



Catholic
Schools Office
DIOCESE OF MAITLAND-NEWCASTLE

ANNUAL SCHOOL REPORT

2015

SERVICE † LEADERSHIP † JUSTICE
Together in Christ



St Francis Xavier's College, HAMILTON

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About the Annual School Report

St Francis Xavier's College is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

Messages from Key School Bodies

Principal's Message

St Francis Xavier's College is a senior secondary College run in the Marist tradition. It has a proud history that dates back to 1923 and it has been providing high quality education to the youth of Newcastle through many generations.

There are several dimensions to St Francis Xavier's College that have become integral to its culture and have helped to define its purpose. Fundamental to these is the strong spirituality that exists among the staff and students. This can be witnessed in the many events that occur in order to assist people in need. Further, the College has a central focus on the Higher School Certificate. All teachers are primarily centred on the HSC and the importance of personal academic achievement in these exams. However, the College is also concerned about the critical need to provide a holistic educational experience. To this end, extensive opportunities are offered to the students where they can benefit from the many advantages offered by extra-curricular activities.

During 2015 the College continued with its goal of providing worthwhile professional development opportunities for staff. These opportunities have focused on contemporary pedagogy and the importance of being knowledgeable about how the students are engaged with their learning. A fundamental element of this professional development has been to provide a platform from which teachers can be aware of pedagogical developments and then reflect of their own practices.

Also during 2015 the College focussed on continuing the process of upgrading the teaching and learning facilities. To this end a comprehensive refurbishment of the Music and Science rooms were undertaken and completed at the beginning of 2016.

Parent Body

The College, with the agreement of parents of previous years, does not have an official Parents and Friends Association but works with local parents, the Parents and Friends Federation and the Catholic Schools' Office P&F Liaison Officer to provide forums to present appropriate information from specialist presentations on parents and students, issues of concern such as pressure and depression, social concerns regarding parties and behaviour, alcohol and drugs and the opportunities for future pathways for our students. We endeavour to contact well-known experts to present relevant material to our parents. The College has regular information evenings for parents.

Student Body

All students at the College have the potential for Leadership and are called upon to exercise it. Being a Senior College there ought to be a high level of maturity and responsibility among students. At the formal level emphasis is placed on the role students play in the organisation of the College, and this takes the form of leading College assemblies, House Day organisation, and pivotal roles in major College events. One area that involves everyone is the care that we should have for one another. Then there are the particular areas of leadership. Leadership opportunities exist with fellow Marist leaders, community organisations such as service-learning, local government leadership and environmental groups. All students are given opportunities to demonstrate initiative and leadership, especially in the area of service leadership.

Tutor Group Representatives

The Tutor Group elects representatives who help to organise the Tutor Group and support the Tutor Group Teacher. They also meet with the other Tutor Group Representatives in their House and with the House Coordinator.

Student Representative Council

The Student Council comprises a group of students who are elected from the student body to represent their interests and to promote events, which improves the way of life at the College for each student. There are two College Captains and two Vice-Captains who represent the staff and students at ceremonial occasions

They are assisted by other elected representatives who form the Council. Four members of the Council have the additional role of House Captain. They have the added responsibility of holding meetings with the Tutor Group Representatives in their House and of presenting the concerns of the House to the Council.

A Leadership Conference is held for student leaders at the end of the Preliminary Year to help them to improve their relational and leadership skills, and to nominate the students who may be considered for appointment to the Student Council and the various offices for the following year. Attending the Leadership Conference are two elected Representatives from each Tutor Group. From this group of approximately seventy students the leadership team is nominated, interviewed and appointed. Members of the student leadership regularly are involved in regional community activities, Marist activities and state activities.

SCHOOL FEATURES

History of the school

St Francis Xavier's College was established in 1985 to serve the Catholic youth of Newcastle and district for the last two years of their secondary schooling. It was seen as a continuation of the Catholic Education system founded in the Diocese of Maitland-Newcastle more than a hundred years ago. 1985, the inaugural year of the new College, was a transitional year with co-educational classes in Year 10 as well as in Year 11, and with boys only in Year 12. It was not until the following year that there were only Years 11 and 12 at the College. From the beginning there has been an ongoing building program necessitated by an increasing enrolment and a changing school curriculum. There were also the disastrous effects of the 1989 earthquake involving considerable damage to many of the College buildings. It took at least two years to restore some buildings and to replace others completely lost. More recently, The MacKillop Centre, a special needs initiative for students with a disability and a Hospitality Centre for students studying in the VET Hospitality framework have been constructed.

Location/Drawing Area

St Francis Xavier's College is located in the city of Newcastle. The College is situated in the inner-city suburb of Hamilton. Students who attend the College come from the surrounding suburbs as well as more distant areas to the north and south of the city. Three Year 7 to Year 10 schools feed to the school.

