

2020

ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

Together in Christ



St Francis Xavier's College

286 Parkway Avenue, HAMILTON 5373

Principal: Greg Ptolemy

Web: <http://www.hamilton.catholic.edu.au>

About this report

St Francis Xavier's College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the College community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the College's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the College directly or by visiting the College's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

St Francis Xavier's College Hamilton is a Catholic co-educational senior secondary environment catering for students in Years 11 and 12 in the greater Newcastle region. It is a College steeped in the Marist tradition, where the school motto 'Christ My Light' animates the very life of the College, encouraging the students to become young women and men who are ready to meet the challenge of being active and hope-filled citizens, contributing readily to the wider world for the greater good.

As an educational community, St Francis Xavier's College believes in a holistic approach to learning, based in the principles of the Catholic faith and reflecting the values of the Gospel. The College offers students a diverse array of opportunities to develop and showcase their talents in a multitude of fields including creative and performing arts, sport, industry and academic pursuits to name but a few. Importantly, every student is encouraged to actively engage with the extracurricular life of the College so that they can realise their full potential. Of particular significance to the St Francis Xavier's College community is our commitment to social justice initiatives, as we consistently invite our students to be connected with their world in meaningful ways.

One of the fundamental tenets of our College is a belief that relationships are central to learning. We believe that deep learning is significantly enhanced where valued and trusted relationships are first developed. Only in such an environment are students enabled to take appropriate learning risks, secure in the knowledge that they will be supported and nurtured in their learning journey. Indeed, every member of our community is encouraged to embrace the relational journey of lifelong learning.

Parent Body Message

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. The College invites 'experts' to present relevant material to parents and carers. The College has regular information evenings for parents. The College regularly provides families with access to resources and online learning environments across a broad range of educational topics. The college also uses Compass and the Lighthouse newsletter to keep the wider community informed.

Student Body Message

Students at the college are encouraged to be active participants in College life and embrace the opportunity to become part of the College community. Students are encouraged to take control and responsibility for their own learning and growth. All students are invited to be involved as leaders in their own right. As a senior college, a high level of maturity and responsibility is expected and witnessed among the students. There are many formal and informal leadership opportunities at the college. Formally, there are 2 Captains and 2 Vice-Captains, 8 students in the SRC, 2 Solidarity Leaders, leaders in the College Chapter of St Vincent de Paul, Tutor Group Leaders and House Captains. Furthermore, students lead College assemblies, organise and run House Days and exercise pivotal roles in major College events. Students are encouraged to be active in social justice initiatives and recognise the important role that religious organisation have to play in outreach. When health regulations allow, students and staff have opportunities to work together on teams for the DARA Van providing hospitality and friendship to the marginalised in the community, participate in an immersion opportunity to Cambodia, or assist the St. Vincent de Paul work for those in need in our community. Spiritual, personal and social development are emphasised. This is evident in events such as the Marist Student Leaders' Retreat, Marist Youth Forums, Diocesan Leadership Retreat, Combined Schools ANZAC Service, Leadership Conferences and the Year 12 Retreat.

School Features

St Francis Xavier's College was established in 1985 to serve the Catholic youth of Newcastle and surrounding districts for the final 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. The inaugural year of the new college, 1985, 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. The college is located in the inner-city suburb of Hamilton and 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 Years 7 - 10 schools (San Clemente Mayfield and St Pius X Adamstown) provide students direct access to the school, although there are many students who join the college for their final two years of secondary education from other schools. (There are enrolments for 2020 coming from 38 different schools).

From the beginning there has been an ongoing building program necessitated by an increasing enrolment and a changing school curriculum. More recently, The MacKillop Centre, a special needs initiative for students with disabilities and a Hospitality Centre for students studying in the VET Hospitality framework have been constructed.

Student Profile

Student Enrolment

The College caters for students in Years 11 & 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
509	429	96	938

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. 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.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2020 was 90.73%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group		
Year 11	Year 12	
90.48	90.98	

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, monitor part or whole day absences.

College staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the College community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the College's strategies have failed to restore regular attendance.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior secondary outcomes 2020	
% of students undertaking vocational training or training in a trade during the senior years of schooling	20 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	99 %

Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort.

Each year the College collects destination data relating to the Year 12 student cohort. Almost 70% of the Year 12 cohort in 2020 continued on to further tertiary studies after completing their stay at St Francis Xavier's College, Hamilton.

Almost all of the remaining students entered the workforce in some capacity, although a small group deferred study and/or work to pursue other interests.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	119
Number of full time teaching staff	79
Number of part time teaching staff	17
Number of non-teaching staff	23

Total number of teaching staff by NESA category

Teachers at this College are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the College.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The College takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

Covid-19 changed the focus of Professional Development in the College in 2020. To cater for the shift to online learning environments, professional learning became focussed on updating technological capacity to engage students. Significant growth in capacity was achieved through these processes. With the Covid-19 situation hopefully beginning to ease, the attention of the College will now shift to a Collaborative Learning agenda being implemented across the diocese. This work will utilise the skills and work of Lyn Sharratt as a Knowledgeable Other, and will see a Pedagogical Mentor employed in the College for the first time.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

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 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.

