

# 2022 ANNUAL REPORT

XAVIER HIGH SCHOOL, ALBURY



**Catholic  
Education**

Diocese of Wagga Wagga

# 2022 Annual Report (Secondary)

## About this Report

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

Xavier High School's Annual Report to the community provides parents and the wider community with fair, reliable and objective information about the school's performance measures and policies, as determined by the Minister for Education. The report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the school's Annual Improvement Plan.

The Annual Report demonstrates accountability to regulatory bodies, the school community and Catholic Education Diocese of Wagga Wagga. This report has been approved by Catholic Education Diocese, Wagga Wagga and in so doing, acknowledges that Xavier High School, Albury has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for registration and accreditation.

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

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

### Message from the Principal:

2022 saw our school back to its best. After two challenging years responding to Covid 19 we refocused on building a culture of improvement and engagement around teaching, learning and wellbeing. Our staff and students enthusiastically embraced the return to full school life and it was wonderful to see everyone, interacting, collaborating and connecting again.

2022 was also a year of change as we welcomed a new Leadership structure and team to our school. Mr Eamonn Buckley, Mrs Shinead Kilroy and Mr Shane Piper joined Xavier High School, and Mr Heath Neville and Mrs Michaela Williams were welcomed onto the leadership team.

Our student leaders also demonstrated their skills and abilities throughout the year. Led by School Captains Eli and Angelina, our House Captains and Stage Leaders showed their enthusiasm and initiative throughout as they raised awareness and funds for important causes. Our senior student leaders also came together to coordinate and run school wide assemblies which have become a real highlight of the school year.

Our 2022 HSC results were again impressive. I congratulate Liam Plunckett who achieved an ATAR of 99.2 and was awarded Dux of Xavier for 2022. Collectively the 2022 cohort performed very well with 18 students recognised as Distinguished Achievers. 55% of

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students received an early offer from a NSW university and 13 of our students joined our local workforce with apprenticeships.

In 2022 we welcomed 15 new teaching staff to Xavier, all of whom are making very positive contributions to our school community. Sadly, 2022 also saw us farewell some long-serving and very valued members of staff. Pauline 'Pol' Murray resigned after completing over 40 years of service and Margaret Beecher and David Ryan retired after each had spent over 40 years teaching at Xavier. We are incredibly grateful for the contributions and care these three gave to our school during their time with us.

Finally, I would like to extend a thank you to the parents, families and all members of the Xavier community. The vital connection that we share in this journey is so important to what we do and we are very grateful for your ongoing support. On behalf of all of the Xavier community, I wish you all the very best for 2023. I look forward to what is to come in the next year.

Gavin Dykes

**Principal**

### **Message from the Parent Body:**

Following several years of pandemic related disruptions to the schedule 2022 provided a welcome opportunity for students and staff to return to campus. The School Council welcomed Michelle Aldrich, Eamonn Buckley and myself in 2022. We thank outgoing members Owen Clark, Jason Kimball & Craig Wakely for their contribution to the Xavier community. On behalf of the School Council I offer particular gratitude for Craig Wakley's leadership of the School Council over many years. His investment of time and sharing of his financial knowledge has been evident in many of the school improvements over his tenure.

Parents and Friends at Xavier has not been functioning/meeting for the past two years due to Covid restrictions. School Council members will continue to explore opportunities for parent engagement and interaction with a focus on welcoming new families to Xavier.

As parents our choice to enrol our children at Xavier attests to our confidence that the curriculum and culture will support our young people to grow as individuals and towards their post school goals. The new Stage 5 modules recognises the diversity of individual needs through a greater range of subjects and the opportunity to enrol in advanced study toward the HSC. The Careers Expo and Tertiary Education Day exposed students to future pathways for study and work. It was evident through the creative use of social media that both students and staff embraced the return to school camps and retreats. These valuable breaks from the classroom routine enable relationship development and personal growth within the context of fun and adventure.

The creative use of media to share school life within our school community and the wider community through social media has been a noteworthy achievement over the past year. It takes vision, skill and time to create these short videos. The short snapshots showcase the

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range of talent and personalities within our community. They are a powerful way to attract new staff and students to the culture and opportunities that are integral to Xavier life.

On behalf of the School Council I offer congratulations and gratitude to the Leadership Team and staff of Xavier for their commitment to ensuring education at its best and nurturing the personal growth of students. The Leadership team continue to experience the challenges in staff recruitment that are seen in many other sectors of the workforce. The willingness of remaining staff to work flexibly to ensure continuity of education is appreciated.

The achievements of the Class of 2022 academically, vocationally and taking up their chosen path in life is demonstration of the combined efforts of staff and students.

I wish all members of the Xavier Community success in your chosen endeavours.

### **Message from the Student Body:**

*2022 School Captains Angelina Barker and Eli Davern*

Over the years we've all shared memories together such as the endless assemblies, faked being sick just to get out of maths, and felt the stinging disappointment when the canteen ran out of hot food.

And we all realised how quickly our time here at Xavier came to an end, despite the fact that sometimes it didn't feel that way. So to all the students, make your time at Xavier worth it and make your legacy one to be proud of.

Despite the fact we have written thousands of words over the years, we will never find the words to thank the Xavier community for the support and guidance you have all provided the graduating class of 2022.

To our teachers, who since day one invested in our futures with dedication and unrelenting determination. We're going to remember every moment.

To Nick and Sam who fixed our computers. Jayne and the team in the office for mending our wounds and promptly printing our early departure passes, the groundsmen and cleaners for keeping our school grounds looking spectacular and Deb and Heather for filling us up with copious amounts of choccy milks and pies.

Mr Buckley, Mrs Kilroy, Mr Piper and Mr Neville, thank you for your leadership this year. It's been a pleasure working with you all and we can't thank you enough for the often unacknowledged work that you do. We also thank Mr Dykes for his work in keeping our school going, particularly over the last few years which have been incredibly challenging.

In particular, on behalf of all year 12, thank you to our HSC teachers who went above and beyond, staying back after school and coming in during the holidays to help us with our major projects.

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We also could not go without acknowledging our families. You've all been the people we can always rely on. Thank you for putting up with our moods, paying the school fees and pushing us to put one foot in front of the other. You're all the unsung heroes of year 12, and we thank you.

Finally, we want to say thank you for the trust you put in Angelina and myself 12 months ago to lead Xavier as your student representatives. We didn't get everything done that we would have liked, but we're proud of the Xavier High School community that we leave.

We also want to thank our forever wonderful student leadership team, composed of house captains and stage leaders, who supported us in fulfilling our duties throughout the year.

On a closing note, we will never know just how lucky we've been to share this adventure together. We may not remember the English techniques or *Crucible* quotes, maths formulas or even all the elements on the periodic table, but what we will remember are the memories we've made together and the friendships that will last a lifetime.

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### Section 2: School Features/Context

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

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

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

Xavier High School was named after Saint Francis Xavier, the patron saint of Australia and Oceania. The motto of Xavier became 'The truth will set you free'. The first Principal of Xavier High School was Brother John Henry Thornber and the Assistant Principal was Sister Gwenda Livermore. Xavier High School continued to use the sites of the two parent schools until January 2001 when all Year 7-12 students and staff settled on the Fallon Street site. The school now operates under the auspices of the office of Catholic Education Diocese of Wagga Wagga.

Additional Capital Works were completed at Xavier in 2021. These works involved the construction of a new stadium, which is named The St Francis Xavier Centre. The indoor stadium includes classrooms, change rooms, a large stage area, air conditioning and seating capacity for approximately 1200 people.

### Section 3: Student Profile

The following information describes the student profile for 2022:

<b>Girls</b>	<b>Boys</b>	<b>LBOTE*</b>	<b>Indigenous</b>	<b>Total</b>
394	432	14	33	826

\*Language background other than English

#### 1. Enrolment Policy

The Catholic Education Diocese of Wagga Wagga has established an Enrolment Policy. The implementation of this policy is monitored by the CEDWW.

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Copies of this policy and other policies in the report may be obtained from the CEDWW website or by contacting the Central Office or by contacting the school. See CEDWW policy [HERE](#).

### 2. Student Attendance and Retention Rates

Year	Attendance %
Year 7	89%
Year 8	87%
Year 9	86%
Year 10	85%
Year 11	82%
Year 12	84%

The average student attendance rate for 2022 was 86%.

