

2025

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



St Francis Xavier's College

286 Parkway Avenue, HAMILTON 2303

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 Diocese of Maitland-Newcastle (CDMN) which forms part of the broader system of schools governed by Catholic Schools NSW. 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 Strategic 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 diocesan Catholic co-educational secondary school which has traditionally catered for students in Years 11 and 12 in the greater Newcastle region, though it is now in the process of transitioning to become a comprehensive 7-12 college. It is a college steeped in the Marist tradition, where the school motto 'Christ My Light' animates the 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

While the college does not have a current Parents and Friends Association, active engagement is sought with parents, the Parents and Friends Federation, and the Catholic Schools' Office Professional Officer - Family Engagement to provide forums to present appropriate information including specialist presentations regarding pertinent issues such as depression, relationships, societal expectations, substance abuse, use of technology, and emerging career pathways. The college invites 'experts' to present relevant material to parents and carers on a regular basis.

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 introduction of junior cohorts has seen a significant increase in family involvement at the college, through informal evenings, and Parent in the Classroom events.

After a wonderful start for our boy in Year 7 last year, we have been equally impressed with the opportunities provided for our daughter as she has joined the college this year. The welcome to 'family' is emphasised and reflects our experience. We have been so thoroughly impressed at every level with the commitment from staff and their dedication to helping our kids achieve their every potential. This is evident in every interaction we have had as parents, but also in the attitude of both of our children towards their school.

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.

A significant 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 4 College Leaders, 4 House Leaders, leaders in the College Chapter of St Vincent de Paul, and Tutor Group Leaders in each of the Year groups.

The SRC engage directly with college leadership through weekly meetings. A Junior SRC is also being developed to reflect the transitional growth of the college. 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 organisations have to play in outreach. Students and staff have opportunities to work together to provide hospitality and friendship to the marginalised in the community through the work of the St Vincent de Paul chapter and other similar charities, as well as participate in an immersion opportunity to Cambodia. Spiritual, personal and social development are emphasised. This is evident in events such as the Marist Student Leaders' Retreat, Marist Youth Forums, Marist Gamechangers, Diocesan Leadership Retreat, Combined Schools ANZAC Service, Leadership Conferences and the Year 12 Retreat.

Leadership of this college has been a real privilege. I am proud to represent the students and staff of a college where every person is encouraged to fulfil their potential.

School Features

St Francis Xavier's College is located in the inner-city suburb of Hamilton and 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 college was to remain a senior only campus until 2024, when 144 Year 7 students arrived after a diocesan decision to restructure the college into a 7-12 comprehensive school. Similar numbers of Year 7 students arrived in 2025. This shift will see a corresponding transition of 7-10 pathway schools (San Clemente Mayfield and St Pius X Adamstown) as they transform into similar 7-12 environments.

Primary pathway schools have now been established (St. Joseph's Merewether, Holy Family Merewether Beach and, optionally, St. Columba's Adamstown). The school population remains steady during this transition period between 900 - 1000 students. From the beginning there has been an ongoing building program necessitated by an increasing enrolment and a changing school curriculum. 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, and are significant examples of such developments. 2022 saw the completion of a significant re-roofing of the 'B' Block area and accompanying this was an investment in a full refurbishment to create a brand new Wellness Centre. In support of the transition to Years 7-12, Year 7 and 8 wings have been refurbished in 2023, along with the establishment of a new sick bay and an increase in recreation spaces. A Masterplan for the College is currently under development to ensure the space is best utilised for contemporary learning. As part of this process, the Marist Brothers Monastery was demolished at the commencement of 2025, replaced by a passive yard area. The College is steeped in a Marist tradition and continues to be part of the Marist Schools Association. The College participates in a variety of established Marist activities and programs.

The College also has a proud sporting history. St Francis Xavier's College as recently as 2022 were the NSW Open Football Champions having defeated all-comers in the state tournament. The College has a strong participation rate in pathways sports, and sport is seen as a useful tool in developing values for life.

The arrival of juniors has also seen the college expand its curriculum into fields such as robotics, public speaking, women in science, DaVinci decathlons and a host of other opportunities.

Student Profile

Student Enrolment

The College caters for students in Years 7 & 8, 11 & 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
499	457	141	959

* 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.