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 (although the latter was not possible in 2020 due to Covid-19). A very strong and committed St Vincent de Paul group sees the students involved in contributing to the practical support of the less fortunate. 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, although Covid-19 constraints have

also impacted on this work. 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.

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 (although the latter could not occur in 2020). Staff traditionally participate in a Spirituality Day focussing on the current Marist theme "One Wild and Precious Life" (2020). 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 attend a three day off-site Retreat which is a core aspect of every students' time at the College, although this had to be abandoned in 2020 due to Covid regulations. 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 nine different sites.

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 Thought 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 these courses. There is also an accelerated program on offer to the students in their study of Religion.

The College seeks 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 have included: special programs during Tutor Group lessons, special presentations highlighting 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.

Curriculum, Learning and Teaching

Secondary Curriculum

The Secondary Curriculum follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Schools Office (CSO). The CSO's Statement on Authentic Learning outlines our beliefs about how students learn. It provides a foundation for teachers, school leaders and system leaders as they aspire to enable learning which engages and empowers students to become lifelong learners, who contribute to society, and the wider world, as active and discerning citizens.

St Francis Xavier's College (SFX), Hamilton, is a comprehensive, co-educational senior College catering for Years 11 and 12. SFX has a high quality, broad curriculum catering for the learning needs of a diverse array of students, enabling them to successfully meet the requirements of the Higher School Certificate (HSC), whilst preparing them to transition to a range of post-school options.

More than 50 different courses are offered onsite, while students also have the opportunity to complete courses through distance education and to engage with a range of co-curricular activities in the areas of performing arts, sport, public speaking and community involvement.

Students have access to refurbished learning spaces including four science laboratories, the College library and music centre. Classrooms are air-conditioned to provide a year-round optimum learning environment and the campus also includes a multipurpose hall, a small theatre, Chapel, canteen, a special collaborative learning centre, a new Wellbeing space and a hospitality complex that also serves as a pre-school café for staff and students.

The College provides specialist learning support for students with a disability, delivering discrete HSC Stage 6 life courses and also provides professional development and guidance to teachers to formulate adjustments to support students with a disability who are engaged in a mainstream HSC program.

SFX also provides accelerated programs in Mathematics and Studies of Religion to enhance the opportunities of talented students.

The College is currently engaging in a Leading Learning Collaborative with Lyn Sharratt to refine practices and ensure a focused and consistent approach in all of our learning endeavours.

Student Performance in Tests and Examinations

Higher School Certificate (HSC) Diocese

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.

NB: A number of new syllabuses were implemented this year which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

The results of students across the College continue to provide an appropriate reflection of the diverse range of students who are part of our community. Academically gifted students continue to excel in all domains while students of more humble capacity consistently overachieve which is reflected in the scarcity of results in the bottom two bands. The trend data reflects consistent growth for students in terms of their learning continuum.

The recent introduction of accelerated classes in both Mathematics and Studies of Religion have proved tremendously successful, with a number of students in the accelerated classes performing exceptionally in their HSC examinations.

As a College, the staff remain committed to the analysis of all available trend data and continue to dissect HSC Examination Committee responses to ensure that our practices remain current and appropriate.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2018		2019		2020	
	School	State	School	State	School	State
Ancient History	59 %	36 %	44 %	36 %	43 %	33 %
Biology	41 %	37 %	31 %	32 %	31 %	31 %
Business Services Exam	75 %	35 %	70 %	38 %	60 %	30 %
Chemistry	48 %	42 %	43 %	46 %	23 %	43 %
Community & Family Studie	58 %	29 %	54 %	37 %	60 %	34 %
English (Advanced)	63 %	63 %	57 %	62 %	64 %	63 %
English (Standard)	12 %	15 %	11 %	12 %	11 %	12 %
English Extension 1	100 %	96 %	100 %	94 %	100 %	93 %
English Extension 2	100 %	71 %	100 %	80 %	83 %	82 %
French Beginners	56 %	42 %	43 %	47 %	71 %	52 %
History Extension	100 %	79 %	100 %	77 %	100 %	76 %
Industrial Technology	25 %	23 %	20 %	22 %	32 %	24 %
Info Process & Technology	27 %	38 %	-	-	100 %	32 %
Legal Studies	61 %	45 %	31 %	42 %	36 %	40 %
Mathematics Advanced	-	-	-	-	45 %	53 %
Mathematics Extension 1	65 %	80 %	67 %	80 %	51 %	75 %
Mathematics Extension 2	75 %	86 %	57 %	86 %	75 %	84 %
Mathematics Standard 1 ex	-	-	60 %	18 %	25 %	16 %
Mathematics Standard 2	-	-	21 %	24 %	29 %	25 %
Modern History	41 %	42 %	27 %	40 %	33 %	37 %
Music 1	85 %	65 %	52 %	66 %	76 %	64 %
Personal Dev,Health & PE	44 %	33 %	35 %	32 %	47 %	34 %
Physics	30 %	34 %	43 %	37 %	42 %	41 %
Studies of Religion I	30 %	37 %	26 %	46 %	27 %	44 %