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

Xavier High School staff, under the principal's leadership, support the regular attendance of students by:

- Providing a caring teaching and learning environment which fosters students' sense of well being and belonging to the School community.
- Maintaining accurate records of student attendance.
- Recognising and rewarding excellent and improved student attendance.
- Implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- Parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance.
- All cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and the appropriate intervention strategies are implemented.
- Documented plans are developed to address the needs of students whose attendance is identified as being of concern.
- The Director of Catholic Education Diocese of Wagga Wagga or designated Catholic Education Diocese, Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom school strategies have failed to restore regular attendance.

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### Student Retention Rates

Year 10 Total Enrolment 2022	<b>142</b>
Year 12 Enrolment at Census Date remaining in Year 12 at the end of 2022	<b>84 Year 12 at Census and the end</b>
Actual Retention Rate in Percentage	<b>59.15%</b>

### Senior Secondary Outcomes

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

Senior Secondary Outcomes	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	51%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

### Student Post School Destinations

Each year the School collects destination data relating to the Year 12 student cohort. The table below sets out the percentage of students for the various categories.

Destination data Year 12, 2022 Graduation Class *	University	TAFE/Other Institutions	Workforce Entry	Destination not reported
	44	2	29	9

\*Please note, this data is current as of 15 December 2022 and relies on students informing the school of their destination.

## Section 4: Staffing Profile

There are a total of 79 teachers and 39 support staff at Xavier High School. This includes 61 full-time and 18 part-time teachers.

(please note this is take from the August 2022 Census)



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### Teacher Accreditation Status

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

Teacher Accreditation Status	Number of Teachers
Conditional/Provisional	1
Proficient	78

Percentage of staff who are indigenous	2 staff members
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<b>A</b>	Those having formal qualifications from a recognised higher education institution or equivalent	<b>79*</b> (one teacher is a final year teaching uni student)
<b>B</b>	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	

\*this does not take into account support staff who have formal qualifications from higher education institution or equivalent

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in service courses, meetings, conferences and a range of professional learning programs provided by the Catholic Education Diocese, Wagga Wagga.

### 2022 Staff Professional Learning Plan

Staff Professional Learning is prioritised according to the goals of the Annual Improvement Plan. It is framed by the following domains of the National School Improvement Tool:

- An explicit improvement agenda
- Analysis and discussion of data
- A culture that promotes learning
- Targeted use of school resources
- An expert teaching team
- Systematic curriculum delivery
- Differentiated teaching and learning
- Effective pedagogical practices
- School community partnerships

In 2022, the Staff Professional Learning Program focused on the following priorities from the Annual Improvement Plan:

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- Analysis and discussion of data
- A culture that promotes learning
- An expert teaching team
- Effective pedagogical practices
- Restorative practices and positive relationships

### Section 5: Catholic Life and Religious Education

Catholic Schools have a unique role in the evangelising and educating mission of the Church. Xavier High School follows the Wagga Wagga Diocesan Religious Education curriculum, ***Sharing Our Story***.

#### **Catholic Heritage**

Xavier High School is a Catholic high school in the Diocese of Wagga Wagga and the school's motto, *'The Truth Will Set You Free'* (Jn 8:32), highlights that all members of the community strive to grow in their understanding of the truth and to experience true freedom as sons and daughters of God. The school maintains a distinct Catholic Christian nature and ethos, reflecting the person and message of Jesus Christ, which is at the heart of the school community. This is evident in the quality of positive relationships within the community and in the ambience of the school.

While Xavier has only existed officially since 1983, the school is part of the great story of Catholic education in Albury that began over 150 years ago, when the Sisters of Mercy arrived in Albury in 1868. The other founding religious order, the Christian Brothers, arrived in Albury in 1917 and an enormous debt of gratitude is owed to both of these religious orders for laying the solid foundations of the school. Their faith, commitment and spirit is kept alive today by a willingness and enthusiasm to spread the Good News to the world. The privilege and responsibility of helping students develop a deep awareness of God's love and presence in their lives and a real sense of meaning and purpose in life is considered sacred work.

Staff are privileged to prepare young people to be Christians capable of making courageous choices and decisions, in order to build a better world of peace and justice.

#### **Liturgical Life of the School**

The school provides many opportunities for all members of the community to continue to grow in the journey of faith, learning and life. This is evident through our prayer life and our daily prayer at the start of each day and also led by House Leaders every Friday across the whole school.

All assemblies, Homeroom activities, meetings and information nights commence with a prayer. Throughout the year the school community celebrates a range of liturgies including those for Ash Wednesday, Easter, our Patron Saint Day and each year begins and ends with a special and meaningful liturgy. Accompanied by the school choir and band, these events were respectfully attended by students. Furthermore, every Wednesday our staff are invited to attend prayer services before school which includes the Staff Lenten Program.

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School liturgies and reflection days for junior years are based around units that are covered in class through the Sharing our Story course. Year 12 participate in liturgies as key experiences during their retreat program in Feathertop Chalet, Canberra. Year 12 students also plan, prepare for, and participate in a Graduation Mass. For each Liturgy, students from each year level as well as staff are nominated to participate in readings, music and offertory. Student led liturgy services continued this year. The stage leader of each house had the opportunity to organise and lead the Ash Wednesday Liturgy in their respective House groups.

In 2022, the school continued to embrace the opportunity to fully participate in Parish Masses on Sunday mornings at the Sacred Heart Parish. In Term 2 & 3 a different year group was allocated to host a Youth Mass. The year group was then responsible for organising the choir, musicians, readers and morning tea for the liturgy. The Student Leadership Team also had an active part in this. Involvement from the school staff was seen to increase for these masses compared to previous years. This also saw the inaugural Year 7 Youth Mass being implemented as a way of introducing our new students to the Parish. The school was blessed to have the involvement of our School Chaplain, Fr Martin, both in a liturgical way and as an excellent mentor and faith leader for our Retreats and camps.

### **Staff and Student Faith Formation**

Here at Xavier High School we are led by the core belief that 'The truth will set you free.' In our everyday lives we are inspired by the actions around us that reflect our core values. We are guided as a school community to live out these core values and to follow in the footsteps of Jesus Christ, and in the spirit of our founders, The Mercy Sisters and Christian Brothers. These values have been summarised into our "5 C's", as we endeavour to be courageous, compassionate, collaborative, challenged and Christ-like. It is through the formal Religious Education program at Xavier, as well as our Faith Formation Program that we strengthen the Catholic Identity of our school, and provide opportunities for all members of our community to grow in their journey of faith, learning and life.

At Xavier we have an ongoing commitment to our faith. Each year level from 7 - 12 has a program targeted to foster our students' relationship with God. It is highly important to us as a Faith community to be able to strengthen our student's connection with God and form a sense of self-awareness around social justice in our community.

All students from Years 7 to 10 participated in reflection and/or community days which took place throughout the year. These days were facilitated by both Xavier staff and outside presenters and each day had a theme or focus suitable for the group.

A targeted effort was made to include an opening prayer and reflection activity in every year groups activity. This included the Yr 7 Camp and their theme of 'Belong', the Yr 11 Immersion program and the theme "Yindyamarra" and the Yr 12 Retreat with the theme of "Rise".

There are a number of students from Xavier High School who are actively involved in parish activities. Xavier Chaplain, Father Martin has been actively involved in the life of the school community, guiding, teaching, and supporting students and teachers, and making

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connections on both personal and spiritual levels. Further development of this role and links with parish involvement has been identified for growth in 2023.

Staff formation was clearly evident through opportunities previously mentioned in this document such as prayer programs, parish involvement and CEDWW facilitated retreats (connections programs). Xavier Spirituality Twilight sessions were hosted by both Paul Chigwidden from the CEDWW Faith Formation Team and the organisational team of Carevan Albury. This was done in collaboration with the Xavier Leadership team with a focus on 'being made for community'. Our Principal, Assistant Principal, and other members of the executive leadership team as well as middle management attended various retreats and CEDWW facilitated 'connection programs.' The Director of Faith Formation and Mission for Xavier was also included in the CEDWW Evangelisation and Religious Education team in implementing collaboration and improvement of school involvement in the 'Treasures - Come and See' program across the diocese.

### **Evangelisation and Social Justice**

Students at Xavier High School are committed to serving the community and there is a genuine culture of giving that is an integral part of the School community. Whether that is caring for the environment, or raising funds for major causes. We encourage our students to be leaders in the community and to make a difference where they can.