Catholic Identity and Mission

Catholic Imagination and Spirituality

Our College community acknowledges the traditional owners, the Awabakal People. Our College is Catholic and recognises its place as a vital educational force in the Diocesan vision of the Diocese of Maitland/Newcastle. St Francis Xavier's carries on the tradition of the original educators in the Marist tradition. A Marist school is a centre of learning, of life, and of evangelising. As a school, it leads students to learn to know, to be competent, to live together and to grow as persons. As a Catholic school, it is a community setting in which faith, hope and love are lived and communicated, and in which students are progressively initiated into their life-long challenge of harmonising faith, culture and life. The founder of the Marist Brothers Saint Marcellin Champagnat's vision of mission was 'to make Jesus Christ known and loved'. He saw education as the way to lead young people to the experience of personal faith and of their vocation as good Christians and virtuous citizens. St Francis Xavier's College follows this same mission by helping young people in their spiritual search to grow to become people of hope and personal integrity.

Family, Parish and Diocesan evangelising and catechesis

St Francis Xavier's College is not a parish based school but is connected to a number of deaneries in the Newcastle region. The College actively supports the Marist Asia Pacific Solidarity (MAPS) projects and contributes both financially and in person. A very strong and committed St Vincent de Paul group involved the students in contributing to the practical support of less fortunate and in the Catholic rituals of meetings as defined by the Society. Staff and students also assist with the regular running of a food van for the homeless and needy at weekends in Islington, a suburb of Newcastle. A number of students teach scripture classes as part of a supportive network of Catholic teachers in several primary schools.

Christian Discipleship

During the year, on most Friday mornings, there has been a Mass for students and staff in the College Chapel. All staff are also involved in a Spirituality Day where time is taken to focus on spiritual and personal growth. Every school assembly and staff briefing are begun with a reflective prayer. Opportunities for further faith development are provided by the school's participation in the Marist run Footsteps Program. All Year 12 students attend a three-day off-site retreat. This is a sacred time where students have the opportunity to deepen their relationship with themselves, others and their God. For many, this is a highlight of school life. These retreats are run by staff of the College and are conducted at eight different sites.

Religious Education and Curriculum

Religious Education is the foundation of our existence. The Board of Studies (BOSTES) Studies of Religion (1 or 2 unit levels) or Catholic Studies are elements of our religious education program. These courses are knowledge based and are part of the broad Religious Education Program. Studies of Religion is a course available to all HSC students.

Initiatives Promoting Respect and Responsibility

The College continues to model and emphasise values that promote respect and responsibility. Accordingly, the College is a place where people are challenged to;

- Respect each other, themselves, the wider community and the environment.
- Be responsible for their own actions and be aware of the impact of their actions on other people.
- Be aware of those in our own community, and the wider community, who are in need and respond to their needs as appropriate.

In order to encourage these values the College implements a variety of initiatives. These would include, special programs during Tutor Group lessons, special presentations that highlight the importance of values, opportunities to be involved in Social Justice Programs (both locally and internationally), collecting for a number of charities and involvement in the outreach programs (St Vincent de Paul, teaching in primary schools, Marist Solidarity, sponsorship of a child overseas).

Student Profile

The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
70	34	25

*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

Enrolment policy

St Francis Xavier's College follows the guidelines provided by the Catholic Schools Office *Enrolment Policy 2013*. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. It aims to set direction for school procedures and practices for enrolling students into Catholic Primary and Secondary Schools within the Diocese of Maitland-Newcastle and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

Actual Enrolments 2015

Scholastic Year	Number of Students
Year 11	496
Year 12	457
Total	953

Student Attendance - 11 to 12 - PDF

Percentage of student attendance by Year level and school average for 2015

Year 11	Year 12	School Average
94.02	95.44	94.72

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student's educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school - based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

Student Post School Destinations Table

Post School Destinations (Students aged > 17)	Number of Students
Education (senior HS)	10%
Education (TAFE / apprenticeship)	7%
Education (university)	56%
Workforce entry	4%
Travel	14%
Unknown	19%
Other	10%
TOTAL	100%

Pastoral Care and Wellbeing

Student Welfare Policy

The College's Pastoral Care Policy is focused on the inherent value of each and every student. Procedural fairness is a fundamental principle underlying this approach.

Mentoring is an important element of our pastoral care and each student has a tutor teacher and a House Coordinator to advise and support them.

The pastoral care policy is one which continues to be developed to cater for the needs of our young adults.

The policies on Pastoral Care and Discipline are public documents and are available for viewing on our website.

