

# ANNUAL SCHOOL REPORT

# 2017

SERVICE. LEADERSHIP. JUSTICE.

*Together in Christ*



## St Francis Xavier's Primary School, BELMONT

PO Box 206, BELMONT 2280

Principal: Miss Louise Outram

Phone: 4945 2404 Fax: 4945 8095

Email: [admin@belmont.catholic.edu.au](mailto:admin@belmont.catholic.edu.au)

[www.belmont.catholic.edu.au](http://www.belmont.catholic.edu.au)

## About the Annual School Report

St Francis Xavier's Primary School is registered by NESAs 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 2017 and gives information about 2018 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

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### Principal's Message

St Francis Xavier's Primary School Belmont is a systemic primary school that values and celebrates the dignity and uniqueness of the individual. Our school is part of Jesus, the Good Shepherd Parish East Lake Macquarie, which comprises the communities of St Patrick's Swansea and St Pius X Windale.

The prime educational focus of the school is embedded in Gospel values based on an inclusive, nurturing environment that encourages everyone to shine the light of Christ in the world. The school achieves its mission by promoting the active partnership of home, school and parish in a shared responsibility of educating the whole child.

As a Catholic school we celebrate our faith traditions, prayer life and actively bear witness to the Gospel.

We embrace the dynamic nature of education and provide quality education in a challenging, nurturing environment that caters for and respects the unique needs of each child. We provide education that helps develop values that will enable individuals to contribute positively to the wider community.

The school prides itself on its academic achievements and the quality of its student welfare, with Buddy Programs, Peer Support and resilience training. Students are given opportunities to participate in Debates, Public Speaking, National Competitions, Water Safety Lessons, Life Education Programs and Sporting Competitions.

St Francis Xavier's is truly a place that encourages and empowers individuals to 'Let Their Light Shine' – it is a school community based on quality relationships – staff, parents and students enjoy relationships that are respectful and genuinely caring of each other, the children are “childlike” and take delight in simple things and they appreciate what is done for them, they are happy.

The parents at SFX are supportive of the staff and what we do and are appreciative of what is done for their children.

The school offers comprehensive education programmes that nurture the development of the whole child.

St Francis Xavier's participates in many extra-curricular activities - sporting, cultural and intellectual - we may not always win but we always compete and we do so in good spirit.

So to sum up St Francis Xavier's is like many other schools, an ordinary place where extraordinary things happen. Please take time to read this report as a way of learning more about SFX and the challenges and successes of the 2017 School Year.

Louise Outram

Principal

### Parent Body

2017 saw the re-establishment of the Parent & Friends Association, with three main groups overseen by an enthusiastic executive. These sub-committees consisted of a Canteen, Fund Raiser and Friend Raiser group and all three worked very hard over the course of the year to raise much needed funds and establish a core of connected parents within the school.

Parents also still remained actively involved as classroom helpers, reading volunteers, weekly sport drivers and helpers etc.

There was a particularly good response to a number of Working Bees that provided much needed upgrades of under-used sections of the playground specifically for the use of the Infant classes.

### Student Body

There are lots of good things about going to school at St Francis Xavier's but in 2017 some of the highlights were ...

- Diocesan Catholic Schools Week Mass
- Project Compassion Launch
- Caritas Mission Day
- Simultaneous Storytime
- ANZAC Day March
- Athletics and Swimming Carnivals
- Mothers' and Fathers' Day Breakfasts
- Grandparents' Day
- S.A.L.I.D. (Stop And Look In Days)
- Netball and Soccer Gala Days
- Christmas Performance

# SCHOOL FEATURES

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## History of the school

St Francis Xavier's (originally known as St Joseph's) Primary School Belmont first opened its doors over 60 years ago on the 31 January 1950 by His Lordship, Bishop Eris O'Brien, with an initial enrolment of 62 children. Most of the children came from Belmont Public School or, as with a smaller number, St Joseph's Charlestown. Enrolments continued steadily with 129 children in attendance by the end of that first school year.

The school was staffed by the Sisters of St Joseph from Lochinvar, hence the original dedication of the school to St Joseph the patron of their Religious Order. The two sisters first appointed were Sister Virgilius as Principal and Sister Callista as Infants Mistress. These wonderful women travelled by row boat across Black Ned's Bay each day.

The original L-shaped building consisted of three classrooms and a verandah. It was built at a cost of £5200 - £2000 over the original estimate which for a very small parish was a huge financial commitment.

The school has undertaken several building projects since it first opened leaving us with the site as we know it now. But buildings aside the school is best typified by its strong sense of Catholic identity and heritage.