The element of 'service' asks staff and students to "respond compassionately to the needs of others and promote awareness that inspires commitment and active ministry." This is what drives the participation of Social Justice at Xavier. The component of Social Justice is shared across our community by both students and staff. This area has been also highlighted as an area of focus in 2023 in order to link Evangelisation and social justice into the curriculum of our classrooms. 2023 will also see the implementation of a re-established Vinnies Team that will focus on stewardship and social justice. 2022 was seen as a strategic planning phase for this area.

In 2022, members of Xavier organised or facilitated major fundraising initiatives such as Project Compassion where over \$2000 was raised in 5 weeks of Term 1. Our Gift Giving Mass on the last day for students was the culmination and celebration of our St Vinnies Christmas Appeal. A fundraising initiative we conducted throughout Term 4 where all 32 homerooms created a hamper each of food and decorations for families in our local community. These hampers also included handmade gifts from our staff which were created on our Twilight night. These were wooden carved candle holders as table decorations and over 125 handmade Christmas cards. Furthermore, a group of staff with the support of a local skate store, Timmy G's, made nine skateboards from scratch to include with the hampers.

As St Vincent de Paul president Peter Burgess, who attended the Gift Giving Mass mentioned, there is something going on here at Xavier, a joy and energy in the students that you cannot quite put your finger on. Our North Albury St Vincent De Paul recipients of the gifts were also taken aback with the generosity shown by the Xavier Community and it was a great way to finish the year. We donated a further \$400 worth of gift cards to local stores as gifts for kids between

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12 - 16 years as well as a cash donation of \$500.

Students were encouraged to seek opportunities to respond to Social Justice and this manifested in numerous cake stalls and similar fundraising sporadically throughout the year. These initiatives are a product of the awareness that students are receiving throughout various educational programs and opportunities.

Social Justice was also embedded in certain programs and Pastoral initiatives, including Academic/Wellbeing extended sessions based on various targets of awareness and action. Yr 11 conducted Community Service days where they contributed to different businesses and causes throughout the town in Term 3 with over 70 students placed within the community.

Finally, 40 students, as mentioned above, travelled to Mungo, Dubbo and Moree as members of the Immersion Program. This program is led by the Director of Mission and supported by the leadership in 2022.

In 2022, Social Justice continued to be a strong and prominent feature of Xavier with plans to continue to build and improve in 2023.

### **Professional Learning in Catholic Life and Mission**

The Catholic Education Diocese of Wagga Wagga has established a policy on the Professional Requirements for the Accreditation of Teachers of Religious Education which is implemented by all systemic schools in the Diocese.

All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff to improve student learning outcomes.

Professional development can take many forms including whole school staff days, subject-specific in-services, meetings and conferences. All Coordinators were actively encouraged to attend CEDWW network meetings. In 2022, at Xavier High School there were several teachers in the scholarship program for tertiary education, this included and not limited to the Graduate Certificate in Studies in Catholic Thought through the University of Newcastle, Masters in Theology and Graduate Certificate in Theology.

Staff spirituality was enhanced through the participation in two twilight sessions which deepened our Catholic faith and understanding of community and servant discipleship. This was supported by our founding charisms and local parish, as outlined previously in the document. Staff have also been involved in a number of CEDWW facilitated programs including network days and retreats.

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### Section 6: Curriculum

**Xavier High School** follows the NSW Education Standards Authority (NESA) syllabus for each subject/course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the associated requirements of Catholic Education Diocese of Wagga Wagga. (CEDWW)

The courses offered in 2022 were:

2022 course	Yr 12	Yr 11	Yr 10	Yr 9	Yr 8	Yr 7
Studies of Religion 1 unit						
Studies of Religion 2 unit						
Studies in Catholic Thought						
Religion						
Community Service						
Duke of Edinburgh						
English Studies						
English Standard						
English Advanced						
English						
Mathematics Advanced						
Mathematics Standard 1						
Mathematics Standard 2						
Mathematics Extension 1						
Mathematics						
Biology						
Chemistry						
Physics						
Investigating Science						
Science						

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Business Studies						
Legal Studies						
Economics						
Society & Culture						
HSIE						
Commerce						
Agriculture						
* Agriculture						
Engineering Studies						
* Engineering Studies						
Construction VET						
Design & Technology						
Information & Software Technology						
Industrial Technology: Timber						
Industrial Technology: Multimedia						
Technology (Mandatory)						
Food Technology						
Skills for Work VET						
Active Volunteering VET						
Business Services Continuing VET						
Drama						
Music						
Visual Arts						
Photography & Digital Media						
Community & Family Studies						
Physical Activity & Sports Studies						
PD / Health/PE						

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* French Language						
Exploring Early Childhood 1 unit						
Sport/Lifestyle/Recreation 1 unit						
Sport/Lifestyle/Recreation 2 unit						
* Textiles						

\* Provided by Distance Education Schools

External providers, including TAFE and Distance Education Schools are engaged to meet the specific needs of students.

Xavier High School provides the opportunity for individual students to be involved in accelerated patterns of learning which culminates in the completion of HSC subjects in Year 11. The largest cohort for this accelerated option is Studies of Religion 1 compressed course where **21** students sat their HSC exam in Year 11. **5** of these students received a Band 6 which was an outstanding result. **8** Year 11 students completed Year 11 Business Services (VET).

There is a wide range of elective subjects offered to the Stage 5 cohort including Commerce, Visual Arts, Physical Activity and Sport Studies (PASS), Food Technology, Industrial Technology (Timber), Agriculture & Horticulture, Photography and Digital Media, Information Software Technology (IST), Music and Drama.

The Stage 4 cohort engages in the @Xavier Project which aims to improve student writing using the vehicle of Collaboration and Co-Teaching in open learning environments. The use of evidence based learning strategies in conjunction with co-planning, co-assessing, co-reporting and co-teaching teams, exposes students to a wider variety of pedagogical experiences which enhance and assist them on their learning journey. Three KLA teams of HSIE, ENGLISH and RE are engaged in this program. Year 7 took part in a Harry Potter day organised by a number of faculties. A school-wide Pi Day was held with homeroom, recess and lunch-time activities.

After school study continues to be available to senior students from 3.30pm–5pm, along with individual faculties offering after school classes to assist senior students in undertaking their coursework. Additional Year 12 study sessions were available from 3.30–7pm on Wednesday nights for students prior to their midcourse, trial and HSC examinations.

Xavier High School maintains a holistic approach to providing students with numerous support mechanisms and opportunities for self-extension, acceleration and engagement in their learning. The list below is an indication of some of the opportunities that would be presented in a normal year:

- Year 12 retreat



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- The Learning Mentor program for students from Years 7–12 witnessed staff working with students to monitor their wellbeing, academic progress and engagement at school. Students worked with staff to develop goals, outline strategies and develop plans to support them in attaining their goals throughout the year.
- Staff at Xavier High School are incredibly generous with their time and consistently support student learning endeavours. Examples of this generosity included staff supporting students by hosting out of hours study sessions throughout the year and giving up time during their holidays and over weekends to ensure students had the opportunity to engage in immersion and study programs.

### Section 7: Student Performance in State-Wide Tests and Examinations

NAPLAN is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. School performance is compared with the State, as well as the Statistically Similar School Group (SSSG) which is calculated by ACARA. In 2022 all CEDWW schools completed NAPLAN Online.

#### Summary of Means

	Number of Students	School Mean	State Mean	Difference
<b>Year 7</b>				
<b>Numeracy</b>	175	530.1	560.85	-30.75
<b>Reading</b>	181	520.9	550.33	-29.43
<b>Writing</b>	179	518.8	540.25	-21.45
<b>G&amp;P</b>	177	511.6	544.89	-33.29
<b>Spelling</b>	177	529.6	559.07	-29.47
<b>Year 9</b>				
<b>Numeracy</b>	148	576.0	596.44	-20.44
<b>Reading</b>	155	565.2	586.69	-21.49
<b>Writing</b>	151	568.2	569.70	-1.5
<b>G&amp;P</b>	152	556.6	585.51	-28.91
<b>Spelling</b>	152	563.6	586.58	-22.98

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### Record of School Achievement

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

2022: The number of students issued with a RoSA (Record of School Achievement)	32
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### Higher School Certificate Results and Achievements:

#### 2022 Higher School Certificate

<b>No. of Students</b>	113
<b>% Bottom 2 Bands</b>	29%
<b>% Top 2 Bands</b>	58%
<b>% of Band 6</b>	23%
<b>% of E4</b>	1%

The results of the HSC 2022 cohort were very impressive. Our Dux for 2022 was Liam Plunkett with an ATAR of 99.20, including 99 out of 100 for Mathematics Advanced. He was also recognised as a HSC All Rounder.

