

24th March 2017

Diary Dates:

Monday, 27Mar to

Thursday 30Mar17:

- PAT-R Testing, Yrs 7 to 10

Tuesday, 28Mar17 :

- Year 8 Information Night, 6.00-7.00pm

Wednesday, 29Mar to Friday 31Mar17:

- College Musical—Legally Blonde Jnr. See details in this issue

Monday 3Apr17:

- Parent Morning Coffee Chat with Principal, 9.00-10.00am

Tuesday, 4Apr17:

- Student representatives to Penrith RSL School's ANZAC Ceremony
- Yrs 11 and 12 Parent/Teacher interviews, 2.00-7.00pm.

Wednesday, 5Apr17:

- Easter Liturgy, Period 2, College Courtyard
RSVP required by 4Apr17
- Yrs 11 and 12 Parent/Teacher interviews, 2.00-7.00pm.

Friday 7Apr17:

- Last day for Term 1, Farewell Assembly, 2.30pm

Monday 24Apr17:

- Professional Learning Day, Staff only return

Tuesday, 25Apr17:

- ANZAC Day, Public Holiday

Wednesday, 26Apr17:

- Students commence Term 2 (Full winter uniform)
- ANZAC Day Ceremony, Period 1

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From the Principal

In the cover story of the *SMH Business Day* last weekend, Nassim Khadem talked with seven female board directors. These women spoke of the slowness and smallness of the change that has occurred over recent decades regarding female equality in the workplace. This article is attributed to the work and research of Jennie Hickey, Province Delegate for Jesuit Education in Australia.

“Statistics still reflect a 16 per cent gender pay gap. While there has been some movement with regards to gender diversity on boards (25.3 per cent being women as at 31 January 2017), the ABS statistics as at August 2015 claim only 17 per cent of CEOs in Australian companies were women. The attitudes that underpin such dire statistics in the broader community run deep. In 2007 Shelly Correll, a professor of sociology at Cornell University in New York, studied hiring discrimination on the basis of parental status.

We all play a role in shaping the various cultures in which we live and work, and we must continue to reflect on the contribution that we make, individually and collectively. Xavier College ensures staff are employed against a criterion that is non-gender specific and has a focus upon the applicant's ability to engage students in the process of learning. Our Xavier College Leadership Team (*consisting of seven females and seven males*) aims to ensure that our female students are given every opportunity in 2017 to develop the necessary skills to ensure that women have an equal place in our society.

With a more specific focus on women, the International Women's Day website offers a range of *concrete actions* to mitigate against bias and inequality, campaign against violence, forge women's advancement, celebrate women's achievement and champion women's education.

We are co-creators in an ever-renewing world and are called to be agents of change even though this change can be slow. To paraphrase Elie Wiesel, the writer, professor, political activist, Nobel laureate and Holocaust survivor who died in July 2016, *“the opposite of love is not hate, it is apathy”*.

Thank You

On behalf of the school I would like to express our sincere appreciation for the wonderful support we have received in mounting the 2017 musical production of *Legally Blonde Junior*. To all staff, students, parents and community members who have helped, I would like to say a huge ‘thank you’ for all your tireless efforts and your tremendous enthusiasm. Xavier College is a great school thanks to its community of wonderful people willing to lend their expertise and time to an event such as our Musical.

Social Media

The communication of major events to our community is through our Social Media Team. We use Facebook, Twitter, Skoolbag, and Instagram to reach as many families as possible. Last Friday, in support of the National Day of Action against Bullying, the SRC produced a most challenging video designed to promote an awareness of bullying and its consequences.

Our video has received positive feedback from @bullyingUK, @ABCiView, and

our school community. We appreciate the many parents who have supported our communications through our Social Media Team and look forward to providing you with a comprehensive insight into the daily life at Xavier College.

For the greater good,

Mr Michael Pate
Principal

From the Assistant Principal

Student Opportunity

There is a vast range of opportunities for students to develop and display their talents at this school. In Week 8 we had soccer trials and the school cross country, whilst in Week 9 we have the school musical 'Legally Blonde Jr'. Congratulations to all of the students involved in all of the extra-curricular activities on offer at Xavier!