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to

provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2020, the number of students issued with a RoSA was 71.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2020.

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College. Further information about this and other related policies may be obtained from the College's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the College's website, the administration office or at the CSO website at this link.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the College's website, the administration office or at the CSO website at this link.

Initiatives promoting respect and responsibility

All students at St Francis Xavier's College are supported in their growth to become young women and men who are ready to meet the challenge of being active and hope-filled citizens. They are challenged to recognise that they are responsible for the greater good in their world and that each of them has a role to play. This is realised in the daily life of the college and in the extracurricular opportunities provided to students.

One of the fundamental tenets of the college is a belief that relationships are central to human existence. To this end, St Francis Xavier's College has well established programs that are directly focused on community and wellbeing. Year 12 retreats, leadership teams, orientation days, information evenings on contemporary issues, active engagement in the ANZAC Day memorial, and house celebration days are important to the fabric of the college.

Individual support is also emphasised through the provision of daily, onsite student counselling which has increased in 2020, a full-time Careers Advisor and school staff who are highly experienced in the welfare needs of Years 11 and 12 students.

Beyond the college gates, students and staff join together as members of the St Francis Xavier's College community in a commitment to social justice initiatives, such as the DARA van and Cambodia immersion (on hold currently due to Covid-19). These opportunities provide avenues for students to find meaningful connections with their world, whilst reminding them of the fundamental calling of Christ to care for the poor.

School Improvement

The College implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the College's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the College administrative office.

Key Improvements Achieved

The arrival of Covid-19 saw a significant shift of priorities in terms of educational learning and growth. The capacity to work in an online environment became fundamental and led to a sharp and sudden increase in teaching skillsets as staff were forced to embrace new IT pedagogies. A focus on student connection became imperative and the staff uncovered new and innovative ways to interact with students in an online environment. Wellbeing initiatives and support structures for students and staff became paramount as mental health issues rose to unprecedented levels. There were also significant improvements in creating a greater voice for support staff within the College through regular meetings which had been an area identified for development.

Priority Key Improvements for Next Year

In keeping with diocesan priorities, the College will move into the Sharratt 'Clarity' programme in 2021. The focus will be on learning and teaching and invite a whole school reflection and review. The locally identified focus on 'Feedback' will taper neatly into this programme.

Established working committees will continue to provide advice to the executive on possible areas for exploration/improvement in the following areas:

- Improvements in internal communication processes.
- Expansion of ICT capacity and staff capacity in this domain.
- Exploration of additional wellbeing programmes with a focus on mental health.

Community Satisfaction

The opinions and ideas of parents, students and teachers 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 teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

The Tell Them From Me surveys collected at the end of Term 3 provide a strong source of data regarding the levels of parent satisfaction. This data indicated that our parent body has faith in our commitment to learning as a priority. Generally, there also appeared to be broad contentment with the wellbeing support provided for students and families. However, the disconnect as a result of Covid was also apparent as parents had not been able to meet with us in a live environment since March.

Student satisfaction

Student engagement with the intellectual and relational domains of the College was highlighted continually throughout the survey responses of students. Learning in a safe environment were particular highlights of student experiences at the College. Students did comment on the complex dynamic of belonging in a Covid year where so much occurred in a virtual landscape.

Teacher satisfaction

Teachers recognise that collaboration and learning culture are highlights of the College. The use of data to inform practice is seen as occurring frequently and meaningfully. The use of technology across the College improved significantly in 2020 and the teachers took great pride in being part of an inclusive school. An area for development that has been identified is in the support from leadership regarding teaching practice. This will now be a focus through the Lyn Sharratt journey commencing in 2021.

Financial Statement

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 2020 year is detailed below:

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$11,355,830
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$3,284,759
Fees and Private Income ⁴	\$2,954,893
Interest Subsidy Grants	\$18,240
Other Capital Income ⁵	\$974,344
Total Income	\$18,588,066

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$52,457
Salaries and Related Expenses ⁷	\$13,779,731
Non-Salary Expenses ⁸	\$3,205,000
Total Expenditure	\$17,037,188

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.

END OF 2020 REPORT