## Location/Drawing Area

St Francis Xavier's Primary School is situated behind the Belmont Central Business District on the eastern side of Lake Macquarie nestled between the Lake and Belmont Lagoon in the City of Lake Macquarie. This unique positioning places us in a site of extreme beauty and easy accessibility to many local attractions and sporting facilities which are within easy walking distance - Barton and Cahill Ovals, Lakeside Netball Courts, Tennis Courts and a local Gym.

Our school is part of Jesus, the Good Shepherd Parish East Lake Macquarie which also comprises the communities of St Patrick's Swansea and St Pius X Windale. All three have both active Church communities and parish primary schools. St Francis Xavier's is part of Lakes Region, one of the six geographic regions that makes up the Diocese of Maitland-Newcastle.

The enrolment drawing area comprises Belmont, Belmont North, Belmont South, Marks Point, Pelican, Valentine, Croudace Bay, Jewells and Floraville.

St Francis Xavier's Primary School belongs to the feeder area for St Mary's Catholic College Gateshead.

## Catholic Identity and Mission

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### Catholic Imagination and Spirituality

St Francis Xavier's Primary School is situated close to Belmont Lagoon, an important site for the Awabakal people, traditional owners of the land upon which the school stands. Familiarising the children with the Awabakal Dreaming Story – *When the Moon Cried and Formed Belmont Lagoon* – is one way we acknowledge the heritage of this area and cultivate respect for the legacy of the Awabakal people. Each Monday morning and at other significant occasions during the year we begin assemblies with an Acknowledgement of Country read, if possible, by a child of Aboriginal heritage.

The school reflects the ethos of the founding Sisters of St Joseph through our core values of Faith, Dignity, Respect and Responsibility, which are proudly displayed around our school. The feasts of both St Joseph and St Mary of the Cross MacKillop are observed by the school community each year with special celebrations for the feast of the school patron St Francis Xavier, whilst at Morning Prayer we call upon the intercession of Mary McKillop in the routine of our day.

Our educational focus is based on Gospel values embedded in an inclusive, nurturing environment which encourages all to shine Christ's light.

### Family, Parish and Diocesan evangelising and catechesis

Teachers from our school assist the Parish Sacramental Team, volunteering as group leaders, so that the children in our school can prepare for and receive the Sacraments of Confirmation, Communion and Reconciliation. Senior Primary students attend Masses of Healing and Anointing and visit a nearby Nursing Home.

As a school community we have several other opportunities during the year to attend Mass and we also celebrate major feasts of the Church with Liturgies of the Word that take place at Morning Assembly. Each class has the opportunity to prepare at least one of these liturgies so that all teachers share the responsibility of developing and nurturing the prayer life of the school and all children learn that prayer should be no stranger to their daily lives.

Our school participates in Diocesan Catholic Schools Week celebrations, Caritas launch, Catholic Mission and St Vincent dePaul events, through established social justice initiatives.

Parish, School and Family Masses are celebrated each term with each Stage preparing and fulfilling the various ministries at a regular Sunday Mass.

### Christian Discipleship

The staff at St Francis Xavier's realise that they must nurture their own faith if they are to successfully nurture that of the children within their care. With this in mind Staff Prayer is an important aspect of our formal time together with teachers exploring varieties of form to enhance how we pray. This sharing of form and substance is reflected in the quality of individual class and whole school prayer, especially our Sunday Gospel reflection.

Our students are encouraged to live their call to discipleship through participation in our Values Program and Peer Support Program. These programs assist our students to know and live Gospel values and foster good Citizenship. Our senior students are trained as Peer Support Leaders and benefit from the positive skills, attitudes and understanding incorporated in this Positive Behaviours Program.

There is a Religious Staff Development Day organised each year by the Religious Education Coordinator to either assist staff spiritual formation or develop contemporary pedagogy in Religious Education.

### Religious Education and Curriculum

At St Francis Xavier's we are committed to best practice, and Religious Education is no exception. Assisted by staff skilled in writing the new RE Units, we have been proactive in the sharing of DEEP pedagogy teaching practices and assessment ideas. We share our pride and confidence in our locally created Diocesan Religion Teaching Units, endorsed by Bishop William Wright as the most up to date and

educationally sound teaching units available. The staff commitment and skill set positions our school well in this new pedagogical era of Religious Education.

We are encouraging and supporting new ways of teaching Religion as a priority KLA, with learning tasks that require students to use all four quadrants of the brain. We are looking at ways of integrating Religion with other KLAs such as English, History, Geography, Creative Arts and PDHPE. Our REC attends Assembly Days to keep up to date with CSO initiatives on curriculum, pedagogy, programming and assessment. These days are also valuable networking and spirituality development opportunities.

