2006 Annual Report

XAVIER HIGH SCHOOL, ALBURY

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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 2005:

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Indigenous</th>
<th>Total</th>
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<tbody>
<tr>
<td>386</td>
<td>387</td>
<td>24</td>
<td>3</td>
<td>773</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.
- 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 Coordinator, Curriculum Coordinator, Learning and Teaching Co-ordinator, Business Manager and a Staff Representative.

The Administration Co-ordinator, Subject Co-ordinators, House Coordinators and Liturgy Co-ordinator together comprise the middle management of the
school. There are 23 support staff employed at the school.

To cater for the increase in enrolments, to cover staff on leave and the departure of staff seven new teaching staff joined Xavier at the beginning of 2006.

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.

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<table>
<thead>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>Total</td>
</tr>
<tr>
<td>57</td>
<td>2</td>
<td>-</td>
<td>59</td>
</tr>
</tbody>
</table>

1.5 Teacher Attendance and Retention Rates

The federal Schools Assistance Act 2005 requires that each school report on the average attendance rate of staff members in a given school. The end figure is determined by calculations including certain periods of absence due to sickness, personal carers leave, leave without pay, special leave and accident/workers compensation leave. An attendance rate of 97.5% was achieved in 2006 by staff at Xavier High School, Albury.

1.6 Community Satisfaction

During the course of the year general feedback on the Pastoral Care Structures was invited. It was clear that each of the groups - students, parents and staff were positive about these structures and whilst there were suggestions for improvement there is a desire to build on the current arrangements.

1.7 Student Attendance and Retention Rates

Attendance

93.3% is the student attendance rate for 2006.

20% of the eligible UAI candidates were estimated to receive UAI ranks over 80 and collectively students received over 59 tertiary offers.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>151 / 140</td>
<td>123 / 83</td>
<td>113 / 83</td>
</tr>
<tr>
<td>93%</td>
<td>68%</td>
<td>73%</td>
</tr>
</tbody>
</table>

1.8 Student Destinations

83 students completed their Year 12 HSC Studies. In total students received 59 university tertiary offers. 39% of students chose to commence university and a further 11% have deferred their offer. The remaining 49% of students have accepted employment positions including apprenticeships and traineeships.
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. This year class Masses were introduced during term 4. RE Teachers organised the theme with their classes and mass held within the scheduled classes in the Chapel.

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.

As part of a diocesan initiative each RE class conducted an assessment task in both semester I and II which was submitted to the Diocese for their consideration. The aim of this project was to demonstrate that the Sharing Our Story was being implemented in all classrooms.

2.4 Catholic Worldview
As a Catholic school, Xavier has the particular task of presenting quality education as an expression of the Catholic worldview. We therefore seek to offer opportunities to apply that worldview to all aspects of school life and life outside of school.
Through the House System students raise funds for overseas missions. Significant donations were made to each of Mercy Works, Christian Brothers and Caritas Australia.

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 conducted in the evenings during Term One.

2.6 School Council
The 2006 Academic year saw a continuation of the academic program which has yielded improving results over the last few years. Portents are that similar School Certificate and Higher School Certificate results will continue.

The school continues to grow in size towards our 850 target with six streams in all years. It is pleasing to see the demand continue to increase. Discernment criteria have been reviewed to assist in the enrolment process.

We were unsuccessful in 2005 in our application for a Block Grant to provide the additional teaching areas which will permit pupil numbers to be accommodated with similar class size as current. A significant change in the eligibility criteria has occurred and a similar application has proven successful. Five new classrooms including another computer room and locker areas will be built during 2007.

The School Council continues to advise the Executive of the school through its Finance, Building & Grounds and Parent Liaison Committees.

In closing this, my last Chairman’s Report I express my thanks to the members of the School Council, the Executive and to the C.S.O. We are close to the realisation of the dream of a fully developed single campus Catholic High School. I look forward to that being achieved. R Parkinson
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: www.cso.wagga.catholic.edu.au

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. External agencies from the community are engaged as needed.

3.4 2006 Initiatives

Develop the House banners to be used on formal occasions.

Conduct a Values Forum for parents

The P & F funded the purchase of House colour portable shelters for use on carnival days and similar activities.

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 www.cso.wagga.catholic.edu.au

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 independent 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

A Co-ordinator of Learning & Teaching was appointed to highlight and promote the importance of how our classrooms operate. This senior position increased the focus on what happens in our classrooms. Year 8 students were tested in numeracy and literacy skills early in term one and again towards the end of the year. Teachers were given feedback on progress of individual students as well as class average results.

Readak Study Skills Program was offered to all students after the initial program in 2004. Once again there was solid demand for this very worthwhile activity.

Review of Mathematics and Religious Education KLAs was conducted by CSO.

Introduction of the new national reporting requirements was undertaken.
Implement a Diocesan Boys Education Initiative facilitated by the Learning and Teaching Coordinator

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>88.4%</td>
<td>91.3%</td>
<td>90.2%</td>
<td>89.8%</td>
</tr>
<tr>
<td>State Population</td>
<td>88.8%</td>
<td>89.9%</td>
<td>88.8%</td>
<td>88.8%</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 2006, 155 students completed the test. The following table shows the mean results for students.

