Newsletter

CELEBRATING 25 YEARS 1995 2019

ONE IN CHRIST

XAVIER COLLEGE

Issue 2 Term 1, Week 4 Friday 22 February, 2019

A home

From the Principal

On Friday 8 February, staff and students, and some families and old scholars, gathered for the Opening of the School Year Assembly. It was a wonderful celebratory occasion, at which we acknowledged the following:

- The life of College Patron, St John Bosco on the occasion of his Feast day.
- 2018 SACE high achievers, including the announcement of the College Dux.
- The 2018 Bosco Cup winning House.
- The 2019 Senior College Leaders.
- The College 25th Anniversary
- The launch of the new Xavier Logo
- A visual presentation of the Stage 3 Developments of the College Master Plan.

We recognised all of the class of 2018, but in particular the winner of the Handley medal as College Dux, students who achieved an ATAR score over 90 and those who won SACE Merit awards. These students are listed on the following pages, along with their achievements. Congratulations to each of them and thank you to all of the College staff members who supported them throughout their time at Xavier.

Congratulations to Mazzarello House on your success in winning the Bosco Cup in 2018.

Congratulations to our newly inaugurated College and House Leaders. They were blessed by Fr Ahern and collectively read an oath of commitment.

Leadership is so important. The example you/we set, what we model to others has impact, really powerful effects. What is more, what we model to others defines who you/we are! I'm talking not just to those who were inaugurated into positions of responsibility, I'm referring to everyone in the community. We are ALL leaders, we ALL have the capacity to lead in our own individual way. Some will have high profile roles, some will get to stand up at assemblies and speak to audiences, but the most effective leadership will occur quietly, and will occur when someone simply shows a kindness to another; through their support, their assistance and perhaps just through a sincere smile.
The Oratory is an obvious time where this can occur, but so too in classrooms, in the yard and on the bus etc. There are many, many opportunities.

We ALL have GREAT leadership capacity in our own rite and we have a responsibility to act in our own way.

Mr Lynn Martin

School Diary

Tuesday, 26 Feb
Catholic Co-Educational Swimming Carnival, 6:30pm

Wednesday, 27 Feb - Friday, 1 Mar
Year 7 Camp

Monday, 4 Mar
Elevate Sessions - Year 7
Elevate Sessions - Year 8

Wednesday, 6 Mar
Year 12 RE Seminar Day

Wednesday, 6 Mar
Ash Wednesday

Wednesday, 6 Mar
College Liturgy

Friday, 8 Mar
College Athletics Carnival

Monday, 11 Mar
Public Holiday

Thursday, 14 Mar
Junior Transport Excursion

Monday, 18 Mar
Project Compassion

Tuesday, 19 Mar
Brainstorm Productions

Tuesday, 19 Mar
Halogen Student Leadership Day

Tuesday, 19 Mar
College Board AGM Meeting

Wednesday, 20 Mar
Pupil Free Day

Wednesday, 20 Mar
Year 7-12 SPOT Interviews, 8am - 7.30pm

Sunday, 24 Mar
Open Day, 10am - 1pm

Monday, 25 Mar
Catholic Co-Educational Athletics Carnival

Tuesday, 26 Mar
Year 8 Immunisations

2019 Student Leaders

College Captains

Kiara Lane

Rukudzo Ndudzo

de Sales

Captain	Captain	Christian Citizenship	Academic Leader	Sporting Leader
Ella Thorne	Oliver Riggs	Nellie Farrelly	Jonathon Pellizzari	Aidan Ponton

Handley

Francie Heinsen	Nicholas Hall	Tatum Okmasich	Annika Burnell	Anton Traeger

Mazzarello

Yianna Tipouikidis	Haralombos Varelias	Lara Geracitano	Ethan White	Chelsea McCracken