18 students were recognised as Distinguished Achievers, receiving a Band 6 or E4 results across 16 courses. In total we received 26 band 6's and E4's.

Students achieving an ATAR above 90 included:

**Liam Plunkett** - 99.20

**Charlotte Benson** - 94.6

**Luke Lowry** - 91.95

**Toby Robinson** - 90.55

Students in the following courses achieved results well above the state average, English Studies, English Standard, Mathematics Standard 1, Mathematics Extension, Music, PDHPE, Visual Arts, and Information and Digital Technology.

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Additional achievements from this cohort include that 100% of our students successfully achieved their HSC, 55% of students received an early offer from a NSW university and 13 of our students joined our local workforce with apprenticeships.

The results of **Xavier High School's** Higher School Certificate (HSC) candidature are reported for subjects studied at the School. The table shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

<b>2022 HIGHER SCHOOL CERTIFICATE</b>	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	<b>2020</b>		<b>2021</b>		<b>2022</b>	
<b>Subjects</b>	<b>School</b>	<b>State</b>	<b>School</b>	<b>State</b>	<b>School</b>	<b>State</b>
Agriculture	NA	NA	0	24	0	26
Biology	26	30	20	31	10	27
Business Studies	11	35	73	36	17	55
Chemistry	46	43	22	40	30	54
Community & Family Studies	36	32	50	32	33	31
Design & Technology	50	46	67	55	0	56
Drama	66	47	67	44	NA	NA
English Standard	22	11	31	17	20	55
English Advanced	60	64	83	69	66	68
Geography	NA	NA	NA	NA	NA	NA
Industrial Technology	62	24	36	26	0	22
Legal Studies	35	39	40	42	10	40
Mathematics Standard 2	29	25	23	25	20	28
Mathematics Extension 1	80	72	NA	NA	100	72
Mathematics Advanced	92	52	38	50	50	47
Music 1	100	64	83	65	100	68
PD/Health/PE	33	34	36	31	32	26
Physics	36	39	44	41	0	41
Studies of Religion 1	35	42	23	42	44	41
Studies of Religion 2	47	43	40	46	0	46
Visual Arts	86	64	88	63	95	65

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Bus. Services Admin (VET)	77	30	NA	33	25	31
Construction (VET)	42	41	17	42	30	37
Hospitality (VET)	NA	NA	NA	NA	NA	NA
Primary Industries	66	21	NA	NA	NA	NA

### Section 8: Pastoral Care and Well Being

Information here about schools procedures/programs on caring for students under:

#### Pastoral Care / Academic Care / Well Being

Catholic Education Diocese of Wagga Wagga has established a Pastoral Care/Student Well Being Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga

See CEDWW Policy [HERE](#).

Academic care and the wellbeing of students continues to be supported through the strength of the School's vertical House structure. The collaboration of House Coordinators, Homeroom Mentors and families continued to provide opportunities for learning, support, guidance and growth. The focus of academic and pastoral care is directed at improving student learning, engagement, attendance, self-efficacy and achievement.

The vertical House System enables the development of peer to peer mentoring and positive relationships across year levels. Each student has a significant adult (House Coordinator and Homeroom Mentors) as their 'go to' person to support and advocate for them. Importantly, Homeroom Mentors are the first point of contact for parents also.

As a means of further developing the school's Homeroom Program the Leadership Team embarked on a consultative process designed to create a clear and concise role description for Homeroom Mentors. In doing so, staff were provided with three sessions to firstly 'unpack' their role as Homeroom Mentors looking at the purpose of the role and desired outcomes. This was followed by an analysis of responses to develop a draft descriptor which was then tabled to middle leaders and then all teaching staff. The final result has seen clarity and consistency provided to Homeroom Mentors leading to a strengthening of the role within the school's pastoral wellbeing program.

This year saw further development and engagement in the Learning Mentor program. All staff and students are engaged in this support structure that is aimed at strengthening relationships, academic and wellbeing care.

The introduction of a Mobile Phones policy during Term Three was well received by the community. Its educational intent has seen a decrease in students using their phones

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during designated school hours. This has seen an increase in students being more social in the yard during recess and lunch leading to a growth in positive school climate.

In order to support our students, staff and families Xavier High School provides a number of programs aimed at meeting the needs of students across a variety of pastoral wellbeing and personal growth areas. These programs have seen staff trained in the purposes and implementation of each offering.

- Seasons for Growth - Grief and Loss Support (Yr 7 and 8 Boys and Girls)
- Friends for Life (Yr 8 Girls)
- Climbing Roxx (Yr 9/10 Boys)
- Zones of Regulation (Yr 7)
- The Rite Journey (Yr 9)
- SIMS - Strengths, Interests and Motivations (Yr 7 & 8)
- Community Service (Yr 10)
- Duke of Edinburgh (Yr 10)
- Think You Know NSW Police Cyber Safety Program (Yrs 7, 8, 9 & 10)

### **Discipline Policy**

Catholic Education Diocese of Wagga Wagga has established a Discipline Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

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 recognised for their positive contributions.
- Characteristics such as one's pride and school spirit are nurtured through active involvement in whole school and House based events, performing to the best of one's ability and by showing support of and loyalty to the school.
- Open and honest communication between staff, students and parents is essential in the management of ongoing educational and pastoral concerns.
- Corporal punishment is expressly prohibited in the school. The school does not sanction administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school.

### **Anti Bullying Policy**

The Catholic Education Diocese of Wagga Wagga has established an Anti Bullying Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by the Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

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Education at Xavier High School occurs both inside and outside the classroom, with age-appropriate content playing an important role in the prevention of bullying and harassment, making clear the school's zero tolerance approach.

The school, as a part of a wide and diverse community, appreciates that bullying exists and that from time to time, disagreements and incidents of harassment and bullying will arise. It is the practice of Xavier High School to investigate all reported acts of harassment and bullying.

A key part of dealing effectively with bullying lies in the collaboration between stakeholders. The Leader of Student Wellbeing and Pastoral Care, House Coordinators and the School Wellbeing Team are working together and have become more proactive in dealing with bullying behaviour. Targeted programs, aimed at equipping students with strategies to engage in more effective and appropriate social interactions, were undertaken in order to further develop an awareness of the issue of bullying.

The school continues to explore ways to more effectively deal with issues that relate to cyber and online bullying. This has included the roll out of a mobile phone policy which at its core is based around educational approaches to managing mobile phone usage.

### **Initiatives Promoting Respect and Responsibility**

Xavier High School promotes and actively participates in various programs and initiatives which promote respect, responsibility and inclusion. These programs and initiatives include RU O.K? Day, National Sorry Day, Reconciliation Week, International Women Day and Harmony Day.

2022 saw the school supporting Brave Hearts Day. The support of this event came about through the experiences of a member of our student body and her family's quest to see legislative changes made to the processes relating to young people giving evidence in court related to child sexual abuse.

Every Tuesday morning sees our eight Houses meeting as a community. During this time, as part of the morning prayer structure, students and staff participate and recognise an Acknowledgement of Country. In some cases a student of Indigenous descent and with appropriate permissions will conduct a welcome to country

### **Complaints and Grievances Resolution Policy**

Catholic Education Diocese, Wagga Wagga has established a Complaints Handling Policy which is implemented by all schools in the diocese. The implementation of this policy is monitored by the Catholic Education Diocese, Wagga Wagga.

See CEDWW Policy [HERE](#) & Procedures [HERE](#).

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### Workplace Health and Safety

Each school is required to implement and comply with the Diocesan School System Workplace Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by the Catholic Education Diocese of Wagga Wagga Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a safe and supportive environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CEDWW personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Education Diocese of Wagga Wagga Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

Catholic schools in the Diocese of Wagga Wagga are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents CEDWW of Pastoral Care, Student Well Being, Bullying and Harassment are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan Complaints Handling Procedure forms an important element in the diocese's commitment to ensuring safe and supportive environments for school communities. No changes were made to these diocesan documents in 2022.

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

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

See CEDWW Policy [HERE](#)

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## Section 9: School Review and Improvement

Each year the school develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the Catholic Education Diocese, Wagga Wagga Annual Improvement Plan.

