



# 2018

**ANNUAL SCHOOL REPORT**

SERVICE. LEADERSHIP. JUSTICE

*Together in Christ*



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



## St Francis Xavier's College, HAMILTON

PO Box 300, HAMILTON 2303

Principal: Br Robert Sutton

Phone: 4961 2863 Fax: 4961 2384

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

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

## About the Annual School Report

St Francis Xavier's College 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

---

## 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 2018 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 on their own practices.

## 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 to parents and students regarding 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 is 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. There is an SRC of 8 students, 4 Solidarity Leaders and leaders in the College Chapter of St Vincent de Paul. Students lead College assemblies, organise and run House Day and exercise pivotal roles in major College events. One area that involves everyone is the care that we should have for one another. Leadership opportunities exist with fellow Marist student leaders by attending the Marist Student Leaders' Retreat and Marist Youth Forums. Solidarity Leaders attend the Diocesan Leadership Retreat annually. Students and staff work together on teams for the DARA Van which provides hospitality and friendship to the marginalised in the community; students work with representatives from other local high schools to organise and present the annual Combined Schools ANZAC Service; they assist at local primary schools and other community organisations in the area of service learning. All students are given opportunities to demonstrate initiative, leadership and service.

### Tutor Group Representatives

The Tutor Group elects representatives who help to organise the Tutor Group and support the Tutor Group Leader. 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. Students have the opportunity to be 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. Two Year 7 to Year 10 schools feed to the school.

## Catholic Identity and Mission

---

### Catholic Imagination and Spirituality

St Francis Xavier's 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 operates 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 assist with classes as a service and as a part of a supportive network of Catholic teachers in several primary schools.

### Christian Discipleship

During the year Mass is celebrated weekly in the College Chapel. Celebrating Mass together is a significant start and finish for Yr 11 as is the Graduation Mass for Yr 12 and their families. Staff participated in a Spirituality Day focussing on the Marist theme "A Hope and a Future". The weekly College assemblies and staff briefings begin with a reflective prayer. The College Community celebrate significant religious rituals throughout the year: Ash Wednesday, Easter and Christmas as well as participating in liturgies to recognise the founders of the 4 religious orders who started Catholic education in the Diocese - Marcellin Champagnat, Mary MacKillop, Catherine McAuley and Dominic de Guzman. Opportunities for further faith development are provided by the school's participation in the Marist run Footsteps Program and a variety of focussed Retreats. All Year 12 students attended a three-day off-site Retreat. This is a reflective 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 the College staff and are conducted concurrently at eight different sites.

### Religious Education and Curriculum

Religious Education is the foundation of our existence. Studies of Religion (1 or 2 unit levels) which may contribute to a student's ATAR or Catholic Studies are elements of our religious education program. These courses are knowledge based and are part of the broad Religious Education Program. It is mandatory for students to study one of the 3 courses on offer. Staff keep informed through continual professional development. The first cohort of students who were accelerated in Studies of Religion 1 Unit in 2018 achieved excellent results.

### Initiatives Promoting Respect and Responsibility

The College continued to model and emphasise values that promoted 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 implemented a variety of initiatives. These have included, 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). The House and Tutor Group system has been significant in building and enhancing community, relationships, a sense of belonging and respect.

## Student Profile

---

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

| LBOTE* | SWD* | Indigenous |
|--------|------|------------|
| 82     | 46   | 38         |

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

### Enrolling at a Catholic School

#### Enrolment Policy and Enrolment information

Parents considering a Catholic school for their children are invited to complete the Enrolment Application form. Please contact your primary school of interest or designated secondary school (see Enrolment Boundaries for Secondary Schools on the website at <https://www.mn.catholic.edu.au/enrolment>) to enquire about enrolment procedures.

Please be advised that if schools have reached their full capacity for enrolments they may have to place children on a waiting list.

Completed applications are considered carefully and parent/carers will be informed as quickly as possible regarding acceptance. Finalisation of school fee payments in previous diocesan schools is a condition of enrolment in another diocesan school.

Catholic schools offer a unique educational experience which forms the child as a person of integrity, compassion, faith and wisdom. Catholic schools also work closely with their local parish to enhance in students a capacity to make sense of their world, to make judgements and to recognise the uniqueness of others within a faith community. Above all, they offer a comprehensive religious education program. Catholic schools don't just teach religious studies, they seek to develop spirit, mind, body and character and cultivate Gospel values that support lives filled with joy, endeavour and hope in the future.

