally the percentage of students studying Food Technology, Metals and Engineering, Retail and Hospitality achieving Band 4 or higher was greater than the state average.

Band 6 results were achieved in Biology, Business Studies, Information Processes and Technology, PDHPE and Senior Science and three students achieved UAI scores in the 90s.

In total students received over 45 offers from universities in NSW and Victoria giving them the option of tertiary studies.

**Targets for 2005**

With the time and energy expended on improving the existing learning environment, it is expected the improving trend in School Certificate and Higher School Certificate results will continue.

**4.5 Information, Communication and Learning Technologies**

Xavier has devoted considerable resources into the Information Technology area. In 2004 an additional computer room was developed and made available to classes. The wireless capacity of the school was also extended and now covers most areas. The Diocesan CASTnet (an internet delivery system) and MyInternet (an online learning environment) were introduced to Xavier in 2004. These tools support the emphasis on further developing students’ independent learning strategies.

**4.6 Professional Learning**

Active engagement in a wide variety of professional learning activities was again a feature of the professional life of Xavier staff in 2004. At Diocesan level staff were engaged in such experiences as teacher induction and mentoring, KLA network meetings, Child Protection training, CPR updates and various technology-related professional learning opportunities.

The Curriculum Coordinator and KLA Coordinators continue to foster learning of their staff with a particular emphasis in 2004 on their preparedness to implement the new Years 7 to 10 syllabus documents.
5. Co Curricula Program

CREATIVE ARTS AND MUSIC

The highlight of the Creative Arts area was the performance of the School Musical- “Footloose” – a dynamic show involving staff and many students which played to full houses over three nights. Additionally HSC Art, Drama and Music performances were showcased and Year 7 to 11 work given similar opportunities during the year.

Students competed successfully in the Albury Eisteddfod in both choir and music sections. Members of the Xavier Band were particularly active during the year combining with musicians from Catholic College Wodonga for numerous performances including the Royal South Street Eisteddfod in Ballarat.

PUBLIC SPEAKING AND DEBATING

Xavier was involved in all State-wide competitions in public speaking throughout the year. Regional success was achieved at the junior level and progress made to the State semi-final in Sydney.

A Debating Society was developed during the year and many students took up the opportunity to develop their public speaking and debating skills. Teams were involved in the Wodonga region of the State-wide competition.

SPORT

A broad range of sporting opportunities continued to be offered to students. Levels of participation continue to rise at the school-based carnivals as House spirit grows.

At the interschool level (BISSA) Xavier placed second in the swimming, first in the Cross Country and first in the Athletics – excellent results.

There were many outstanding individual and team performances and results throughout the year – too numerous to mention - but the highlight of the successes was the performance of the intermediate girls’ basketball team which won the Australian National All Schools Title.

CAMPS / RETREATS

Year 7 students participate in an orientation camp early in term one. Year 11 students have their Retreat late term one and Year 12 mid term two. Year 10 students participate in a camp towards the end of the year.
6. **Strategic Initiatives**

The final draft of the Vision and Mission Statement was adopted and ratified by the Board and Diocese of Wagga Wagga during 2004. It is to be launched in early 2005.

As outlined in the Teaching and Learning Section the learning environment has been an area of focus during the year.

Landscaping works completed included the area between the Arts and Technology buildings. The paved area between the portables and school street was extended to the bus bay area.

The wetlands project commenced in 2003 progressed so that the excavation works were completed and the jetty built.

Plantations on the school’s eastern boundary were established by Year 7 students in terms 3 and 4.

A new School Renewal Framework 2005 – 2007 (Strategic Plan) was developed through consultation with staff and parents during the year.

6.1 **2004 Priorities and Achievements**


The English Course was reviewed and gained accreditation under the Diocesan guidelines.

A Policy Audit was conducted by the Diocese and policies needing aligning, updating and refinement identified.

New reporting software was introduced and utilised in second semester.

6.2 **2005 Priorities and Challenges**

Promotion of the Vision and Mission Statement

Review of House Pastoral Care Structures

Implementation of the Preliminary HSC Studies of Religion Course

Implementation of the CSO Policy Alignment recommendations

Preparation for the Creative Arts Review

Development of a Capital Grants Application seeking funding for additional classrooms, locker provision and a permanent administration block

Continued development of the learning environment

Staff will be involved in professional development provided by David Anderson and therefore become familiar with the Diocesan Teaching and Learning Statement – “Today’s Children, Tomorrow’s Adults”.
7. **Parent Participation**

The Xavier High School community values the involvement of parents. This involvement operated on many levels in 2004. The model of formal involvement through the School Board and the Parents’ & Friends’ Association is an ongoing opportunity to parents.

Parents are also active in numerous informal avenues from sporting carnivals and teams, working bees, canteen operations, attending specific forums, parent / teacher / students interviews, House Masses and meals and general information evenings.

In recent times P & F meetings have moved to monthly meetings in an attempt to increase the numbers attending. However this has not been successful and consideration to moving back to one meeting per term will be considered by the committee in 2005.

The Chair Drive for the new Arts Centre closed in 2004 with an excellent response resulting in an excess of $20000 being raised for the purchase of chairs.

This data shown below is a summary of Diocese of Wagga School System income and expense and includes income and expense of all system schools.

The total income and expense of the school, that is included in the above, is shown below.
Salaries, allowances and related expenses, 85.4%

Non-salary Expenses, 14.6%