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, Thurgooda, 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 2007:

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Indigenous</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>391</td>
<td>362</td>
<td>20</td>
<td>2</td>
<td>753</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/Liturgy Co-ordinator, Curriculum Co-ordinator, Learning and Teaching Co-ordinator, Business Manager and a Staff Representative.

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

To cover staff on leave and the departure of staff seven new teaching staff joined Xavier in 2007.
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></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>58</td>
<td>1</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 97.4% was achieved in 2007 by staff at Xavier High School, Albury.

1.6 Community Satisfaction

During the course of the year specific feedback on the uniform was invited. Whilst the feedback supported the general retention of the existing uniform – everyday uniform and the formal uniform; there was a clear indication from parents for the students to wear the uniform better and for staff to ensure the requirements of the uniform were implemented.

1.7 Student Attendance and Retention Rates

Attendance

92.6% is the student attendance rate for 2007.

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>150 / 126</td>
<td>119 / 74</td>
<td>125 / 74</td>
<td></td>
</tr>
<tr>
<td>84%</td>
<td>62%</td>
<td>59%</td>
<td></td>
</tr>
</tbody>
</table>

1.8 Student Destinations

Seventy four students completed their Year 12 HSC Studies. These results translated into a broad range of fifty six tertiary offers at NSW, ACT and Victorian Universities including: Arts, Business/Commerce, Medicine, Occupational Therapy, Physiotherapy, Speech Pathology, Engineering/Science, Civil Engineering, Accounting, Education, Podiatry and many more.
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. Class Masses are held throughout the year. RE Teachers organised the theme with their classes and Mass held within scheduled classes in the Mercy 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 and 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. 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.
The year ending 2007 was again a very busy one for the school with a number of further significant milestones being achieved.

Firstly, the physical environment of the school continues to be developed and defined. The completion of stage 3 of the building program was a significant event, with the commissioning of the new Information Technology centre, the locker bays and upgraded classroom and toilet facilities. This was a significant financial undertaking for the school which, with the assistance of Commonwealth Government Funding, has resulted in another addition to what is already an impressive physical environment for our students to grow and learn in.

The final stages of the school’s Irrigation program was also completed, making Xavier High School the envy of most other schools in the district with what is essentially a self sufficient means of maintaining our extensive sporting ovals and gardens.

Our students continue to excel in all areas of the curriculum and it is testament to the skills and dedication of the staff at Xavier High School that our Year 10 and Year 12 results for 2007 were so pleasing. Xavier continues to shine in other areas such as sport and the arts.

As chairman of the School Council, along with other Council members, I take every opportunity to promote to the wider community the wonderful things that are occurring at Xavier High School. Too often, our attention is taken away from the achievements of the school community by the multitude of factors that we deal with daily and which impact on our lives. It is, I feel, important that we reflect on the positives that a fine institution such as Xavier High School brings to our lives and be proud of its achievements in providing our students with a complete educational experience.

I would like to take this opportunity of thanking all the Council members for their input over the last twelve months, in particular, to those members who are leaving the Council. My thanks to Chris Cain and David Dominguez for their efforts over, not only the past twelve months, but the years in which your children have been at Xavier. I welcome the new members to the School Council and ask that you continue to support the school in the many ways that you do.

A final thank you to our Principal, Mr Neville Powles and the school executive for the support we received this year. We have an excellent working relationship and are busy undertaking strategic planning for the future projects at Xavier. Our commitment is to continue to plan for, and improve the total environment that Xavier High School provides to its school community.

Gerard O’Brien
Chairman
Xavier High School Council
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

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 2007 Initiatives

- Year 9 electives were studied for the full year providing continuity of study and allowing 100 hours courses to be completed in a single year
- Implementation of the Student Merit System
- Student leadership training was developed and delivered to all student leaders
- Staff were all involved in professional learning focusing on Differentiation of the Curriculum – the workshops were facilitated by our own staff
- Staff were trained in the literacy program – Stepping Out and models were delivered to staff
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

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 engaging where students develop responsibility for their own learning in a context of high teacher expectations. Time was set aside during the year for professional learning focusing on Differentiation of the Curriculum to better cater for the individual learning needs of students.

4.3 Significant Initiatives

- A full school registration and accreditation process was undertaken during the year
- Review of HSIE and LOTE KLA was conducted by CSO
- Building of Stage 3 – four new classrooms, new computer laboratory and areas for student lockers

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>90.2%</td>
<td>91.4%</td>
<td>91.4%</td>
<td>90.8%</td>
</tr>
<tr>
<td>State Population</td>
<td>89%</td>
<td>89%</td>
<td>89.1%</td>
<td>89%</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.

The following table shows the mean results for the 2007 Year 7 students.