To contact your local Catholic school, please visit <https://www.mn.catholic.edu.au/schools/view-full-school-list/>

#### Enrolment Policy and Procedure in Brief

To view the Enrolment Policy and procedures in full please visit

<https://www.mn.catholic.edu.au/media/48207/enrolment-policy-2018.pdf>

<https://www.mn.catholic.edu.au/media/48208/enrolment-procedure-2018.pdf>

### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on My School website.

Actual Enrolments 2018

| Scholastic Year | Number of Students |
|-----------------|--------------------|
| Year 11         | 503                |
| Year 12         | 460                |
| Total           | 963                |

### Student Attendance - 11 to 12 - PDF

Percentage of student attendance by Year level and school average for 2018

| Year 11 | Year 12 | School Average |
|---------|---------|----------------|
| 91      | 91      | 91             |

### Managing Student Non-attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. The new Compass platform enables all stakeholders, inclusive of parents to directly account for and monitor the Attendance of students online.

In doing so, the School, in partnership with parents, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging, maintains accurate records of student attendance implements policies and procedures to monitor student attendance and to address nonattendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officers where appropriate. Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible.

The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's Continuum of School Improvement (COSI) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance 2017](#).

## Student Post School Destinations Table

| Post School Destinations<br>(Students aged > 17) | Number of Students |
|--|--------------------|
| Education (senior HS)                            | 0%                 |
| Education (TAFE /<br>apprenticeship)             | 0%                 |
| Education (university)                           | 62%                |
| Workforce entry                                  | 37%                |
| Travel   | 0%                 |
| Unknown  | 0%                 |
| Other  | 1%                 |
| <b>TOTAL</b>                                     | <b>100%</b>        |

## 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 Group Leader 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. Every SWD student has a case manager.

The College has a School counsellor on site 5 days/week to whom students can self refer or be referred by others. The Wellbeing team meets fortnightly and consists of both Deputies, Learning support coordinator, Ministry Coordinator, the School Counsellor, the Careers Adviser and the 8 House Coordinators.

### 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.

The students are of an age where issues are discussed and resolutions sought. Restorative Justice methods are the preferred mode of dealing with student interpersonal issues.

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](http://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 or assessment 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 NESA recognised disability or learning difficulty, medical condition or injury. The final decision for the granting of Disability Provisions can only be determined by NESA 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. All relevant forms are available on the College website or at the College as hard copies.

## School Improvement

### School Improvement Plan

During 2018 the College continued implementing the 3 College goals and worked towards formulating the goals for 2019 - 2022 facilitated by an external provider. Key areas of focus in the domain of Catholic formation and mission were for the staff to articulate how they can be a disciple of Jesus in their role at SFX by exploring and developing the Marist 2018 theme "Hope and Future"; in the Domain of learning was to continue develop and implement strategies for teachers to move from "in front to within" and to utilise technology to cater for variation in learning styles. There were a number of areas where new curricula were introduced and new programs had to be developed which involved developing the capacity of the Studies coordinators; in the domain of leadership the leadership team informed and led the staff through the accreditation process and train staff to implement Edval and Compass; in Service and Governance there was a review and development of the enrolment process

### School Academic Priorities

| Key improvements achieved this year  | Key improvements for next year   |
|--|--|
| The Accelerated 1 Unit Studies of Religion Course was examined at the HSC and proved to be successful with the majority receiving B5 & 6, similarly the Accelerated Maths students where 2/3 of the students received B6.  | During 2019 and beyond, improve communication processes within the school and explore further additional opportunities to provide planning time, inclusive of professional learning for all faculties.<br><br>APST standards: 6.1.2, 6.2.2, 7.2.2                                      |
| Implementation and integration of COMPASS as a reporting and students management system. The implementation and use of Edval as a tool to develop a timetable for 2019, management of staff replacements and change of routine eg change of rooms, supervision of exams, through webdaily. | Expand ICT capacity and develop an ICT Strategic Plan for 2019 to support the teaching, learning and administrative tasks of the College.<br><br>APST standards 2.6.2, 2.6.3 (HA), 2.6.4 (LEAD), 3.4.2, 3.4.3 (HA), 3.4.4 (LEAD), 4.5.2, 4.5.3 (HA), 4.5.4 (LEAD), 6.3.2, 6.3.3 (HA)   |
| Appointment of a facilitator of teacher accreditation and PP& D. This 0.4 role is to educate and support staff in these areas and maintenance of their PP&D action plan and their eTams account for continued professional development.  | In 2019 explore contemporary wellbeing programs to enhance the school's response to emerging mental health needs of students and establish practice for inclusive and positive interactions to ensure student wellbeing.<br><br>APST standards. 4.4.2, 4.4.3 (HA), 6.2.2, 6.3.2, 7.4.2 |