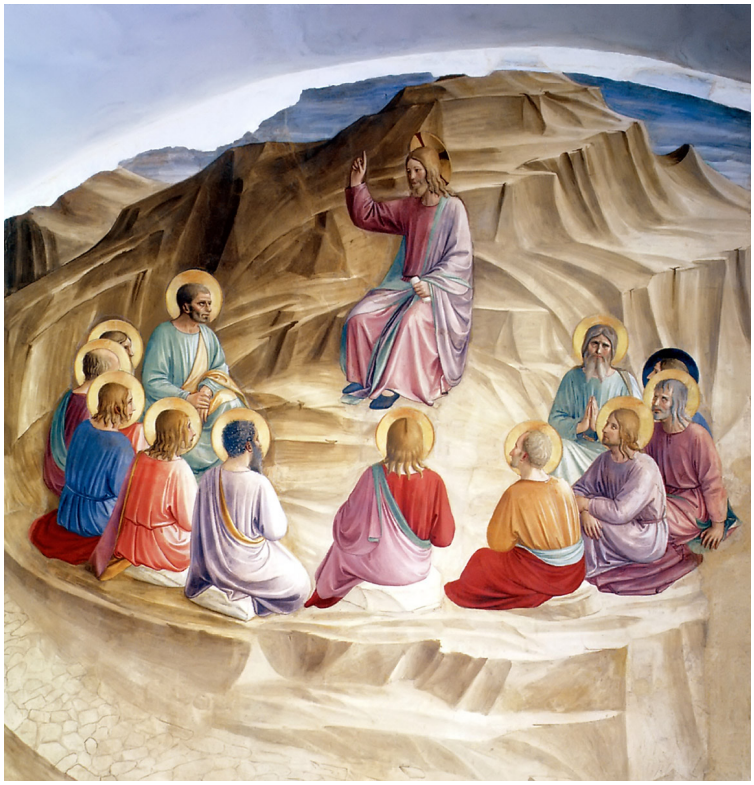
Occhiena

Caitlin Shears	Thomas Garcia-Preedy	Nelsie Hale	Aaron Degreef	Tyson Lane

A parish

This Sunday's Gospel

Jesus came down with the Twelve and stopped at a piece of level ground where there was a large gathering of his disciples with a great crowd of people from all parts of Judaea and from Jerusalem and from the coastal region of Tyre and Sidon who had come to hear him and to be cured of their diseases.
Then fixing his eyes on his disciples he said:
'How happy are you who are poor: yours is the kingdom of God.
Happy you who are hungry now: you shall be satisfied.
Happy you who weep now: you shall laugh.
'Happy are you when people hate you, drive you out, abuse you, denounce your name as criminal, on account of the Son of Man. Rejoice when that day comes and dance for joy, for then your reward will be great in heaven. This was the way their ancestors treated the prophets.
'But alas for you who are rich: you are having your consolation now.
Alas for you who have your fill now: you shall go hungry.
Alas for you who laugh now: you shall mourn and weep.
'Alas for you when the world speaks well of you! This was the way their ancestors treated the false prophets.'
(Luke 6:17. 20-26)



Reflection

This Gospel is a warning to examine the things that make us happy and sad.

What kinds of things make you the most happy?

If you have plenty of money, high social status, fine foods and expensive material possessions, you might be drifting away from God. Why might this be true?

What kinds of things make you sad?

If you are filled with jealousy, greed and lust, you might be drifting away from God. Why might this be true?

If you yourself are living fairly well, yet things like poverty, oppression and injustice still make you angry because they bring suffering to others, maybe you are coming closer to God. Why might this be true?

If you feel joy and contentment when other people succeed, earn compliments and experience good luck, then maybe you are coming closer to God. Why might this be true?

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A school

Opening Assembly Awards

In our opening assembly for 2019, we recognised and celebrated the achievements of our highest achieving students of the class of 2018. These students achieved an ATAR above 90, which is by no means an easy task - it takes commitment, hard work, resilience and an appreciation of the value of education to reach this goal. Attaining an ATAR of 90 or more means that these students have scored higher than 90% of students who attempted to gain University entrance in 2018. This puts them in the top 10% of the approximately 15000 students in the state.

The following students who attained this distinction, were presented with a certificate in acknowledgement by the Principal, Mr Martin:

Stella Fraser	*Georgia Rowett*
Jennifer Curnow	*Nikeisha Lange*
Melanie Hallett	*Isabella Caruso*
Lucy Roesler	*Lachlan Ramsay*
Toni Eberhard	*Maddison Hancock*
Cheyanne Miller	*Samara Heinicke*

As Dux of Class of 2018, Samara Heinicke was presented with the Handley Medal by Mr Martin and also the Mayoral Youth Recognition Award by Mayor Bill O'Brien of the Light Regional Council.