### DOMAIN: CATHOLIC IDENTITY AND MISSION

**Evangelisation and Religious Education is expressed across the following interrelated and mutually reinforcing components:**

- Sacred Scripture, Religious Education, Pedagogy (Encountering Christ)
- Faith Formation Opportunities (Witnessing to Christ)
- Social Justice Opportunities and Outreach (Serving Christ in Others)
- Prayer, Scripture, Liturgy and the Sacraments (Engaging in Worship in Christ)
- Catholic Identity and Worldview, School and Parish Partnerships (Forming a Christ-centered Community)

#### SYSTEM STRATEGIC PRIORITY

##### 1.1 The CEDWW Charter

The development of a Charter for CEDWW schools that articulates the dual moral purpose of Catholic Identity and Student Learning. Each school to:

- Contribute to the development of the CEDWW Charter through participation in a System led process.
- Lead the Faith formation of staff and students to foster active participation in prayer, liturgy and the sacramental life of the Church.

#### SCHOOL PRIORITY AREAS FOR IMPROVEMENT

In 2022, as a whole school community, we will explore and deepen our understanding of the following statement:

***"When I make a difference in the lives of others, I enrich and strengthen our Xavier Catholic faith community."***

This will be done by assisting staff and students to understand that we participate in God's mission on earth, and everytime we are **Courageous, Challenged, Collaborative, Compassionate and Christ-like**, we are building the Kingdom of God.

This will be addressed by leading staff, students and families through a sequential Faith Formation Plan which will aim to highlight the integration of faith and life experiences, as we learn that we are the face of Christ in our Xavier community.

#### Evidence Informing Each Area for Improvement:

Staff and students will be engaged in a review of the school's Faith Formation Plan and assist in identifying areas for further attention

and improvement.

#### SMART Goal (to be focused on improved student outcomes)

By the end of 2022, staff and students at Xavier will be able to articulate that when they are making a difference in the lives of others, they are *'enriching and strengthening our Xavier Catholic faith community.'*

Evidenced-based Strategies/Actions Required to Meet the SMART Goal	By Whom?	By When?	Success Criteria (Ways of Measuring Impact)
<b>"When I make a difference in the life of others, I strengthen my Xavier community."</b>	Heath Neville (HNE)	Wk 10, T2	Surveys conducted for staff, students and families indicate that Faith Formation experiences which have been implemented have been highly effective in meeting the needs of participants and have assisted in helping them to recognise their contribution to <i>'enriching and strengthening our Xavier Catholic faith community.'</i>
<b>Building of XHS Faith Formation Plan</b> To refine and embed a dynamic and focused Faith Formation Plan across all year levels, as well as staff and wider community, to effectively enrich the faith lives of all. This will be achieved by: <ul style="list-style-type: none"> <li>• Sharing a detailed 'draft' with Leadership and Middle Leaders (Xavier 2.0), especially House Coordinators, for feedback and input</li> <li>• collaborating with the Diocesan Secondary Mission Leaders Network and key CEDWW personnel to encourage a systemic approach to elements of faith</li> </ul>	HNE /Xavier 2.0  Mission Leaders Network  Executive Team	W9 / T3	Analyse responses to student/staff surveys to measure the effectiveness and relevance of Faith Formation experiences throughout the year.  Continue to engage key staff (including Leadership Team and Xavier 2.0) in providing feedback on the plan, and measure any trends which indicate levels of success.





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## DOMAIN: LEARNING AND TEACHING

Learning and Teaching encompasses: Curriculum, Pedagogy, Literacy and Numeracy, Teacher Practice, Professional Learning, Assessment and Reporting, Student Achievement, Student Wellbeing for Learning and Student Diverse Learning Needs.

**System Goals:** (consider goals appropriate to sector i.e. primary/secondary)

1. To build teacher capacity to deliver quality writing instruction in Early Years, Stage 1 and Stage 4 cohorts through:
  - a. Improved collaborative planning, focusing on analysis of student performance and identification of targeted writing strategies specifically oral language development in K-1 or the use of academic language in Stage 4.
  - b. Use of data to inform the development of high impact teaching and learning strategies using assessment 'for and of' learning to craft precise responses to student and cohort needs.
2. Use of data to inform differentiated teaching of Mathematics in years 3 to 6.

**Areas for Improvement:**

1. Enhance learning at Stage 4 and Stage 5 through literacy and pathways.
  - a. Provide students with planned and regular explicit instruction of KLA specific vocabulary.
  - b. Provide students with planned and regular explicit instruction in writing within the context of the KLA (audience, purpose & form).
  - c. Explore and develop programs that provide greater student choice (catering for interest and need).
2. Increase teacher capacity through the XHS Professional Learning Program.

**Evidence Informing Each Area for Improvement:**

- Visible evidence within Stage 4 & Stage 5 learning programs of where vocabulary and writing is explicitly taught across multiple KLAs.
- Learning growth (determined by pre & post testing) in each of the 9 Literacy NAPLAN focus areas of Stage 4 students.
- Internally facilitated staff surveys indicate that literacy has been explicitly taught across KLA's in Stage 4 and Stage 5.
- Learning & Teaching Team meeting minutes show that the KLA Leaders and the L&T Leader are in continual conversation about developing programs that provide greater student choice.
- PIVOT student perception survey data shows pedagogical growth over Term 1 and Term 4.

**Teaching Standards:**

- 1.2 Understand how students learn. Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
- 2.5 Literacy and numeracy strategies; Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
- 3.1 Establish challenging learning goals; Set learning goals that provide achievable challenges for students of varying abilities and characteristics
- 5.4 Interpret student data. Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
- 6 Engage in professional learning

**The Learning Collaborative System Parameters: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14.**

**School Parameters:**

Actions to be Implemented	By Whom?	By When?	Ways of Measuring Impact (Success Criteria)
Support the @Xavier Program Staff by: <ul style="list-style-type: none"> <li>• developing an up to date and relevant @Xavier Staff User Guide;</li> <li>• furnishing the ERC &amp; CMC so that there are spaces for explicit instruction and break out collaboration;</li> <li>• timetabling @Xavier classes in the ERC and CMC so there is enough room for students to freely move from explicit instruction mode to collaborative breakout mode;</li> <li>• providing professional learning opportunities for staff around collaborative teaching, co-teaching and literacy.</li> <li>• arranging a school visit to FCJ Benalla</li> </ul>	Shane Piper & Eamonn Buckley	W2, T2	@Xavier Staff will clearly understand the purpose and be equipped to successfully teach in the program. Literacy growth will be visible through pre and post student testing.
Engage a Literacy Coach to support the L&T Leader, KLA Leaders, @Xavier Team and classroom teachers.	Shane Piper & Gavin Dykes	W11, T1	The Literacy Coach will be working with a variety of

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			teaching staff and a number of new tasks and programs will have been developed.
Develop a literacy plan across Stage 4 and Stage 5 with a focus on the explicit instruction of vocabulary and writing across KLA's	Shane Piper, KLA Leaders & Literacy Coach	W3, T2	The plan will be logical, informative and accessible to all staff.
Develop lessons and learning tasks where vocabulary and writing is explicitly taught within KLA's across Stage 4 and Stage 5.	KLA Leaders & Literacy Coach	Begin W4, T2	Explicit instruction of literacy will be visible in programs and course scope and sequences.
Investigate alternate programs and structures to better meet the needs of students (academic level and personal interest). Ideas to be considered include: <ul style="list-style-type: none"> <li>visit to St Luke's, Sydney (progressive school)</li> <li>aligning Yr9 to 12 to a '6 line timetable';</li> <li>introducing semester based subjects at Stage 5;</li> <li>accelerating students;</li> <li>reviewing the structure of the @Xavier Program (Stage 4).</li> </ul>	Shane Piper, Michaela Williams, Gavin Dykes, Learning & Teaching Team and the Leadership Team.	W1, T3	The Leadership Team and the Learning & Teaching Team will have a clear vision for the types of programs to be offered to students from 2024. The structures (including timetable) will be to support the programs will be logical and long term viable.
Conduct the XHS Professional Learning Program incorporating: <ul style="list-style-type: none"> <li>PIVOT student perception survey tools;</li> <li>CEDWW's Performance &amp; Development Plan tool;</li> <li>XHS Professional Learning Meeting Schedule.</li> </ul>	Shane Piper, Eamonn Buckley & Gavin Dykes.	Begin W2, T1	Teaching staff will have completed two rounds of student perception surveys. Summary data will show that there has been professional growth across the school. Teaching staff will have been provided regular opportunities to achieve NESA accredited professional learning through the XHS Meeting schedule.
			Teaching staff will have completed the Plan, Implement and Review stages of the <u>CEDWW</u> Professional Development Plan online tool.
Review reporting process	Shane Piper & working party	Begin W1, T4	The working party will have reviewed current processes, explored other options and made recommendations to the Leadership Team.