### Academic Achievements

There were strong results in the HSC where there 15 subjects achieving significantly (>4% above State mean) and a significant increase in the number of B6 & E4s than the previous 2 cohorts. The majority of students in the Accelerated Maths and Religion classes received B6 and the remainder B5. students performed well in all Extension courses offered: English 1 & 11; Maths 1 & 11 & History Extension. There were nominations in all areas of CAPA - Music (Encore), Drama (OnStage) & Art (Art Express) The College Debating team won the Diocesan competition and were Regional winners at State level. One student received a HD in the UoN Business Plan Competition; there was a scholarship winner to Uni Tas XAS101 Course; a current Yr 12 student won the coveted John Bell Scholarship and 2 students were accepted into NIDA. Students participated in numerous experiences to enhance learning in variety of subjects: sitting in on cases at the Law Course in Sydney, field trips in Biology, Earth & Environmental Science, Chemistry, Geography, Economics, Food Technology, Hospitality, Music, Art, English, PDHPE, Design and Technology & French. The Learning Support Faculty work tirelessly and competently to maximise the educational opportunities & outcomes for all their students. Significantly this year was their Biennial Art show which focussed on

## Cultural achievements

Students participated in numerous varied cultural opportunities: the College Production "The Venetian Twins", Diosounds, ASPIRE, Music night at the Conservatorium which gave HSC Music students the opportunity to develop their performance skills. There were two Art shows to publicly display HSC Major works and the biennial Art Show of Life Skills students. 2018 was the 25th year of the annual "Battle of the Bands". Students worked with 8 other students from 4 different high schools to prepare and present the Combined Schools ANZAC Service. Students represented the College at 3 different Newcastle ANZAC Services and on Remembrance Day. The students celebrate Sorry Day, NAIDOC week, Migrant and Refugee Week and World Disability Day - all with guest speakers. Students fundraise for and raise the awareness of the community about a number of charities. Significantly in 2018 the students leaders initiated the "Sunflowers for Jess" fundraising campaign to support an exstudent. Hospitality students cater for a number of College & community events as well as providing a welcoming haven and nourishment every morning in the College cafe. Green Week promoted sustainability practices.

## Sporting achievements

During 2018 students participated in a number of sports: soccer, rugby league, rugby union, girls AFL, netball, basketball, rugby 7s, Touch, golf, hockey, swimming, athletics, cross country and triathlon. The SFX Cricket team went to Adelaide to compete in the Marist Carnival where they came runners up in this national event. There were representatives at the "all schools" level in basketball, water polo and athletics; at NSWCCC level in basketball, golf, hockey, triathlon and swimming, cycling and sailing and at State level in Oztag, netball and AFL.

## 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 | <i>Percentage of students in top 3 bands</i> |              |
|---------------------------|--|--------------|
|                           | <b>2018</b>                                  |              |
|                           | <b>School</b>                                | <b>State</b> |
| Ancient History           | 86   | 63           |
| Biology                   | 81   | 70           |
| Business Services Exam    | 92   | 72           |
| Chemistry                 | 86   | 70           |
| Entertainment Ind Exam    | 100  | 75           |

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 2018 was 86

## Staffing Profile

---

### Teacher Accreditation Status

All teachers employed to teach NSW curriculum in the school are accredited to teach with NESA

Throughout the year teachers have participated in a variety of professional learning including school based, system based and external professional development courses and a school based professional practice and development process.

| Qualifications and Experience            | Number of Staff |
|--|-----------------|
| I. Teachers at Graduate/Proficient.      | 99              |
| II. Teachers at Highly Accomplished/Lead |                 |

### Workforce Composition

| Number of Staff                           |     |
|---|-----|
| Total teaching staff                      | 99  |
| Total non-teaching staff                  | 21  |
| Grand total                               | 120 |
| Percentage of teachers who are indigenous | 0   |

### Teacher Attendance

96%

### Teacher Retention

94% retention. All teachers who left have been replaced. some teachers are still on temporary appointed as they are replacing teachers with ongoing health issues (3) and 2 on LSL since the beginning of the year.

### Professional Learning Undertaken

Professional Development throughout 2018 included:all staff participating in a spirituality day; training for Compass and the new reporting system; conferences - Legal studies, Economics, Religion, History, English, Maths, VET, Careers, Climate, Mental Health & Wellbeing, Supporting Student Wellbeing in the Classroom, Understanding Anxiety and support Students, Climate, Annual Compliance, Reporting Concerns for Children, Coaching staff PD, Growing high Trust Relationships (middle management), Students with special needs, New curricula - Maths, Science, English; RAP analysis, HSC marking, Click view training, WHS - CPR, anaphylaxis; Catholic system meetings for Principal, APs, Coordinators, Religion, Visible Learning, Future Schools Conference.