Traffic

Every morning and afternoon we have the majority of students accessing the site via the front gate. Many parents and guardians have called the school to voice their concerns about traffic around this area. Of particular concern is the period between 2.00pm and 3.00pm.

We are working with Penrith City Council to determine the options for reducing the gridlock that is experienced twice daily. The following strategies are in place:

- Year 12 students are encouraged to park in Sinclair Parade at the rear of the school
- Students travelling by car can be dropped off and picked up in Sinclair Parade
- Cars are not allowed to be parked in the parent-pick-up circle

In regards to alleviating these traffic issues, we are also installing new line marking, signs and bollards to direct traffic and ease congestion at intersections.

Please remember that the staff on duty have the students' safety as their top priority. If you are asked to move your vehicle, respect this direction and assist us in ensuring the safety of all involved.

Mobile Phones and BYOAD

Mobile phones are a fantastic way of keeping in contact and we understand the need for many students to carry a phone at school. These mobile phones, however, must not be used in class unless permission is given by the teacher. To achieve this, students will need to leave their phone in their pencil case or pocket during the lesson.

Their learning device (BYOAD) is regularly used in classes and supplements the learning but doesn't replace pen and paper. Students are using these devices in a range of ways in each subject and it is quite amazing to see the results. The learning device is used in each subject but not in every lesson, so it is only to be used upon the teacher's instructions. At all other times when the device is not in use, it should be closed or with screen-down.

Mr Greg Malone
Assistant Principal



From the Director of Mission and Formation

Catholic Outlook: Bishop Vincent's Lenten Message

As a Catholic School the Catholic Education Diocese of Parramatta (CEDP) provides us with copies of the Catholic Outlook to give each student. However, due to the nature of teenagers, I am aware that these magazines may not make it home to you as the care givers.

Recently the link to Bishop Vincent's Lenten Video was published in this publication. I am providing you with the link below and ask that you take some time to watch it. It provides a great breath of fresh air for us as Catholics and especially at this time of Lent, a time of renewal:

<http://catholicoutlook.org/video-bishop-vincent-longs-lenten-message-2017/>

Please note that from now on, the Catholic Outlook publication will no longer be published in paper form but rather as an electronic version. You can access it via www.catholicoutlook.org

Kellie Robinson
Director of Mission and Formation

CatholicOutlook
News from the Diocese of Parramatta

From the Director of Learning and Pedagogy

Since the commencement of this year, there have already been many important events for our community; Year 11 and Year 10 Information Evenings, an Open Night, Year 9 Mentoring meetings, NESA Entry Form Confirmation and, in Week 10 this term, Parent Teacher Student Conferences for those students in Years 11 and 12.

Years 11 and 12 Parent/Teacher/Student conferences have been organised for **Tuesday 4th April** and **Wednesday 5th April, 2.00pm – 7.00pm**. This is a valuable opportunity to discuss your child's progress and assist them to *exceed their own expectations* in Stage 6.

Year 12 will receive their Mid-Course Report **Wednesday 29th March**. Please take the time to look at your child's report and identify areas of concern or issues you may wish to discuss with your child's teacher. Year 11 will have completed a number of their first Stage 6 assessments. Both cohorts will have received extensive feedback on a number of formal and informal assessments. This is an ideal time to examine your child's progress and explore strategies with their teachers that will assist improvement throughout 2017.

There is an online booking system for scheduling all interviews. Please go to www.schoolinterviews.com.au and follow the simple instructions (as shown below), using the **school code event** of **j698v**. Bookings will close on March 30th at 3pm.

On these two days classes will finish for all students at 1.30 pm. Students will be supervised between 1.30 and 2.40pm, should you wish your child to catch their

normal school bus home. Alternatively, students may be picked up from 1.30pm.