### DOMAIN: COMMUNITY AND CULTURE

Community and Culture includes: Organisational Culture, Positive Partnerships with Parents, Families and Carers, Parish and Community Partnerships, Staff Wellbeing, Student Voice and Engagement and Professional Relationships.

#### Areas for Improvement:

- 1) Enhanced student teacher relationships to promote engagement in student learning and wellbeing.
- 2) Increased community connections with various community groups. Fostering relationships and building students' sense of purpose and belonging.

#### Evidence Informing Each Area for Improvement:

- Use of student engagement tool to collect data on engagement in the community, teacher relationships and wellbeing. Likely to be the use of Pivot Survey tool.
  - Student Perception Survey - tool to see how well students perceive their teachers know them - mid to late Term 1 and Term 3.
  - Pulse Check In - tool to check on student wellbeing and belonging at Xavier. This will occur in mid to late Term 1 and Term 3.

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<b>Teaching Standards</b> (where relevant): Know students and how they learn Create and maintain supportive and safe learning environments Engage professionally with colleagues, parents/carers and the community			
<b>Actions to be Implemented (XHS Theme - Creating a Culture of Care)</b>	<b>By Whom?</b>	<b>By When?</b>	<b>Ways of Measuring Impact (Success Criteria)</b>
Strengthen Learning Mentor Program by enhancing the connection between Learning Mentors (Homeroom Tutors) and students via the development of a role/position description which ensures a Learning Mentor becomes the first port of call for wellbeing and learning matters.	Eamonn Buckley/Shinead Kilroy	Beginning of 2022	Survey staff, students and parents about the Learning Mentor Role. Conducting focus group surveys with Staff, Students and Parents.
Development of a Learning Mentor Program and structure focused on knowing the student - knowing the learner., Social Emotional Learning (SEL) curriculum and community building activities.	Eamonn Buckley/Shinead Kilroy	Term 2 2022	Review of current Learning Conversations process and documentation.
Strengthen the role of House Leaders in order to embed a structured Learning Mentor Program via a review of roles, responsibilities and expectations.  Review Student Management policies, procedures, responses and supports	Eamonn Buckley/Shinead Kilroy	Term 2 2022	Development of a draft Learning Mentor program framework by Eamonn Buckley, Shinead Kilroy and House Co-ordinators.  Eamonn Buckley, Shinead Kilroy and House Leaders formation day with Dan White.  Align Xavier High School Albury policies, procedures, responses and <a href="#">supports</a> to a Restorative Practices
			Framework, SWPB and <a href="#">CEDWW</a> Guidelines.

### DOMAIN: LEADERSHIP AND STEWARDSHIP

Leadership and Stewardship embodies the responsible planning, management and sustainability of human, fiscal and physical resources. Components of this area could include: Financial Management, Facilities, ICT, Leadership Development and Growth, Management Practices and School Planning, Implementation and Reporting Processes.

**Areas for Improvement:** 1) Focus on building relationships with feeder schools to build wider sense of K-12 within the Albury deanery, and to look at growing Catholic student enrolments from our feeder schools  
2) Ensure the new stadium redevelopment and classroom refurbishment has a transition both at a daily operational level and a sustainable financial one.

**Evidence Informing Each Area for Improvement:** 1) Steady growth in enrolment numbers from previous years  
2) Limited number of issues for staff and students as a result of good communication and preparation. Also that the impact of the building program financially can be absorbed into our expenses without increasing fees by more than 2%.

**Teaching Standards** (where relevant):

<b>Actions to be Implemented</b>	<b>By Whom?</b>	<b>By When?</b>	<b>Ways of Measuring Impact (Success Criteria)</b>
Enrolments A team (XHS Transition team) will be created to oversee the building of relationships with our feeder schools to enhance the sense of K-12 education in Albury, and also the enrolment of Catholic students within our schools	GDY/LWI/TSC/A GI	End of term 1 2021	Establishment of a group already overseeing key stakeholder relationships with feeder schools, particularly with advertising and social media.
With support of <a href="#">CEDWW</a> survey data, XHS leadership team	GDY/Leadership	Term 1 and	Use of data from survey to begin

### Catholic Identity and Mission

- Developed a Faith Formation plan that is still a work in progress. This work will continue into 2023.
- An evaluation process will be put in place for camps and retreats, including Immersion

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- We have continued to build Parish Partnerships - we continue to build strong parish partnerships with regular termly youth masses run by the school in our local parish.
- We have collaborated with the Parish on the Alpha Program which saw 12 Xavier staff be part of this program.
- Staff are regularly involved in liturgies at the Parish on weekends, this includes senior staff.
- Stewardship and engagement will continue into 2023, with a young Vinnies group focusing on an environmental issue important to our students. This was not developed as much as we would have liked in 2022 and we look forward to enhancing this work in 2023.

### **Learning and Teaching**

- Our Xavier program was due to be reviewed but due to staffing was not able to be implemented as needed.
- @Xavier staff were supported by professional learning opportunities and visits to other schools e.g. FCJ Benalla.
- We employed a new Literacy coordinator to support and work with the Leader of Learning and Teaching
- A new Stage 5 curriculum offering was developed to increase student engagement and learning and fast track in HSC subjects and units.
- We made developments in the Xavier High School Professional Learning Program including the use of Pivot data along with the CEDWW performance and development planning tool.

### **Community and Culture**

- The Learning Mentor Program was further developed. Homeroom classes have been split into two and the Learning Mentor role has been refocused over the year.
- Professional development opportunities were provided for House Coordinators in areas like faith development, learning mentor program and student management.

### **Leadership and Stewardship**

- The formation of an enrolment team occurred to oversee the various elements of attracting, enrolling, and marketing our school to prospective families. This saw an increase in enrolments (particularly in Year 7) for the second year in a row.

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## Priority Key Improvements for 2023

### DOMAIN: EVANGELISATION AND RELIGIOUS EDUCATION

Evangelisation and Religious Education is expressed across the following interrelated and mutually reinforcing components:

- Sacred Scripture, Religious Education, Pedagogy (Encountering Christ)
- Faith Formation Opportunities (Witnessing to Christ)
- Social Justice Opportunities and Outreach (Serving Christ in Others)
- Prayer, Scripture, Liturgy and the Sacraments (Engaging in Worship in Christ)
- Catholic Identity and Worldview, School and Parish Partnerships (Forming a Christ-centered Community)

#### SYSTEM STRATEGIC PRIORITY

##### 1.1 Implementation of the Education Charter for [CEDWW](#) schools that articulates the purpose of Catholic Schooling

Each school to trial *Effectiveness Practices* as they are developed (by [CEDWW](#) in terms 2 and 3).

##### 1.2 To review the Religious Education Program: Sharing Our Story

Each school to engage in [CEDWW](#) facilitated Year Level Workshops to revise Religion Scope and Sequences.

