2005 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, Thargoona, 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 2005:

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Indigenous</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>360</td>
<td>379</td>
<td>22</td>
<td>5</td>
<td>739</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 team. 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.

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 Coordinator 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 7 new staff joined Xavier at the beginning of 2005.

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>54</td>
<td>2</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>98%</td>
<td>65%</td>
<td>73%</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>2004</td>
<td>557</td>
<td>169</td>
<td>726</td>
</tr>
<tr>
<td>2005</td>
<td>581</td>
<td>158</td>
<td>739</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.

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 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 our founders. 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

Xavier has continued to offer the Religious Education Program adopted by the Wagga Wagga Diocese – “Sharing Our Story”. Additionally students undertaking the Preliminary HSC Course were able to choose either the Studies of Religion Course or the Sharing Our Story Course.

Students in Year 11 and 12 attend a three day Retreat as part of their experience at Xavier.

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. Through the House System students raise funds for overseas missions.

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 and extended families attend the House Masses in Term One.
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://cso.wagga.catholic.edu.au/policies.htm

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.
3.3 Pastoral Care of Families

Both formal and informal support structures exist for families within the Xavier community. A School Counsellor is available to consult with students and parents in relation to any pastoral issue. House Co-ordinators, Assistant Principal and Principal all work closely with parents during the year to provide whatever support is required in relation to issues concerning their sons and daughters.

3.4 2005 Initiatives

A full review of the Pastoral Structures introduced in 2003 was undertaken. Each of parents, students and staff were surveyed. There was strong overall support for the House System and there was clearly a desire for it to continue.

The Vision and Mission Statement was formerly launched at the Opening Assembly and through Homerooms students were involved in activities which encouraged them to consider the day to day implementation of its ideals.

The Formal Uniform was worn weekly in Terms Two and Three and a survey of parents revealed a keenness for this to continue in future years.

Full school assemblies continued on a regular basis with the addition of more student participation in the form of musical performances.

A pastoral day for Year 9 was held with separate focus for the boys and the girls. The Year 11 girls provided the main input for the younger students.

Appointment of House Coordinators after the initial terms of three years.

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://cso.wagga.catholic.edu.au/policies.htm

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

The numerous initiatives introduced in 2004 continued in the current year. The library was open until 5.30 three nights a week and students made good use of this opportunity.

Senior students continued to be supervised during study periods on a voluntary basis by staff.

Students were encouraged to be involved in the National Testing available in IT, Maths Science and English.

Year 11 students had the choice of RE courses including Studies of Religion which contributes towards the UAI.

An ‘Honours Program’ was introduced for a gifted group of 12 students in Year 7 during Term 4.

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

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>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xavier</td>
<td>89.4%</td>
<td>90.2%</td>
<td>89.2%</td>
<td>89.4%</td>
</tr>
<tr>
<td>State Population</td>
<td>88.7%</td>
<td>88.8%</td>
<td>88.8%</td>
<td>88.7%</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 2005, 154 students completed the test. The following table shows the percentage of students who achieved High or Proficient levels.

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

<table>
<thead>
<tr>
<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>85.4%</td>
<td>85.6%</td>
<td>84.9%</td>
<td>85%</td>
<td>86.1%</td>
</tr>
<tr>
<td>State Population</td>
<td>85%</td>
<td>85.1%</td>
<td>85.2%</td>
<td>85.1%</td>
<td>84.7%</td>
</tr>
</tbody>
</table>

**School Certificate**

119, 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 75% of students in this range in each of English, Science, History and Geography. Additionally the number of students gaining band 4 or higher in Mathematics was greater than the State average. Results in Computing Skills are only reported in percentage terms. 36% of students achieved a result above 70.

Results of 90% or above were achieved in each of the subject areas assessed externally.

**Higher School Certificate**

There were 61 students who sat for Higher School Certificate Examinations in 2005.

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.

The 2005 HSC students performed extremely well. 23% of the UAI candidates received ranks over 80 and 11% over 90. 15% of all students received at least one Band 6 result. In 14 out of 18 subjects, students exceeded the State average examination mark. Band 6 results were in Biology, Business Studies, Economics, IPT, Mathematics, Mathematics Extension 1, PDHPE, Senior Science, Visual Arts and Metal and Engineering.

In total students received over 41 offers from universities in NSW and Victoria giving them the option of tertiary studies.
Targets for 2006
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 continued to devote considerable resources into the Information Technology area. This year has seen the introduction of a coordinator of ICT with an emphasis on promoting increased skills amongst staff and therefore greater use of IT within classes in each KLA.