The **Year 9 Mentoring program** continues in Week 8 this term and again in Week 2 Term 2, with the focus continuing to be on preparation for the upcoming NAPLAN examinations. Further to this, **Year 8's Information Evening** is to be held next Tuesday **28th March**, from 6.00pm-7.00pm in the Xavier Centre. Further information on both Information Nights is on Skoolbag and Moodle.

A reminder to all **Year 10 students** that all five (5) modules of **All My Own Work** are to be completed by the end of this term. Students are to print out their final quiz result for each module (gaining 90% and above) and place the combined printouts into the box in the Xavier Centre foyer.

We look forward to meeting Years 11 and 12 parents and students at Parent Teacher Student Conferences.

Best wishes for a wonderful year of learning in 2017.

Mrs Alexei Hawkins

Director of Learning and Pedagogy



Book School Interviews Online

Senior Parent/Teacher/Student Conferences will be held on

Tuesday, 4th April 2017 (2.00pm—7.00pm)

Wednesday, 5th April 2017 (2.00pm—7.00pm).

You can now book interviews at times that suit **YOUR FAMILY BEST**. Go to www.schoolinterviews.com.au and follow the simple instructions shown below. **BOOKINGS CLOSE THURSDAY, 30th March at 3.00pm. NO BOOKINGS WILL BE ACCEPTED AFTER THIS TIME.**

Enter THIS school event code.

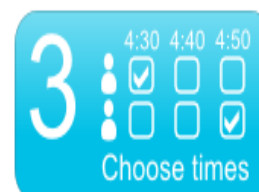


j698v

Go



Then follow the 3 simple steps:



When you click **finish**, your interview timetable will be emailed to you automatically - **check your junk mail folder** if you do not receive your email immediately. You can return to www.schoolinterviews.com.au at any time to change your interviews, until bookings close.

XAVIER COLLEGE

Uniform Shop

Including pre-loved uniforms

Thursdays

8am-4pm

"Exceed your expectations"



Xavier College

Llandilo

Lost Property at Xavier College

At present, the number of lost property items being held at the College office has been building since the beginning of the year. In addition to the usual uniform items which are lost—uniforms, shoes, reading glasses, watches (even expensive G-shock watches) and jewellery—the recent swimming carnival and Year 7 Retreat have seen the range of lost items increase to include even more shoes, as well as a number of towels and sleeping bags.

If your child is missing any of the above items, please ask them to call in at the Office to search lost property. Any items still remaining in lost property at the end of this term will be donated to St Vincent de Paul.

Xavier College Administration Team

Xavier College hosts Harvard's beloved blonde as she takes the stage by glittery pink storm in a fun and upbeat musical

Xavier College will be performing a fabulously fun international award-winning musical based on the adored movie, Legally Blonde Jr. The play will be presented at the Penrith's own Joan Sutherland Performing Arts Centre, in their beautiful Q Theatre.

Legally Blonde Jr follows the transformation of Elle Woods as she tackles stereotypes, snobbery, and scandal in pursuit of her dreams. Adapted for younger performers and based on the popular movie, this show features an upbeat original score that's sure to have all the audiences seeing pink!

When Elle's high school boyfriend Warner dumps her and heads to Harvard, claiming she's not "serious" enough, Elle takes matters into her own hands, crafting a showy song-and-dance personal essay and charming her way into law school. Befriending classmate Emmett and spunky hairdresser Paulette along the way, Elle finds that books and looks aren't mutually exclusive - in fact, law may be her natural calling after all as she quickly begins outsmarting her peers.

Legally Blonde Jr is Xavier's fourth musical and this energetic production promises to be full of toe tapping numbers and more than a few laughs. The show's sense of humour, as well as its themes of self-empowerment and open-mindedness, make Legally Blonde Jr a great show for the whole family.

Legally Blonde Jr runs for three nights, from the 29th to the 31st of March 2017. Tickets can be purchased from the Joan Sutherland Performing Arts Box Office on 47237600 or online at www.thejoan.com.au.

See the following flyer for full details about booking times and ticket prices.