## 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

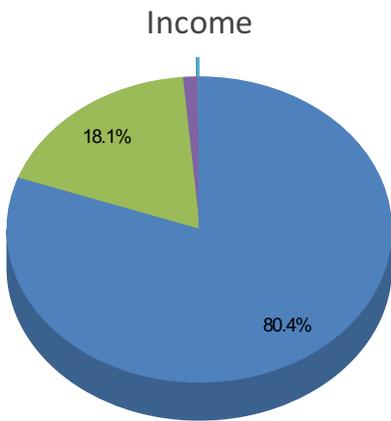
Parents, according to the external survey, are satisfied with communication between the college and parents. They know who to contact when necessary and how. There were varying responses regarding Compass which was a new platform for communication in 2018. There was some frustration expressed regarding log ons and access. They are satisfied with the range of subjects on offer, the quality of teaching and the helpfulness of teachers. They expressed satisfaction that the College is faithful to Catholic Mission and Values and there are adequate opportunities to be involved with social justice initiatives. They commented that their child feels safe at this College and that their children are supported, cared for and there is a positive school spirit. They recognise the positive regard that the College is held in by the wider community.

### Student Satisfaction

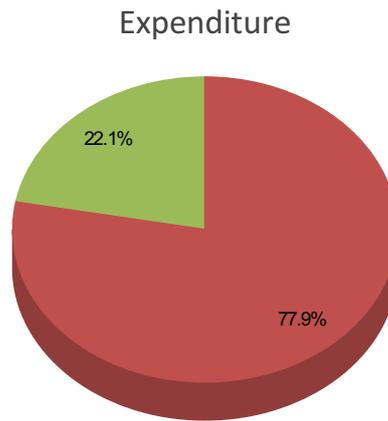
According to an external survey carried out in 2018 students are satisfied and confident in the ability and capacity of their teachers in their subject areas. They feel their teachers are supportive and helpful. Students commented that they feel safe, respected and that they feel they belong and are happy to recommend it as a school to others. They are happy with the physical environment which is also evident in the manner in which they respect it. Students know someone to whom they can approach with a problem and feel they have adequate access to a school counsellor. They feel the school responds promptly to any misbehaviour and that the school's response reflects its mission and values. They feel staff members are competent in their co-curricular activities they offer and that major cultural and sporting events are well organised. They are proud to represent the College.

### Staff Satisfaction

There was an external survey of staff carried out in 2018. Staff were satisfied with the daily running and organisation of the College. They were satisfied that the leadership team modelled sound and professional behaviour and were available to staff when needed as were those in middle management. They expressed satisfaction with the behaviour of the students who they felt were focussed on learning. They were satisfied that it was a safe working environment for all staff who were mutually supportive of one another. They appreciate the professional learning opportunities offered. They are happy with facilities which are clean, adequate and well maintained. The major issue confronting staff was the lack of time to prepare and meet with colleagues. New curricula in a number of subjects impacted on this. Staff feel students' morale is high and that students are well supported both academically and emotionally. The teaching staff value and acknowledge the contribution of the support staff to the College. Staff enjoy working at the College and would recommend it as a place to work or to send a child to. They feel working here has contributed to their own professional learning.



- Commonwealth Recurrent Grants (80.4%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.1%)
- Fees and Private Income (1.2%)
- Other Capital Income (0.2%)



- Capital Expenditure (0%)
- Salaries and Related Expenses (77.9%)
- Non-Salary Expenses (22.1%)

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 2018 year is detailed below:

| RECURRENT and CAPITAL INCOME               |                     |
|--|---------------------|
| Commonwealth Recurrent Grants <sup>1</sup> | \$14,185,357        |
| Government Capital Grants <sup>2</sup>     | \$0                 |
| State Recurrent Grants <sup>3</sup>        | \$3,197,415         |
| Fees and Private Income <sup>4</sup>       | \$216,026           |
| Other Capital Income <sup>5</sup>          | \$33,987            |
| <b>Total Income</b>                        | <b>\$17,666,907</b> |

| RECURRENT and CAPITAL EXPENDITURE          |                     |
|--|---------------------|
| Capital Expenditure <sup>6</sup>           | \$1,111             |
| Salaries and Related Expenses <sup>7</sup> | \$13,276,108        |
| Non-Salary Expenses <sup>8</sup>           | \$3,768,795         |
| <b>Total Expenditure</b>                   | <b>\$17,044,903</b> |

For the 2018 year the St Francis Xavier's College received \$34,122 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, NESA, 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 College**

**HAMILTON**

**Phone: 4961 2863**

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