### Initiatives Promoting Respect and Responsibility

As a Catholic school, we aim to develop a deeper understanding of spirituality and explore ways we can consciously nurture and enhance the Spirituality of our students. The school provides opportunity for all students to participate in a reflection day on one of our key Catholic values of Faith, Respect, Dignity and Responsibility.

Students focus on a Gospel story that demonstrates the specific value, study and respond to this text and its message, complete an artwork that reflects the chosen value, learn a song to celebrate it and join together in prayer. A Y-chart is used to identify what this key Catholic value might Look like, Sound like and Feel like in our school community.

We promote the active partnership of home, school and Parish in the shared responsibility of educating the whole child.

We celebrate our faith traditions, prayer life and actively bear witness to the Gospel.

We embrace the dynamic nature of education.

We provide quality education in a challenging, nurturing environment that caters for and respects the unique needs of each child.

We provide education that helps develop values that will enable individuals to contribute positively to the wider community.

## Student Profile

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

LBOTE*	SWD*	Indigenous
10	12	3

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

### Enrolment policy

St Francis Xavier's Primary School 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 2017

Scholastic Year	Number of Students
K	24
Year 1	11
Year 2	18
Year 3	21
Year 4	12
Year 5	20
Year 6	21
Total	127

### Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2017

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
96	94.6	94.6	99	98.5	95	97	96.9

## 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.

## Pastoral Care and Wellbeing

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### Student Welfare Policy

The emotional and physical well being of our students is at the heart of what we do at SFX. Regardless of the quality of teaching programmes, or a teacher's expertise, if a child does not feel secure, if they do not feel valued as individuals and happy within themselves, then all else is for nought. We focus on the child; we take the time to really know each one and to nurture each according to their needs.

An active buddy system, Peer Support programme and Values Education also enhanced student care at SFX in 2017. Our strong anti-bullying philosophy goes hand in hand with the continued development of resilience within the children.

A number of programs and initiatives were undertaken in 2017 to support our beliefs and stance on student welfare, one of the most successful was Lunch Club. The Lunch Club runs twice a week for about 30 minutes in the Library during the lunch break. The purpose of Lunch Club is to provide a safe place for quiet activities as an alternative to playground areas.

- *Pastoral Care and Anti-Bullying Policies reviewed in 2016. Policy available from the School Office.*

### Discipline Policy

At St Francis Xavier's discipline is formative rather than punitive. The aim is to not only maintain a high standard of behaviour but to also assist in the development of the children's acceptance of responsibility for, and the consequences of, their actions. Our Discipline Policy is found within the broader Pastoral Care Policy with clearly stated guidelines for equitable practices and procedural fairness. In the management of unacceptable student behaviour society is best served when individuals accept accountability for their actions, the ideal being an individual who regulates their behaviour from a moral sense of what is right and not from fear of reprisal. We believe that consistent and effective behaviour management practices and procedures will help to develop a sense of self-worth, accountability and responsibility. We aim to nurture a climate of justice, reconciliation, compassion, tolerance and community as a result of positive and effective reinforcement and affirmation of student behaviour

All policies relating to discipline are based on procedural fairness.

- *Pastoral Care and Anti-Bullying Policies reviewed in 2016. Policy available from the School Office.*

The full text of the School's Student Discipline Policy may be accessed on the School'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 Primary School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

St Francis Xavier's Anti-Bullying Policy 2012 is reflective of the Diocesan Policy.

### 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.

## School Improvement

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### School Improvement Plan

This year we had two main areas of focus. The first was looking at identifying, planning and providing differentiated learning opportunities for all students and the second was providing opportunities for the staff to collaboratively plan and set goals. Research clearly indicates that both of these are integral components in students' academic success. While these were our key focus areas, we also had other priority areas, which we saw as integral to achieving these focus areas. One of these priority areas was to use the Literacy and Numeracy continuum as a planning tool and a way to better align differentiated learning experiences with the needs of the students. Another priority was to look at how we could better integrate the Early Learning Framework into the existing Diocesan Learning Framework and curriculum expectations.