These students clearly demonstrate what is possible when you aim for your personal best. Through their endeavours, these students have opened up a vast world of opportunities for themselves, with a wide range of further studies available to them. We wish them well in their journey of life, in the continued process of learning, as they open themselves up to these wonderful opportunities, which will help them continue to be honest citizens and good Christians.

In addition to these outstanding ATAR scores, four of our students received SACE Subject Merits for Research Project in 2018 - this puts them into the top 1-2% of students in the State in this subject. So highly valued is this achievement in South Australia that award winners are invited to Government House each year to receive these awards in the presence of the Governor of South Australia.

The following recipients of the SACE Merit Award for Research Project were also presented to the College at the assembly:

Chavannah Cormack	*Aaron Degreef*
Samara Heinicke	*Ella Thorne*

We would like to congratulate all of these students on their wonderful achievements.

Mr Paul Taylor
Assistant Principal – Teaching and Learning (Senior School)

Bosco Cup 2018

The Bosco Cup acknowledges the outstanding achievements of our students in the areas of Christian Citizenship, Academia and Sport. Achievement in a series of House based activities, as well as individual student results determine the most successful House in each dimension. Each of these aspects of College life is awarded a series of points.

This year, the winner of the Academic Shield was determined by combining each student's final subject grades and their overall days of attendance for the year.

The Sporting shield was awarded based on the way each House performed on Athletics Day, at the College Swimming Carnival and the Cross Country Challenge.

The winner of the Christian Citizenship shield was determined by how each House supported the work of Caritas Australia, the St Vincent de Paul Society and the work of the Salesians at Don Bosco Technical Centre in Samoa.

The winner of the 2018 Bosco Cup is the Mazzarello House. Congratulations!

Bosco Cup Results Final

1st	Mazzarello	297
2nd	Handley	243
3rd	de Sales	219
4th	Occhiena	141

Sporting Dimension

Athletics and Swimming

1st	48	2nd	36
3rd	24	4th	12

Cross Country

1st	24	2nd	18
3rd	12	4th	6

Athletics Carnival

Handley	48
Mazzarello	36
Occhiena	24
de Sales	12

Swimming Carnival

Occhiena	48
Handley	36
de Sales	24
Mazzarello	12

Cross Country

Handley	24
Mazzarello	18
Occhiena	12
de Sales	6

Sporting Dimension Shield

1st	**Handley**	**108**
2nd	Occhiena	84
3rd	Mazzarello	66
4th	de Sales	42

Christian Citizenship Dimension

1st	60	2nd	45
3rd	30	4th	15

Project Compassion

Mazzarello	60
Handley	45
de Sales	30
Occhiena	15

St. Vinnies Can Appeal

Mazzarello	60
Occhiena	45
de Sales	30
Handley	15

Christian Citizenship Dimension Shield

1st	**Mazzarello**	**120**
2nd	Handley	60
3rd	de Sales	60
4th	Occhiena	60

Academic Dimension

Graded Results

1st	84	2nd	63
3rd	42	4th	21

Mazzarello	84
Occhiena	63
Handley	42
de Sales	21

Attendance

1st	36	2nd	27
3rd	18	4th	9

Occhiena	36
Mazzarello	27
de Sales	18
Handley	9

Academic Dimension Shield

1st	**Mazzarello**	**111**
2nd	Occhiena	99
3rd	Handley	51
4th	deSales	39

Middle Years – Targeted Literacy and Numeracy

Is your child in Year 7 or 8? If they are, they will be taking part in TARN and TARL classes – these are Targeted Numeracy and Targeted Literacy classes.

To explain what these are, I will start off with what they are not – they are not streaming. These are not groups that are low, middle and top, and they are not static groups.

To elaborate, the differences between targeted groups and streaming are as follows:

1. **Skills based, not subject based**

   Streaming is traditionally organised by subject areas, and offers generalised groupings often limited into three streams. Targeted groups are split into topic areas within subjects, and are designed to support Maths and English classes.

   For example, English is a whole subject area, but there are many strands within it that all have their own skill set. Targeted groups aim to work on skill development at the level an individual student needs and that are transferrable to other subject areas; skills include writing, spelling, speaking, interacting and understanding.