The College has developed a very effective Case Management process. Staff members work pastorally and effectively with students of concern and with students asking for assistance.

Discipline Policy

The Discipline Policy is regularly revised to suit our particular circumstances. The discipline structure at the College consists of four levels: the basic discipline, detention, internal (in-school) suspension and external (out-of-school) suspension.

There is no corporal punishment at St Francis Xavier's and the College does not support the concept of corporal punishment in any circumstances.

Further details of the College's Discipline Policy and practices may be accessed from the College website (www.hamilton.catholic.edu.au).

The full text of the College's Student Discipline Policy may be accessed on the College's website or at the administration office.

Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *St Francis Xavier's College Anti-Bullying Policy* is reviewed regularly and is available on the school website.

Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

Special Provisions

Disability provisions are solely determined by how the student's exam performance is affected. Disability provisions are available to students for the Higher School Certificate Course Assessments. They apply to those students who qualify on the grounds of a Board of Studies recognised disability or learning difficulty, medical condition or injury. The final decision for the granting of Disability Provisions can only be determined by the Board of Studies for HSC examinations. It is the students and parents/guardian's responsibility to ensure the completion and submission of the relevant forms by the due date.

School Improvement

School Improvement Plan

During 2015 the College's Improvement Plan identified the following key priorities;

- * Continue the implementation of the Teaching and Learning goals that were established in 2013. These are five-year goals that the staff developed in a collaborative process.
- * Continue the process of improving the facilities of the campus with the comprehensive refurbishment of the Science and Music rooms.
- * Continue to challenge teachers in their understanding of contemporary pedagogy by involvement in professional development that is aligned to the College's priorities.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>A central priority in the 2015 Improvement Plan was for the teacher to 'move from in-front to within'. This embodies the importance of students taking ownership of their learning. To this end the following actions were a characteristic of 2015;</p> <ul style="list-style-type: none"> * An innovative program entitled 'What Works for Me' was implemented in which students shared with their peers different methods and strategies that assisted them in their learning. This was held during lunch breaks, run by the students, and supported by teachers. * The College Library was opened every Wednesday after school. During this time teachers were available to assist students as required. 	<p>A key priority for 2016 will focus upon the effective implementation of the Professional Practice and Development agenda. This action will see teachers improve and embed their skills through their involvement in appropriate professional development and through their participation in the designated strategies.</p>
<p>A central priority in the 2015 Improvement Plan was to improve the facilities of the College in order to improve the quality of the teaching and learning spaces. To this end the following spaces were completely refurbished;</p> <ul style="list-style-type: none"> * The Science rooms were re-modelled from an outdated environment into a modern space that is applicable to contemporary education. The laboratories were made compliant with current expectations and incorporated the latest technologies. * The Music rooms were re-modelled from antiquated areas into modern educational spaces where staff and students are able to learn and perform in a supportive environment. 	<p>A key priority for 2016 will focus on the further development of the accelerated learning initiative.</p> <ul style="list-style-type: none"> * Mathematics; The first group of accelerated students have completed their Stage 5 work and in 2016 will be undertaking their Stage 6 studies. The second cohort have commenced their Stage 5 work and will progress in their studies during 2016. * Studies of Religion; 2016 will see the introduction of Accelerated SOR (1U) as an option for students. This program will allow these students to complete their Stage 6 course at an accelerated schedule.
<p>A central priority in the 2015 Improvement Plan was to provide opportunities where teaching staff were able to engage with broader perspectives in pedagogy. To this end the following actions occurred during 2015;</p> <ul style="list-style-type: none"> * Staff attended the national EduTech Conference. This annual conference is a legitimate international event where a variety of presenters provide workshops and lectures that explore new and emerging dimensions in education. * Staff also attended other Teaching and Learning events that provided new and different approaches in education. 	<p>A key priority for 2016 will be to continue the involvement of teachers in professional development opportunities. This will expose teachers to contemporary educational practice in the national and international arenas. Teachers have the opportunity to discuss and share their learnings through regular faculty meetings and through specific programs, such as; "What Works for Me".</p>

Academic Achievements

The College has continued its development of the Accelerated Maths Program. The program was successfully implemented at the beginning of 2015 for talented Year 9 students. At the end of 2015 the second group of accelerated students were identified and began their accelerated program.

Cultural achievements

The College has offered a variety of cultural opportunities for its students during 2015. These have included a school drama production, involvement in the Diocesan concert event 'Diosounds', various art exhibitions where student works are publically displayed and a series of music performance evenings that included a special evening called 'Concert at the Con'.

Students also have the opportunity to participate in the College's 'Battle of the Bands' which is held in the College Hall and run by staff and students.