#### SCHOOL PRIORITY AREAS FOR IMPROVEMENT

Evidence Informing each Area for Improvement:

- [CEDWW Network meeting Data](#)
- [2022 AIP Review](#)
- [Leadership Collaboration Plan](#)

SMART Goal (to be focused on improved student outcomes)	Evidenced-based Strategies/Actions Required to Deliver the SMART Goal	Success Criteria (ways of measuring impact)
<p><b>(Improve student Witness through a) Re-establish Faith Formation Plan</b></p> <ul style="list-style-type: none"> <li>- By Term 4, the development of a new Vision and Mission that articulates the purpose of the Education Charter in a Xavier context will be created and promoted</li> <li>- By Term 1, consultation on the development of an Integrated plan that involves curriculum, wellbeing and Faith that maps out the faith formation of a Xavier student from 7-12 will be drafted</li> <li>- Establish time within each term to unpack charter and understand how it defines the purpose of Catholic Schooling</li> </ul> <p><b>Community Partnerships</b></p> <ul style="list-style-type: none"> <li>- By term 1, leadership will be providing witness to staff and students by engaging in community service programs</li> <li>- Development of Fundraising policy by start of school year to trial in Term 1 &amp; 2 in order to connect with local charities in a purposeful manner</li> <li>- Further establish the connection of Parish Church with staff and students by the end of 2023</li> <li>- In term 2, there will be an established Alpha program for staff across the region for under 35's and/or attending WYD</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation and promotion for staff development day around Bishop's Charter in Term 1.</li> <li>• Meet with REC in term 4 of 2022 to evaluate current Faith Formation document</li> <li>• Consult with Sandra Harvey around updated Faith Formation documentation</li> <li>• Present to leadership drafted FFP</li> <li>• AP and Leadership team to explore conference time for staff to develop Vision and Mission</li> <li>• Engage leadership facilitator to aid with development of Vision and Mission</li> <li>• Continue Spirituality day focus on 'need for community'</li> <li>• Establish and initiate collaboration time with leadership to focus on developing Fundraising policy</li> <li>• Continue Youth Masses per term in 2023, Term 1 will be Year 7, Term 2 will be open and Term 3 will be Yr 11 and the Immersion team.</li> <li>• Rostered singing and volunteering <a href="#">at local</a> parish established in 2022 and ready to roll out in 2023, open to staff and students. This is in collaboration with REC</li> <li>• Work with Gavin and Eamonn to <a href="#">create Alpha</a> program for Junior Staff <a href="#">around Albury</a> area.</li> </ul>	



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<p><b>Stewardship</b></p> <ul style="list-style-type: none"> <li>- Establishment of Student Stewardship team by end of Term 2.</li> <li>- Creation of one major stewardship initiative that can be implemented by term 3.</li> <li>- Implementation of Catholic Teachings of stewardship via Houses and the extended homeroom time by Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>• consultation with AP and LOW around roles of student leadership and the capacity to champion this space</li> <li>• seeking 'Expressions of Interest' from students to form a sub-committee which will drive this initiative</li> <li>• including key staff members who are passionate about stewardship for creation</li> </ul>	
<p><b>Review of Education Programs</b></p> <ul style="list-style-type: none"> <li>- Yr 11 SICT initiative planned in 2022 will be executed in Term 1 of 2023.</li> <li>- engage in CEDWW facilitated Year Level Workshops to revise Religion Scope and Sequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Network opportunity with Marian Catholic College actioned in Term 1</li> <li>• REC and DOM to review and plan with support of CEDWW</li> </ul>	

## DOMAIN: LEARNING AND TEACHING

Learning and Teaching encompasses: Curriculum, Pedagogy, Student Wellbeing for Learning and Student Diverse Learning Needs.

### SYSTEM STRATEGIC PRIORITIES

#### 2.1 TransFORMATIVE Learning

Each school to:

- Engage with the TransFORMATIVE Learning Statement to action the work of the Learning Collaborative through evidence based learning and teaching pedagogies.

##### 2.1.1 Mathematics (Primary)

Each school to:

- Use Performance and Assessment Data (MAI, PAT, NAPLAN) to identify where students are at in order to achieve a years growth in Mathematical learning for all students;
- Develop clear, realistic and achievable targets for improved learning in mathematical concepts, understanding and problem solving;
- Use spirals of inquiry for improvement of mathematical learning outcomes

##### 2.1.2 Literacy (Primary and Secondary)

Each school to:

- Use Performance and Assessment Data (e.g. PM Benchmarks, Observation Surveys, PAT, NAPLAN, Writing Moderation, HSC) to identify where students are at in order to achieve a years growth in literacy learning for all students;
- Develop clear, realistic and achievable targets for improved student learning in literacy concepts, understanding and learning;
- Use spirals of inquiry for improvement of literacy learning outcomes

#### 2.2 Develop and Implement the Wellbeing for Learning Framework

Each school to:

- Implement the *Wellbeing for Learning Framework* to inform and improve universal whole school processes and targeted and individual interventions to support student wellbeing, engagement and learning.

### SCHOOL PRIORITY AREAS FOR IMPROVEMENT

#### TransFORMATIVE Learning

1. Enhance learning at Stage 4 and Stage 5 through literacy and pathways.
  - a. Provide students with planned and regular explicit instruction in unpacking KLA specific text.
  - b. Provide students with planned and regular explicit instruction of KLA specific vocabulary.
  - c. Provide students with planned and regular explicit instruction in writing within the context of the KLA (audience, purpose & form).
  - d. Explore and develop programs that provide greater student choice (catering for interest and need).
2. Review assessment & reporting across all stages.
3. Increase teacher capacity through the XHS Professional Learning Program.

#### Wellbeing for Learning Framework

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## Evidence Informing each Area for Improvement:

- Visible evidence within Stage 4 & Stage 5 learning programs of where vocabulary and writing is explicitly taught across multiple KLAs.
- Learning growth (determined by pre & post testing) in each of the 9 Literacy NAPLAN focus areas of Stage 4 students.
- Internally facilitated staff surveys indicate that literacy has been explicitly taught across KLA's in Stage 4 and Stage 5.
- Learning & Teaching Team meeting minutes show that the KLA Leaders and the L&T Leader are in continual conversation about developing programs that provide greater student choice.
- PIVOT student perception survey data shows pedagogical growth over Term 1 and Term 4.

SMART Goal (to be focused on improved student outcomes)	Evidenced-based Strategies/Actions Required to Deliver the SMART Goal	Success Criteria (ways of measuring impact)
<b>TransFORMATIVE Learning</b>		
Support the @Xavier Program Staff  Who: Shane Piper & Yvie Thompson (Literacy Leader)  When: W1, T1	<ul style="list-style-type: none"> <li>• update the @Xavier Staff User Guide;</li> <li>• furnish the ERC &amp; CMC so that there are spaces for explicit instruction and break out collaboration;</li> <li>• timetable @Xavier classes in the ERC and CMC so there is enough room for students to freely move from explicit instruction mode to collaborative breakout mode;</li> <li>• provide professional learning opportunities for staff around collaborative teaching, co-teaching and literacy.</li> </ul>	@Xavier Staff will clearly understand the purpose and be equipped to successfully teach in the program. Literacy growth will be visible through pre and post student testing.
Develop a literacy plan across Stage 4 and Stage 5 with a focus on the explicit instruction of literacy across KLA's  Who: Shane Piper, Yvie Thompson (Literacy Leader) & KLA Coordinators.  When: Stage 4 (@Xavier): W3, T1 - Stage 5: W1, T3	<ul style="list-style-type: none"> <li>• developed through fortnightly meetings between Shane Piper and Yvie Thompson;</li> <li>• consultation with KLA Coordinators through Learning &amp; Teaching meetings and individual meetings.</li> </ul>	The plan will be logical, informative and accessible to all staff. The @Xavier components will be included in the @Xavier Staff User Guide.
Develop lessons and learning tasks where literacy is explicitly taught within KLA's across Stage 4 and Stage 5.	<ul style="list-style-type: none"> <li>• mandatory dedicated time given in all KLA meetings ;</li> <li>• leaders model best practice;</li> <li>• classroom observation &amp; coaching.</li> </ul>	At Stage 4 PAT testing will show that 90% of students will have obtained 12 months of literacy growth.
Who: Shane Piper, Yvie Thompson (Literacy Leader), KLA Coordinators & classroom teachers.  When: W1, T2	The Literacy Leader will be working with a variety of teaching staff and a number of new tasks and programs will have been developed.	Stage 4 & 5 programs will specific activities that explicitly address literacy.
Consolidate Stage 5 Semester Modules  Who: Shane Piper, KLA Coordinators & classroom teachers.  When: W1, T1	<ul style="list-style-type: none"> <li>• prioritise time in the the XHS Meeting Schedule for staff to meet in KLA teams;</li> <li>• review progress in the fortnightly meetings between the Learning &amp; Teaching Leader / KLA Coordinators;</li> <li>• as needed, provide teams with time release to develop modules.</li> </ul>	Detailed programs will be visible in the shared KLA Resources folder
Review and enhance Stage 4 programs and structures.  Who: Shane Piper, Yvie Thompson (Literacy Leader) and other members of the working party.  When: W1, T2	<ul style="list-style-type: none"> <li>• form a working party of 5 members from the Learning &amp; Teaching team;</li> <li>• review NAPLAN, PAT and HSC data to determine the <u>longterm</u> strengths and weaknesses of typical Xavier students;</li> <li>• consider NESA mandatory hours for each KLA,</li> <li>• consult regularly with Xavier 2.0 and Leadership teams.</li> </ul>	A new structure will be ready for implementation in 2024. The structure will address needs of Xavier (determined by data) and fit within the current <u>Yr9-12</u> timetable structure.
Review and enhance assessment and reporting  Who: Shane Piper & the Learning & Teaching team  When: Assessment: W1, T1 - Reporting: W1, T3	<ul style="list-style-type: none"> <li>• consider feedback from the 2022 working party, Xavier 2.0 and Leadership;</li> <li>• develop a position on Assessment Tasks in the first few weeks of term 1 and provide staff with clarity;</li> <li>• explore what constitutes meaningful feedback and reporting;</li> <li>• investigate various platforms that provide feedback and reporting.</li> </ul>	Assessment tasks will be challenging and accessible to all students. Students will have an appropriate number of tasks that are evenly distributed across a term.  Feedback and reporting will be meaningful to students, parents and staff.
Conduct the XHS Professional Learning Program incorporating:  Who: Shane Piper & Eamonn Buckley  When: T1, W1	<ul style="list-style-type: none"> <li>• PIVOT student perception survey tools;</li> <li>• CEDWW's Performance &amp; Development Plan tool;</li> <li>• XHS Professional Learning Meeting Schedule.</li> </ul>	Teaching staff will have completed two rounds of student perception surveys. Summary data will show that there has been professional growth across the school. Teaching staff will have been provided regular opportunities to achieve NESA accredited professional learning through the XHS Meeting schedule.
<b>Wellbeing for Learning Framework</b>		