   Streaming students or holding back low performers is not the answer. Instead, school systems must give teachers the time, tools and training to collect the best evidence about what students need to learn next and use it as the basis of their teaching. (Goss & Hunter, 2015)

2. **Data fed**

   Data is important in the process of group creation, and for group movement. These groups are created using a variety of data including but not limited to PAT testing (in Maths and English) testing; school based assessment tasks, self-reviews; and observational and anecdotal data; and the transference of skills in the aligning subject English or Maths classes.

   PAT Progressive Achievement Tests are series of tests designed to provide objective, norm-referenced information to teachers about their students' skills and understandings in a range of key areas. (Australian Council for Educational Research – ACER, 2019)

3. **Fluid groupings**

   It is important to note that the groups are fluid – unlike streaming, students will not be in the same group all year. Targeted teaching groups are together for a number of weeks, dependant on skill.

   The groups are based on skill development, so if a student has a secure grasp of a skill then they will move to a group that continues to target their skill level. Similarly, if a student requires more support to grasp the skill, they will be targeted at this level.

   Alternatively, streaming not only has more static groups that are resistant to moving, but they are generally more focussed on learning content rather than skills.

4. **Support and extend**

   Group sizes are deliberately kept smaller, commonly between 14 – 17 students on average, although this can take a while to even out as the fluidity of groups change. This is to ensure that students receive more personalised instruction at their level, as the groups are designed to support and extend students. Streaming does not have smaller class sizes, and the main aim is to deliver content to students of similar level, not work on skill development.

   TARN and TARL are run twice a week in 40 minute explicit teaching sessions. These classes do not require homework or attract grades, but will support English and Maths classes, which do have homework expectations and earn grades.

5. **Skill development to support Maths and English classes**

   Unlike streaming, targeted groups work on what skills the student have now, and what skills they need to have next.

   In addition to this, it is important to note that there are differences between being numerate and being good at Maths, and likewise being literate and being good at English.

   An explanation of this for working with Maths and being numerate is that Maths involves study of numbers, spatial concepts and operations that solve problems, which can often be associated with other areas of study as well, such as Sciences.

   Alternatively, being numerate is more than being able to apply mathematical operations to understand problems, but have knowledge and application of the skills that can be applied to everyday life, such as managing personal finances, which would mean being able to deal with percentages, frequency, statistics, budgeting etc.

   Similarly, according to the National Council of Teachers of English, being literate means our students need to:

   - Gain proficiency with tools of technology
   - Develop relationships with others and confront and solve problems collaboratively and cross-culturally
   - Design and share information for global communities to meet a variety of purposes
   - Manage, analyze, and synthesize multiple streams of simultaneous information
   - Create, critique, analyze, and evaluate multimedia texts
   - Attend to the ethical responsibilities required by these complex environments

     (Alber, Edutopia, 2015)

Hopefully this explains the process and rationale – please contact us if you have any further queries. To finish, I leave you with the words of Goss and Hunter -

A range of studies show that at any given year level there is a five to six year difference between the most advanced and the least advanced ten per cent of students…to address the problem, teachers and schools must adopt a strategy that focuses single-mindedly on what each student knows now, target their teaching to what each student is ready to learn next, and track every student's progress over time. The best already do this.

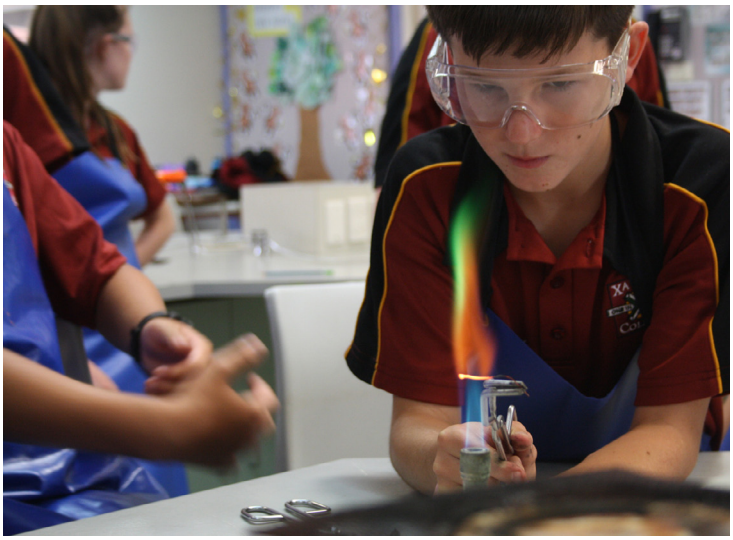
The best schools in Australia are not necessarily those with the best ATAR or NAPLAN scores but those that enable every student to make the greatest progress in learning, regardless of where they start from. (Goss &Hunter, 2015)