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

<table>
<thead>
<tr>
<th></th>
<th>Overall Numeracy</th>
<th>Number</th>
<th>Measurement</th>
<th>Space</th>
<th>Data</th>
<th>Patterns &amp; Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xavier</td>
<td>87.5%</td>
<td>88.3%</td>
<td>87%</td>
<td>87.4%</td>
<td>88.1%</td>
<td>87.7%</td>
</tr>
<tr>
<td>State Population</td>
<td>85.1%</td>
<td>85.4%</td>
<td>85.1%</td>
<td>85%</td>
<td>85.6%</td>
<td>85.1%</td>
</tr>
</tbody>
</table>
School Certificate

One hundred and twenty six 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 was greater than the State average.

Results in Computing Skills are only reported in percentage terms. 55.2% 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 seventy four students who sat for Higher School Certificate Examinations in 2007.

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.

Xavier High School’s HSC class of 2007 has performed extremely well in the Higher School Certificate examinations.

- It is estimated that approximately 10% of the group eligible for a University Admissions Index will achieve a rank over 90.
- In total the sixty six candidates eligible for a University Admissions Index (UAI) received twenty one Band Six results over 90.
- 70% of this year’s HSC class received at least one Band 5 or 6 result.
- Excellent Band 6 results were achieved in Physics, Mathematics Extension 1, Mathematics Extension 2, Mathematics, General Mathematics, Industrial Technology, Chemistry, Visual Arts, Studies of Religion 2, Senior Science, Business Studies, Retail Operations and Hospitality.
- Across all subjects Xavier students received an average examination mark of 75%.

Targets for 2008

- Continue to achieve above average results in Year 7 and 9 literacy and numeracy tests (NAPLAN).
- Continue to push for all students to achieve better outcomes in the School Certificate and Higher School Certificate
- Encourage staff to attend HSC Marking sessions
- Extend the number classrooms with electronic white boards

4.5 Information, Communication and Learning Technologies

Xavier has continued to devote considerable resources into the Information Technology area.

The ICT Co-ordinator has offered a wide range of training opportunities for staff both after school each week but also during his non-teaching periods. As a part of Stage 3 an additional computer laboratory was built and equipped and was in full operation in Term Four. The four new general classrooms were equipped with electronic white boards. Staff were offered workshops in their use.

Students now have access to five fully equipped computer laboratories.
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 2007. 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.

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

A major focus for the year was differentiation of the curriculum in an endeavour to look at additional ways of catering for the individual learning needs of students.

The requirements of the NSW Institute of Teachers were implemented.

The Professional Learning Policy for staff was completed.

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. The highlight of the year was to have four HSC students' works selected for Art Express.

A significant number of 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 travelled to Tasmania to attend a musical event.

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.

Auditions for a musical were held in Term Four and rehearsals commenced.

• **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**

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 Cross Country and the Athletics.

There were many outstanding individual and team performances and results throughout the year – the highlight being the success of the Senior Girls' Basketball team who placed second in the National Championships. The Sports' Presentation Evening was a showcase of numerous State level representatives in both individual and team sports.

• **TECHNOLOGY AND APPLIED STUDIES**

Xavier was again involved in the Solar Car Competition.

• **CAMPS / RETREATS**

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 an urban camp towards the end of the year. A Year 9 Camp was conducted in Term Four.
6. Strategic Initiatives
   • Examine the impact of excursions and co-curricular activities on the learning program
   • Celebrate the 25 years of Xavier High School
   • Develop a new 2008 – 2010 Strategic Plan (SRF)

6.1 2007 Priorities and Achievements:
   • Built Stage 3 - four new general classrooms, computer laboratory and locker facilities for all students.
   • Successfully completed the BOS full Registration and Accreditation Process
   • Successful reviews of HSIE & LOTE KLAs
   • Continued development of the learning environment by the introduction of a Year 10 mentoring program of Year 7 students
   • Introduction of a Study Skills Package for Year 8, 10 and 11 students. (REESA)
   • Received notification that the Skill Centre application to update and expand the TAS Centre had been successful.
   • Organised and held celebrations marking the 25th Anniversary for Xavier High School
   • Developed a promotional DVD marking the 25th anniversary
   • Completed the water harvesting and water recycling project
   • The school was awarded the VET School of the Year for the Riverina Region and progressed to the State finals
   • Completed the development of a Professional Learning Policy
   • Reviewed the Uniform Policy
   • Implemented the merit award system
   • Drafted a new 3 year plan for 2008 – 2010 (SRF)

6.2 2008 Priorities and Challenges
   • Develop a Landscape Masterplan for the grounds
   • Explore the possibility of providing an ASPECT class in 2009 catering for students with autism
   • Complete the Skill Centre Project
   • Review the Behaviour Management Model
   • Implement the new timetable and electronic absentee packages
   • Deliver the REESA – study skills package to remaining Year levels
   • Prepare for World Youth Day
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.

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.

![Income Pie Chart]

- **55.2%** Total Income
- **21.1%** Commonwealth Government Recurrent Grants
- **14.3%** School Fees
- **5.1%** Other Fee Income
- **4.3%** State Government Recurrent Grants
- **4.3%** Capital Income

![Expenses Pie Chart]

- **73.6%** Salary and Related Expenses
- **18.3%** Non Salary Expenses
- **8.0%** Capital Expenditure
The total income and expense of the school, that is included in the above, is shown below.