In the Higher School Certificate the College promotes excellence in the study of the fine arts and had students nominated for OnStage, OnShow, ArtExpress and Encore.

Sporting achievements

During 2015 students from the College participated in a number of sporting events. Students excelled in the sports of golf, rugby league and swimming. Students were selected to represent in National Teams in Rugby League and Basketball. Students have the opportunity to progress in their chosen sport through the CCC pathways.

Student Achievements

Higher School Certificate

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

Higher School Certificate	Percentage of students in top 3 bands	
	2015	
	School	State
Studies of Religion 1	78	78
English (Standard)	57	42
English (Advanced)	94	91
Mathematics	77	81
Visual Arts	100	88
Biology	60	60
Chemistry	74	74
Food Technology	100	57
Mathematics General 2	60	51
Music 1	96	89
Physics	74	66
Textiles & Design	100	80

St Francis Xavier's College is committed to encouraging all students to achieve at their full potential, academically. The College acknowledges the following outstanding achievements;

1st in the State in Community and Family Studies, 2nd in the State in Extension 2 English, 5th in the State in Business Services, 5th in the State in Community and Family Services and 9th in the State in Society and Culture.

The RoSA is a cumulative credential that allows students to accumulate their academic results until they leave school. It is of specific use to students leaving school prior to HSC.

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades participation in any uncompleted Preliminary Stage 6 courses.

The number of students issued with a RoSA for 2015 was 48

Staffing Profile

Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	95
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	95

Workforce Composition

Number of Staff	
Total teaching staff	95
Total non-teaching staff	22
Grand total	117
Percentage of teachers who are indigenous	0

Teacher Attendance

97%

Teacher Retention

98% retention

Professional Learning Undertaken

Professional development was undertaken throughout the 2015. This included;

HSC marking, educational conferences, Catholic system meetings, internal presentation by recognised outside speaker, on-site teams processing and developing of initiatives, on-site and off-technology development and well-being development (face-to-face and on-line).

All professional development is aligned to the College's Teaching and Learning Goals and comprehensive for all staff.

Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and staff.

Parent Satisfaction

The College received consistent feedback indicating a high degree of satisfaction from parents. Feedback was received through anecdotal evidence at various opportunities where parents were invited to the College. Of particular interest was the high level of attendance by parents at each of the 2015 Awards Ceremonies that were held during the day. Other occasions included the Information Evenings, Parent/Teacher Meetings, Student Wellbeing Information Evenings, the Volunteer 'Thank You' Evening where parents regularly expressed their gratitude and satisfaction.

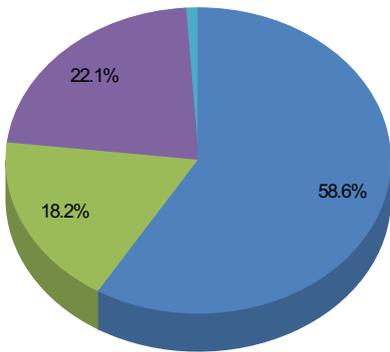
Student Satisfaction

Important data on student satisfaction was gained by the issuing of a comprehensive 'Exit Survey' at the conclusion of 2015 to the graduating class. This comparative data gave evidence that students from the College reported levels of satisfaction and belonging that were consistently, and significantly, above other schools that undertook the survey.

Staff Satisfaction

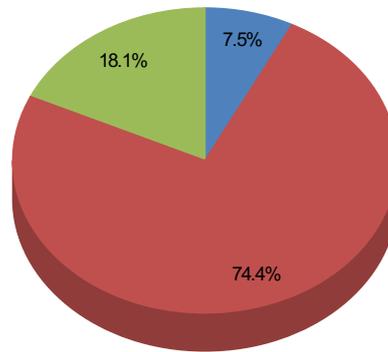
Staff satisfaction was gained anecdotally through various meetings during the year. A further indication of satisfaction was evident in the small percentage of staff who sought to transition from the College.

Income



- Commonwealth Recurrent Grants (58.6%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.2%)
- Fees and Private Income (22.1%)
- Other Capital Income (1.1%)

Expenditure



- Capital Expenditure (7.5%)
- Salaries and Related Expenses (74.4%)
- Non-Salary Expenses (18.1%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2015 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$9,065,087
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,808,630
Fees and Private Income ⁴	\$3,417,772
Other Capital Income ⁵	\$165,168
Total Income	\$15,519,656

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$1,192,177
Salaries and Related Expenses ⁷	\$11,834,290
Non-Salary Expenses ⁸	\$2,881,892
Total Expenditure	\$15,908,359

For the 2015 year the St Francis Xavier's College received \$62,999 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.

3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

Report Access and Publication

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies Teaching and Educational Standards NSW, The Parent and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

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For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>