Mrs Janet Coomber
Assistant Principal – Teaching and Learning (Middle School)

Year 8 Science

In Year 8 Science we've been exploring the laboratories and equipment within. In Week 2 we discovered how to safely use Bunsen Burners. In Week 3 we discovered many creatures and algae from turtle ponds and other murky water with the assistance of Microscopes. The collaboration between students in all activities has been outstanding as they navigate their way into secondary science.

Mrs Jo Bakker



A playground

Xavier College Pedal Prix Team

The Xavier College Pedal Prix Team has commenced training and welcomes new members from Years 7-12. We train each Tuesday and Thursday afternoon from 3:05pm until 4:30pm. Students are welcome to come along to "have a go". They just need to bring a drink bottle, any personal medication, their school hat and a bike helmet (though we have a few spares if required). If families would like any further information, please contact Jo Bakker (jbakker@xavier.catholic.edu.au). Students can also see Mrs Bakker or Mr Welsh in the Hub to find out more.

Xavier College provides this information for families and asks that consideration be given to the usefulness and appropriateness of the information. Providing the information does not of itself infer any recommendation.

Xavier College Instrumental Music Program

The Instrumental Music Program provides the opportunity for students to learn to play a musical instrument/voice as an individual or in a small group with an experienced tutor.

Lessons
Instrumental and/or vocal lessons take place once a week during extended school hours, ie 8:00 am to 4:30 pm and are half an hour in length. Lessons are on a rotating timetable unless negotiated with tutor and Head of Music. Priority regarding permanent instrumental time slots, such as lunch times, are given to senior students due to their study commitments. Longer lessons can be negotiated with the tutor.

Group Lessons
Group lessons are available for some instruments and vocals. Group lessons with three students per group can be offered at a discounted rate. This is an excellent way to encourage students to "try" an instrument and also gives them the opportunity to work collaboratively with some other students boosting confidence.

Hire of Instruments
In some cases Xavier College can hire instruments for students' private use, particularly Brass and Woodwind. If students are interested in learning Saxophone, Clarinet, Flute, Trumpet or Trombone, a discounted rate for tuition in the first year can also be negotiated, giving students and opportunity to "try" the instrument. Please ask Miss Savill for more information.
All year 7 students are given the opportunity to learn a concert band instrument during their classroom music lessons and are encouraged to continue if they enjoy the experience.

Tuition Available:
At Xavier College we have instrumental tutors for Sax, Clarinet, Trumpet, Trombone, Flute, Piano, Voice, Guitar, Bass Guitar, Ukulele, Violin, Cello and Drums.

Tuition Fees
The cost of individual instrumental or vocal lessons is up to the discretion of the instrumental tutor but will be in the vicinity of $280-$300 per term, consisting of 10 lessons. This is in accordance with the recommended rate suggested by the Music teachers Association of South Australia.

Further Information
The instrumental music handbook and agreement forms can be collected from the music department or the front office. If you would like more information about instrumental music lessons for your child, please contact Ms Leanne Savill.

Virginia Parish Sacramental Classes - Enrolments for 2019

Classes for Pre-Reconciliation, Reconciliation, Comfirmation and First Holy Communion will begin on Sunday, 17 March at Our Lady of the Assumption Church, Penfield Road, Virginia following 10am Mass.

Confirmation will be celebrated on Saturday 14 September 2019.

As much of the lesson refers to the Liturgy of the day, it is recommended that children attend Mass every Sunday prior to the class.

Please contact Parish Priest on 8380 9029, or Dianne, Parish Secretary on 0417 062 605 for enrolment forms or more details.