Mr Peter Hazell

Leader of Learning, Creative & Practical Arts

LEGALLY BLONDE

The Musical™

**Q Theatre,
Joan Sutherland
Centre.
March 29 – March
31**

Wed and Thurs @ 8pm
Friday @ 11am and 8pm

Directed by Peter Hazell

Music and Lyrics by
Laurence O'Keefe and Neil Benjamin

Based on the Novel by Amanda Brown
And Metro- Goldwyn-Mayer Motion Pictures



Tickets

Adult: \$27:00*

Student / Concession: \$23:00*

**Family Ticket: \$95 (2 Adults+2
Students/concession)**

**Tickets available from the
Joan Sutherland Performing Arts Centre
Ticket Box Office on
(02) 47237600 or online at
<http://thejoan.com.au/>**

Price includes \$2:50 booking fee for Q Theatre

NEW STAGE 6 SYLLABUSES AND ASSESSMENT FROM 2018



Which Stage 6 syllabuses have changed?

New syllabuses for Stage 6 (Years 11–12) English, Mathematics, Science and History have been developed using the established NSW Education Standards Authority (NESA) syllabus development process. These syllabuses include Australian curriculum content and reflect the new directions of the *Stronger HSC Standards* reforms.

The *Stronger HSC Standards* reforms include:

- supporting the achievement of high minimum standards for all students
- ensuring the flexibility and versatility of the Higher School Certificate (HSC) to cater for the full range of students
- encouraging every student to achieve at their highest possible level
- a focus on the acquisition of deep knowledge, understanding and skills for students.

New Stage 6 syllabuses

English	Mathematics	Science	History
English Standard	Mathematics Standard	Biology	Ancient History
English Advanced	Mathematics Advanced	Chemistry	Modern History
English Extension	Mathematics Extension 1	Earth and Environmental Science	History Extension
English EAL/D	Mathematics Extension 2	Investigating Science	Ancient History Life Skills
English Studies	Mathematics Life Skills	Physics	Modern History Life Skills
English Life Skills		Science Life Skills	

What are the features of the new syllabuses?

Many features of current syllabuses have been retained. Some new features include:

- Australian curriculum content identified by codes
- opportunities for depth over breadth of learning, including new technologies and contemporary approaches to learning
- Learning across the curriculum content, including cross-curriculum priorities and general capabilities
- publication in an interactive online format
- an interactive glossary.

How do Stage 6 syllabuses cater for all students?

NSW Stage 6 syllabuses are inclusive of the learning needs of all students. The syllabuses accommodate teaching approaches that support student diversity, including students with special education needs, gifted and talented students and students learning English as an additional language or dialect (EAL/D).

What are the changes to assessment?

The *Stronger HSC Standards* reforms provide new directions for assessment practices in all Stage 6 courses to:

- rebalance the emphasis on assessment to allow more time for teaching and learning
- maintain rigorous standards
- provide opportunities to assess students' depth of knowledge and their conceptual, analytical and problem-solving skills.

School-based assessment requirements for all Board Developed Courses (excluding VET, Life Skills and Content Endorsed Courses) will change from 2018.

These changes include:

- mandated components and weightings for Year 11 and Year 12
- capping the number of school-based assessment tasks to three in Year 11 and four in Year 12
- specified minimum and maximum weightings for formal tasks
- a variety of tasks to assess student knowledge, understanding and skills.

Students will continue to undertake:

- course-specific formal school-based assessment programs
- a range of assessment task types such as tests, written assignments, oral presentations, digital submissions, practical activities, fieldwork and projects
- course-specific external assessment, such as the HSC examinations or submitted works.

What is informal assessment?

Informal assessment includes activities undertaken and anecdotal evidence gathered throughout the teaching and learning process in a less prescribed manner than formal assessment. Informal assessment can provide evidence for teachers and inform feedback to students in relation to improving their learning. Informal assessment may include a range of strategies such as questioning, class discussion, observations and student self-evaluation.

What is formal assessment?