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 2005. At Diocesan level staff were engaged in teacher induction and mentoring, KLA network meetings, Child Protection training, CPR updates and various technology-related professional learning opportunities.

The senior English staff attended a Diocesan Day focused on exploring approaches to HSC courses.

Additional staff were involved in HSC marking to broaden their understanding of senior courses.

Consultant Mr Rob Pereira conducted a full day session for all staff focused on Classroom Management Strategies

Mr David Anderson lead staff through four days promoting the Diocesan Learning and Teaching Statement – “Today’s Children Tomorrow’s Adults”. Additionally he facilitated the development of both a school Learning and Teaching Statement and a Professional Learning Policy.
5. Co Curricula Program

CREATIVE ARTS AND MUSIC

The highlight of the Creative Arts area was the performance of the School Musical- “Life is a Cabaret” – a dynamic show involving staff and many students which played to full houses. Additionally HSC Art, Drama and Music performances were showcased and Year 7 to 11 works given similar opportunities during the year. Drama classes were involved in the Biting Dog Theatre Festival and were recognised for their outstanding performances by winning the highest award. Over 50 students were involved in the instrumental program and opportunities were provided for students to be involved in ensemble, jazz, blues, funk and rock music. Further the School Choir was involved in a range of community performances.

Students competed successfully in the Albury Eisteddfod in both choir and music sections.

PUBLIC SPEAKING AND DEBATING

Xavier was involved in all State-wide competitions in public speaking throughout the year. Regional success was achieved at both the junior and senior level.

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.

A school public speaking competition was introduced for Year 7 to 10 students.

SPORT

Once again a broad range of sporting opportunities were offered to students. The high levels of participation continue to be evident.

At the interschool level (BISSA) Xavier won the Swimming, the Cross Country and the Athletics – exceptional results.

There were many outstanding individual and team performances and results throughout the year – too numerous to mention. The sports Presentation Evening was a showcase of numerous state level representatives in both individual and teams sports.

TECHNOLOGY AND APPLIED STUDIES

Xavier was again involved in the Solar Car Competition and this year won first prize. We were also involved in the regional Technology Competition conducted in Wodonga achieving good results in a number of disciplines.

CAMPS / RETREATS

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

The Vision and Mission Statement was launched in early 2005 at the Opening Assembly.

Submitted two funding applications to harvest and store storm-water to be used for irrigating the grounds.

Appoint a Learning and Teaching Coordinator to promote this area of school life.

6.1 2005 Priorities and Achievements:

- 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 were involved in professional development provided by David Anderson and therefore became familiar with the Diocesan Teaching and Learning Statement – “Today’s Children, Tomorrow’s Adults”.
- Wetlands Area was completed with the jetty and suitable plants installed.

6.2 2006 Priorities and Challenges

- Prepare for a full Registration and Accreditation Process in 2007
- Review of Mathematics and Religious Education KLAs.
- Complete the development of both the Learning & Teaching Statement and Professional Learning Policy
- Introduce interim reports to parents
- Introduce the new national reporting requirements
- Explore the introduction of a Year 9 Camp
- Provide adequate classroom accommodation for 2007 and beyond whilst maintaining the current class size.
- Develop a Landscape Masterplan for the grounds
- On the expectation of receiving the Water Grants applied for in 2005 implement the water harvesting scheme and accompanying irrigation infrastructure for the grounds
- Numeracy and Literacy Initiative – The Year 8 students will be tested in mid Term One and retested towards the end of Term Four to measure their learning gains in both numeracy and literacy over the course of the year.
- Implement a Diocesan Boys Education Initiative facilitated by the Learning and Teaching Coordinator.
7. **Parent Participation**

The Xavier High School community values the involvement of parents. The model of formal involvement through the School Board and the Parents’ and 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 / student interviews, House Masses and meals and general information evenings.

School Data

### Income
- **School Fees**: 8%
- **Other Fee Income**: 5%
- **Commonwealth Government Recurrent Grants**: 21%
- **State Government Recurrent Grants**: 21%

### Expense
- **Salary and Related Expenses**: 85%
- **Non Salary Expenses**: 15%
System Data

System Income

- Commonwealth Government Recurrent Grants: 59%
- State Government Recurrent Grants: 22%
- School Fees: 13%
- Other Fee Income: 5%
- Capital Income: 1%

Total System Expenses

- Salary and Related Expenses: 78%
- Non Salary Expenses: 20%
- Capital Expenditure: 2%