### School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>At St Francis Xavier's this year we saw significant resources put into providing opportunities for staff to work and plan collaboratively. We provided release time, reallocated meetings and sought opportunities during the normal course of the week, term and year for teachers to meet and plan. These collaborative planning initiatives assisted the teachers to provide authentic and outcome driven differentiated learning experiences that were targeted and provided students with opportunities to succeed and demonstrate what they could do.</p>	<p>Ensuring that Literacy Block has primacy and is where possible uninterrupted.</p> <p>In 2017 it was noted that there was not a consistent approach across the school to the structure of the Literacy block therefore as part of our School Improvement Plan we have allocated time and resources to reviewing how teachers structure their Literacy Block. Key members of the Teaching Learning Team have been approached to run workshops with teachers to facilitate the achievement of this key priority.</p>
<p>St Francis Xavier's also saw significant changes in how teachers differentiate the curriculum to ensure that all students are being provided with relevant learning experiences. We saw a significant move away from a 'one shoe fits all approach' to more tailored learning experiences. These 'tailored learning experiences' gave all students the opportunity to succeed.</p>	<p>Establish clear procedures for the establishment of Intervention Programs.</p> <p>In 2017 it was noted that while the school had excellent tier 2 and 3 intervention programs there were also some class based programs that were being run without necessarily having clearly identified the need of the student. Therefore a Key Improvement that we want to achieve is an unambiguous procedure for the implementation of intervention programs. This will ensure that time and resources aren't being ineffectively used and that all interventions are based on data and have clearly identified goals.</p>
<p>St Francis Xavier's staff moved from simply using the Literacy and Numeracy continuum as a tracking tool to using it as a planning tool. The staff, with the assistance of key members of the CSO teaching and learning team, used the continuum to plan differentiated learning experiences for the students in their classes. By using it to plan learning experiences it then became an effective assessment tool which then better enabled it to be an authentic tracking tool that was constantly referred to and updated by staff.</p>	<p>Identifying and embedding Catholic Principles across the curriculum.</p> <p>In 2017 we began to look at how we can explicitly identify how and what Catholic Principles are embedded in the KLAs. Moving forward into 2018 we will continue to look at how we can embed and explicitly identify Catholic Principles not only in the KLAs but also in specific topics.</p>

## Academic Achievements

In 2017 our school was once again recognised as a high achieving in regards to our NAPLAN results. We were specifically congratulated for the 'academic growth' that our students achieved from Year 3 to Year 5 and from Year 5 to Year 7. In addition to the sustained academic growth that our students attained we also had very good results in the Newcastle Permanent Maths Challenge. We also had some great results in external Maths challenges like the 'Out of The Box' Maths challenge for Stage 3 students where we placed well in both the teams challenge and the individual students' challenge.

The 'Out of The Box' Maths challenge involves students working as a team but also individually to solve problem based Maths challenges. To do this the children must be able to not only think mathematically but to apply mathematical reasoning to solve the problems.

Our school also has an excellent participation and completion record in the Premier's Reading Challenge.

At St Francis Xavier's we believe that reading is an integral part of the learning cycle and therefore not only encourage reading but seek new and exciting avenues to inspire students to read. These all contribute to our students achievements in reading.

### Cultural achievements

Our school places a high priority on ensuring that all children are given the opportunity to showcase their talents across all aspects of school life. In 2017 we had an end of year cultural event where the students re-enacted the Nativity through drama, music and dance. In addition to this cultural event we had numerous outside artists and performers visit the school as well as our children going on excursions to local cultural events like ASPIRE and the Newcastle Museum.

### Sporting achievements

As a school community we believe that education extends beyond the classroom and the school and is about experiences and opportunities. Therefore we endeavour to provide a variety of rich experiences across as many areas as we can. The children participate in a Gymnastics Program for 10 weeks, inter-school competitions in a variety of sports as well as Swimming and Athletics Carnivals. In addition to these the school also provides opportunities through one day and short term program experiences. This year we saw our children achieve success across a variety of sports including Swimming, Athletics, Netball and Soccer. Our soccer teams experienced success in the Macquarie Cup Soccer Tournament and the Diocesan Soccer Gala Day.

## Student Achievements

### Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	66.67%	73.90%	16.67%	10.00%
	Writing	61.11%	74.40%	16.67%	7.50%
	Spelling	61.11%	68.80%	11.11%	13.10%
	Grammar	66.67%	75.00%	16.67%	10.50%
	Numeracy	43.75%	67.10%	18.75%	11.40%

NAPLAN RESULTS 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	63.16%	63.00%	15.79%	14.60%
	Writing	36.84%	47.90%	10.53%	19.40%
	Spelling	52.63%	63.00%	10.53%	14.10%
	Grammar	63.16%	59.90%	26.32%	17.50%
	Numeracy	50.00%	57.60%	11.11%	14.60%

## Staffing Profile

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### 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).	14
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	0