Formal assessment tasks are those which students undertake as part of the school-based assessment program, reflecting specific course requirements, components and weightings. School-based assessment provides opportunities to gather evidence about student achievement of syllabus outcomes in different ways to HSC examinations. Evidence gathered through formal assessment assists teachers to report on student achievement at a point in time, and is often used for grading or ranking purposes.

It is important that students are familiar with the course requirements and school policies and procedures for formal assessment.

How does the formal assessment program contribute to the Record of School Achievement (RoSA)?

For each student who completes a Stage 5 and Stage 6 course (except Life Skills and VET courses), the school awards a grade representing each student's achievement against statewide standards. The grade is submitted to NESA and recorded on the RoSA. The RoSA is a cumulative credential received by students who leave before the completion of HSC examinations. Students are able to access an eRecord of their grades at any time through their *Students Online* account.

How does the formal assessment program contribute to the HSC credential?

At the conclusion of the Year 12 course, the school will submit an assessment mark to NESA for each student's performance in a course. This mark is based on the formal school-based assessment program. The mark is adjusted (moderated) by NESA to produce the assessment mark that appears on HSC results. For each course, the final HSC mark is a 50:50 combination of the HSC examination and school-based assessment mark.

How are students undertaking Life Skills courses assessed?

Students undertaking Life Skills courses will study selected outcomes and content informed by a collaborative curriculum planning process. Assessment should provide opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments. Students undertaking Life Skills courses are not required to complete formal assessment tasks. Teachers are best able to determine the progress of the student.

Students may demonstrate achievement in relation to Life Skills outcomes independently, with adjustments or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

What credential will your child receive on completion of Stage 6?

If your child completes the Year 12 program, including course and assessment requirements, they will receive the Higher School Certificate. Typically, each course report contains:

- **an assessment mark** derived from the mark submitted by the school and produced in accordance with NESA requirements for the school-based assessment program
- **an examination mark** derived from the HSC external examination
- **an HSC mark**, which is the average of the assessment mark and the examination mark
- **a performance band**, determined by the HSC mark.

If your child satisfactorily completes a Life Skills course, the course is listed on the Record of Achievement (RoA) with the annotation *Refer to Profile of Student Achievement*. The Profile of Student Achievement provides details of the specific Life Skills syllabus outcomes achieved.

How can I access the Stage 6 syllabuses and assessment information?

Stage 6 syllabuses and assessment information for all courses are available on the NESA website.

How can you support your child in Stage 6?

At times your child may find the demands of Stage 6 challenging, and your support to keep them on track is important. As parents, you can support and encourage your child to maintain a healthy balanced life, build resilience and manage time effectively. Resilience is an important personal attribute and skill that your child will need, and further develop, throughout Stage 6 and future endeavours.

You can provide support by encouraging your child to:

- plan ahead and work through assessments progressively
- complete all tasks on time, or communicate with teachers about what to do if they cannot meet a deadline due to circumstances
- ask for more clarification about a task or the feedback they receive on a completed task and how they could improve their performance
- maintain printed and electronic copies of tasks, including backing up work in progress
- understand and value ethical practices when locating and using information as part of their studies and the importance of the *HSC: All My Own Work* program
- read the *HSC: Rules and Procedures*, published annually by NESA
- seek assistance and advice from teachers and other support people when needed.

What is the plan for implementation?

2017	2018		2019
	Term 1	Term 4	
Schools will continue to teach the current Stage 6 courses	<p>Schools will start teaching new Year 11 courses for English, Mathematics, Science and History</p> <p>Schools will start implementing new Year 11 school-based assessment requirements for all Board Developed Courses (excluding VET, Life Skills and Content Endorsed Courses)</p>	<p>Schools will start teaching new Year 12 courses for English, Mathematics, Science and History</p> <p>Schools will implement new Year 12 school-based assessment requirements for all Board Developed Courses (excluding VET, Life Skills and Content Endorsed Courses)</p> <p>Schools will implement new HSC examination specifications</p>	First HSC examinations for new English, Mathematics, Science and History courses