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<p>Formation and development of Xavier High School Wellbeing Team</p>	<p>Creation of clear purpose and understanding of the Wellbeing Team's role.                  Review of Xavier High School Policy and Procedures.                  Use of student data to inform best practice and preventative approaches and responses to wellbeing concerns.</p>	
<p>Professional Development of Whole Staff in Mental Health First Aid</p>	<p>Liaising with <u>CEDWW</u> Pastoral Wellbeing Team to understand the benefits for school communities to understand impacts of negative and positive mental health on learning and engagement, and student outcomes.</p>	
<p>Formation of a Working Party for a move towards the development and implementation of a School Wide Positive Behaviour Framework</p>	<p>Utilizing CEDWW Wellbeing for Learning Framework to create contextual roadmap and strategies for an implementation phase of SWPB.</p>	
<p>Continued focus of Positive Student Behaviour and Restorative Approaches to Classroom Management and Positive School Culture</p>	<p>Review of Homeroom Mentor Role and a further development of collective efficacy approaches to building staff capacity via the use of scenarios.                  Creation of a whole school approach to social media use focussed on education, safety and awareness.</p>	

## 2022 Annual Report (Secondary)

### DOMAIN: COMMUNITY ENGAGEMENT

Community Engagement includes: Partnerships with Parents, Families and Carers; Parish and Community Partnerships; Staff Wellbeing; Student Voice and Engagement and Marketing.

#### SCHOOL PRIORITY AREAS FOR IMPROVEMENT

#### Evidence Informing each Area for Improvement:

SMART Goal (to be focused on improved student outcomes)	Evidenced-based Strategies/Actions Required to Deliver the SMART Goal	Success Criteria (ways of measuring impact)
<p><b>Parent Partnership Program</b></p> <p>Further development and involvement in our partnership with <u>Carevan</u> by running a food service joint venture from Xavier High School. Staff will have the opportunity to volunteer as part of this program.</p>	<ul style="list-style-type: none"> <li>Students and staff already cook for <u>Carevan</u>, so instead of serving in Albury elsewhere, we will serve from school</li> <li>Conduct a risk assessment under the guidance of <u>CEDWW</u></li> <li>Establish a set of safe and regular routines for staff to complete</li> <li>Roster staff</li> </ul>	<p>Staff engagement with the program. Enhancing our already strong relationship with Carevan over the next 12 months.</p>

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<p>Re-establish the relationships with Nanping City, China and the schools in Nanping we have previously had relationships with. This involved student exchange programs, and was working toward teacher exchange (Nanping teacher worked here for term 4 2019).</p> <p>Build upon the success of the Year 11 2022 Immersion Program and strongly encourage all Year 11 2022 students to be actively involved.</p>	<ul style="list-style-type: none"> <li>Re-establish contact with Government and school delegates in Nanping</li> <li>Get in contact with G.E.T tours to investigate re-establishing itineraries</li> <li>Ensure risk assessments are complete and thorough</li> <li>Prepare students, staff and families of necessary requirements for trips</li> <li>Prepare families for possible <u>visit of</u> Nanping families.</li> <li>Re-establish important connections with both Yuendumu and Santa Teresa communities</li> <li>Re-establish school visits from <u>Yuendumu</u> to Albury</li> <li>Ensure risk assessment completed for return trip to Yuendumu and Santa Theresa</li> </ul>	<p>Re connect with the schools in Nanping and undertake work on the feasibility of reintroducing the China Cultural Program in 2024</p> <p>students developing a greater understanding of the cultural and spiritual components underpinning contemporary Aboriginal communities. Students also develop and build upon skills to become people of action to encourage positive change and fairness.</p>
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## 2022 Annual Report (Secondary)

### DOMAIN: LEADERSHIP AND STEWARDSHIP

Leadership and Stewardship embodies the responsible planning, management and sustainability of human, fiscal and physical resources.

#### SCHOOL PRIORITY AREAS FOR IMPROVEMENT

#### Evidence Informing each Area for Improvement:

SMART Goal (to be focused on improved student outcomes)	Evidenced-based Strategies/Actions Required to Deliver the SMART Goal	Success Criteria (ways of measuring impact)
Enhancing the relationship with our feeder	<ul style="list-style-type: none"> <li>Through the Enrolment committee, deliberate attempts to continually build</li> </ul>	Stronger engagement and linkages with feeder schools.

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<p>schools to further encourage and promote the value of K-12 Catholic Education in Albury.</p> <p>Improved understanding of why students are leaving Xavier and/or Catholic education.</p> <p>Continue the process of Master Planning for the Xavier and St Anne's site.</p>	<p>on our through relationships with our feeder schools, through school visits, support for school events</p> <ul style="list-style-type: none"> <li>Re-establish student exit interviews with AP or Principal to gauge reasons for student departure and suggest patterns and themes to leadership.</li> <li>Regular meetings to discuss planning with <u>CEDWW</u> and St Anne's. Regular meetings with leadership and staff around the planning process, outcomes and deliberations. Seek input when required from wider school community</li> </ul>	<p>% of Year 7 feeder school enrolments remaining consistent.</p> <p>Through data collection and interviews, develop a clearer understanding of why students are leaving Xavier and/or Catholic education.</p> <p>Have the complete Master Plan in place by the end of term 3, with potentially a capital grant application in the meantime.</p>
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### Section 10: Parent, Student and Teacher Satisfaction

Parents and caregivers are the primary educators of their children and are always welcome at our school. The opinions and ideas of parents, students and teachers are valued. Suggestions are always considered in school planning processes. In 2022, Xavier High School has used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers.

#### Parent Satisfaction

Parent involvement is encouraged at all levels of the school. It is recognised that higher levels of parental involvement promotes student learning. Xavier implements various processes to gain information about the level of satisfaction parents have with the school when the need arises. This includes feedback tools like surveys (for example mobile phone survey) and the opportunities for engagement with staff e.g. Parent Teacher Interviews and subject selection evenings.

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

#### Student Satisfaction

A number of forums and surveys were available to students to provide feedback including Pivot and Wellbeing Surveys. Our student leadership groups also attend meetings to focus on what is happening for the student body and how students might be more proactive in supporting one another. Students across year groups completed mentoring conversations, exploring levels of satisfaction with their current achievement and future goals. We also refocused our Home room mentor responsibilities which will provide consistent engagement, feedback channels and daily support for our students. The Home room mentor is a students 'go to' person to support and advocate for them. Importantly, Homeroom Mentors are the first point of contact for parents also.

#### Teacher Satisfaction

All staff are focused on creating learning environments that are dynamic and innovative spaces, to facilitate meaning for student learning opportunities. The expectations of students and staff are high and a strong culture of feedback exists. Staff acknowledge and affirm that learning for students is across three key areas: academia, faith and wellbeing. Xavier High School's approach to a holistic education ensures that all three areas are enriched, challenged and affirmed.

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

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The retention rate of staff at Xavier High School is high. This would suggest that staff are satisfied in their role as a staff member of the school, whether that is as a teacher, learning support officer or general staff member.

### Financial Report