<table>
<thead>
<tr>
<th></th>
<th>Overall</th>
<th>Numeracy</th>
<th>Number</th>
<th>Measurement</th>
<th>Space</th>
<th>Data</th>
<th>Patterns and Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xavier</td>
<td>87.3%</td>
<td>88.3%</td>
<td>86.4%</td>
<td>86.1%</td>
<td>87.9%</td>
<td>88.5%</td>
<td></td>
</tr>
<tr>
<td>State Population</td>
<td>84.7%</td>
<td>84.7%</td>
<td>84.7%</td>
<td>84.6%</td>
<td>84.7%</td>
<td>85.4%</td>
<td></td>
</tr>
</tbody>
</table>

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

School Certificate
139 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 at least 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 was greater than the State average.

Results in Computing Skills are only reported in percentage terms. 63% of students achieved a result above 80.

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

Higher School Certificate
There were 83 students who sat for Higher School Certificate Examinations in 2006.

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 2006 HSC students performed very well. 20% of the UAI candidates received ranks over 80. 67% of all students received at least one Band 5 or 6 result. Excellent Band 6 results were achieved in General Mathematics, Music, Vet Retail, PDHPE and Studies of Religion. Across all subjects students received an average examination mark of 73%.

In total students received over 59 offers from universities in NSW and Victoria giving them the option of tertiary studies. Students gained access to tertiary courses including mining & engineering, medical science, physiotherapy, accounting, teaching, arts, marketing, podiatry, science, pharmacy and international studies.

**Targets for 2007**

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.

The ITC Co-ordinator has offered a wide range of training opportunities for staff both after school each week but also during his non-teaching periods. A mobile unit inclusive of data projector and sound system was purchased and is accessed through a booking system by staff. Digital photography in Years 9 & 10 was a very popular elective offered through the Arts Department.

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 2006. 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 English staff attended the State Conference in December.

Staff continued to be involved in HSC marking to broaden their understanding of senior courses.

A major focus for the year was the Boys Education Project which was undertaken in conjunction with the Diocesan consortium.

The requirements of the NSW Institute of Teachers were implemented.

Consultant Mrs Helen McKay conducted a full day session for all staff focusing on classroom management.

A statement on Learning and Teaching was developed to provide focus and direction for the teaching staff.
5. Co-Curricula Program

CREATIVE ARTS AND MUSIC

HSC Art, Drama and Music performances were showcased and Year 7 to 11 works given similar opportunities during the year. Year 9 Drama provided primary students with a clever performance written and produced by themselves.

Over 90 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.

The Gallery space in the Arts Centre was continually used for displays of students work. Digital photography providing the most popular material.

PUBLIC SPEAKING AND DEBATING

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

A Debating Society took up the opportunity to develop their public speaking and debating skills.

A school public speaking competition continued 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.

Once again there were many outstanding individual and team performances and results throughout the year. 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.

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. This year a Year 9 Camp was introduced and was very well received by students.
6. Strategic Initiatives
The two funding applications to harvest and store storm-water to be used for irrigating the grounds were successful.

The school successfully applied for a capital grant to build five new permanent classrooms and locker areas to provide lockers for all students during 2007.

6.1 2006 Priorities and Achievements:
- Development of a Capital Grants Application seeking funding for additional classrooms and locker provision.
- Introduction of class Masses
- Conducted a Values Forum and displayed the relevant posters
- Review of RE and Mathematics KLAs
- Continued development of the learning environment
- In conjunction with the other secondary schools in Albury develop a joint application to upgrade the VET facilities.
- The first stage of the water harvesting and recycling

6.2 2007 Priorities and Challenges
- Prepare for a full Registration and Accreditation Process in 2007
- Complete the development of a Professional Learning Policy
- Build the new classrooms and locker areas
- Develop a Landscape Masterplan for the grounds
- Implement the water harvesting scheme and accompanying irrigation infrastructure for the grounds
- Cyclical review of HSIE / LOTE KLAs.
- Conduct the cyclical reviewal and development of Co-ordinators
- Review the uniform policy
- Implement the merit award system
- Conduct an evening for parents – National Safe Schools Framework
- Develop a new 3 year plan for 2008 – 2010 (SRF)
- Prepare for World Youth Day - 2008
7. **Parent Participation**

The Xavier High School community values the involvement of parents. The model of formal involvement through the School Council 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.
8. **Financial Report**

*See Appendix A*
APPENDIX A

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.

System Income 2006

- Capital Income: 3%
- Other Fee Income: 5%
- Commonwealth Government Recurrent Grants: 57%
- State Government Recurrent Grants: 21%
- School Fees: 14%

System Expenses 2006

- Salary and Related Expenses: 73%
- Capital Expenditure: 7%
- Non Salary Expenses: 20%
The total income and expense of the school, that is included in the above, is shown below.

**Income**
- School Fees: 15%
- Other Fee Income: 2%
- Commonwealth Government Recurrent Grants: 57%
- State Government Recurrent Grants: 26%

**Expenses**
- Capital Expenditure: 2%
- Non Salary Expenses: 33%
- Salary and Related Expenses: 65%