### Workforce Composition

Number of Staff	
Total teaching staff	14
Total non-teaching staff	5
Grand total	19

Percentage of teachers who are indigenous	0
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### Teacher Attendance

95%

### Teacher Retention

Retention Rate - 100%

### Professional Learning Undertaken

Teachers attended a variety of Professional Development opportunities utilising the expertise of CSO personnel and other qualified professional organisations. In addition to sourcing outside agencies we also did a large quota of professional development as part of our Staff Meeting routine. This was done by a variety of staff members and quite often followed on from external inservice opportunities. Our major focus was in Mathematics and therefore a high percentage of our Professional Development was targeted in this area. However staff also attended inservices related to new syllabuses, unpacking NAPLAN data, using and understanding the literacy and numeracy continuums and Faith Accreditation.

## Parent, Student and Teacher Satisfaction

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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 School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and staff.

### Parent Satisfaction

St Francis Xavier's is seen by the wider community as a good school, where the children learn in a safe and happy environment. The intimate nature of the school makes it family friendly, a fact that is appreciated by the parent community. Teachers and parents work together for the good of all children and we share in their successes - big and small. Many children think fondly of the school continuing to return to catch up with their "old" teachers and to keep us informed of their progress. The retention of old staff, and the selection of new staff is also rated highly by the parents. Another indicator of parent satisfaction and connectedness is attendance at school functions - with all events being well attended. Overall parents are very satisfied with what the school does and how it does it. This was clearly articulated in the Community Feedback in the COSI self-review survey at the beginning of 2016.

### Student Satisfaction

St Francis Xavier's has a wonderful student population who personify the key values upon which the school is built. An indicator of their satisfaction is the very low rate of unacceptable behaviour that occurs both within the classroom and the playground. The children demonstrate a high respect for the staff and the school which is a reflection of how they feel and react to the learning environment. The students also respect the physical environment of the school and we have zero incidence of vandalism or intentional damage of property. Past students often return to not only visit their old teachers but to catch up with the younger friends they have left behind.

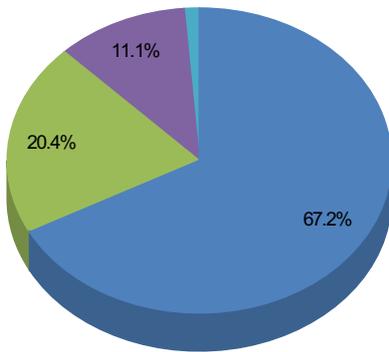
The children at St Francis Xavier's really "Let their Light Shine".

### Staff Satisfaction

The low staff absence rate and the high staff retention rate are clear indicators of staff satisfaction at St Francis Xavier's Primary School. The staff are part of the decision making process through consultation and opportunities for feedback. The staff feel that their opinions and educational experience are highly rated and they are respected by the school community and seen as professionals who can be trusted to provide the best educational opportunities for the students.

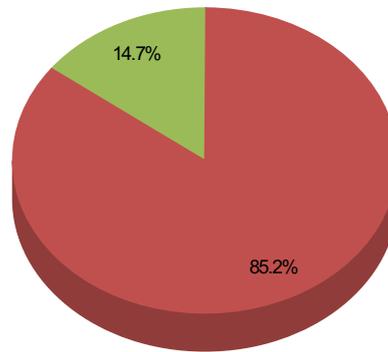
The staff enjoy collegial relationships which contribute much to the sense of community at SFX. We share professionally and care personally for all those fortunate enough to call St Francis Xavier's home.

### Income



- Commonwealth Recurrent Grants (67.2%)
- Government Capital Grants (0%)
- State Recurrent Grants (20.4%)
- Fees and Private Income (11.1%)
- Other Capital Income (1.3%)

### Expenditure



- Capital Expenditure (0.1%)
- Salaries and Related Expenses (85.2%)
- Non-Salary Expenses (14.7%)

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 2017 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,368,578
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$415,134
Fees and Private Income <sup>4</sup>	\$226,261
Other Capital Income <sup>5</sup>	\$25,573
<b>Total Income</b>	<b>\$2,035,972</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$1,692
Salaries and Related Expenses <sup>7</sup>	\$1,556,413
Non-Salary Expenses <sup>8</sup>	\$268,822
<b>Total Expenditure</b>	<b>\$1,826,927</b>

For the 2017 year the St Francis Xavier's Primary School received \$426 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

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This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, NESAs, The Parents 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:

**St Francis Xavier's Primary School**

**BELMONT**

**Phone: 4945 2404**

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