Student Attendance Rates

The average student attendance rate for 2025 was 88.36%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
91.56	89.78	0.00	0.00	84.45	87.63

Managing Student Non-Attendance

All schools maintain an accurate register of their student's attendance. Any absences (part or full day) from school are recorded on this register and appropriate intervention strategies are implemented if required.

While parents/carers are legally responsible for the regular attendance of their child at school, school staff, as part of their duty of care, play a vital role in providing a continuum of active support including universal, targeted, and individualised strategies when supporting students with attendance concerns. Documented attendance plans may be developed to address the needs of students whose attendance is identified as being of concern.

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 2025	
% 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	98 %

Post School Destinations

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

Approximately 70% of the cohort continued on to further tertiary studies, with most receiving early university offers, rather than relying on the ATAR. Almost all students not continuing to further studies entered the workforce, or deferred study and work to pursue other interests (eg travel).

Staffing Profile

Staffing Profile

Note: The data presented reflects the most current information available at the time of reporting. Variations in data currency may occur where staff updates are pending. Differences between tables are due to variations in staff inclusion criteria; therefore, minor discrepancies in reported numbers may occur.

The following information describes the staffing profile for 2025:

Total number of staff	135
Number of full time teaching staff	87
Number of part time teaching staff	27
Number of non-teaching staff	21

Total number of teaching staff by NESA category

Teachers are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary.

The following table describes the accreditation status of teachers at St Francis Xavier's College in 2025:

Conditional Teachers	0
Provisional Teachers	2
Proficient Teachers	98

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 educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

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

SFX is a Catholic Diocesan school, steeped in the Marist tradition. As such it seeks to answer a calling to be an educational arm of the local diocesan community, while aspiring to the values espoused by the founder of the Marist Brothers, Saint Marcellin Champagnat whose 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 to their vocation as good Christians and virtuous citizens.

The College's vision, mission and values statement were renewed in 2023. The vision focuses on the College motto, 'Christus Lux Mea' (Christ My Light) and proclaims that as a community we seek to be the bearers of Christ's light for the world. In pursuit of this vision, our mission is supported in a practical way by four values: Family, Truth, Mercy and Service. Each value is derived from our College houses - Champagnat, Dominic, McAuley and MacKillop.

Celebrating Mass together is significant for our community (Commencement/closure of the year, Graduation, Friday mornings in the College Chapel). Staff participate in a Spirituality Day focusing on the annual Marist theme (Pilgrims of Hope - 2025). Prayer underpins weekly activities. Religious rituals are celebrated and special liturgies mark days for the founders of each House. Faith development is enhanced through the Marist run Footsteps Program and a variety of Retreats. Year 12 students attend an off-site Retreat which is a reflective time where students have the opportunity to deepen their relationship with themselves, others and their God - this is a highlight of school life. Reflection days are being embedded for junior students.

Religious Education is foundational at the college. Studies of Religion (ATAR) and Studies in Catholic Thought (non-ATAR) are offered including an accelerated program in SoR. Junior students follow a mandated diocesan program.

The College seeks to reflect 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. Accordingly, the college implements a variety of initiatives, including programs during Tutor Group lessons, special presentations highlighting the importance of values, opportunities to be involved in Social Justice Programs, collecting for a number of charities and involvement in Outreach programs (St Vincent de Paul, teaching in primary schools, Marist Solidarity). Furthermore, 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 in the Diocese.

The Key Learning Areas (KLAs) are English, Mathematics, Science, Technological and Applied Studies, Human Society and its Environment, Personal Development, Health and Physical Education, Creative Arts, Languages, and Vocational Education and Training. The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum embeds capabilities and priorities within curriculum content points in all KLAs. These include literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

St Francis Xavier's College has a high quality, broad curriculum catering for the learning needs of a diverse array of students, enabling seniors to successfully meet the requirements of the Higher School Certificate (HSC), whilst preparing them to transition to a range of post-school options. Junior students are offered mandatory courses in keeping with NESA requirements, and this is accompanied by a range of extension offerings including robotics and creative writing workshops plus participation in the diocesan Virtual Academy program.

In Stage 6 more than 50 different courses are offered onsite, while all 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 multiple 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, 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. A Year 7 and 8 wing was also constructed in 2023.

The College provides specialist learning support for students with disability and provides professional development and guidance to teachers to formulate adjustments to support students with disability who are engaged in mainstream programs. SFX also provides

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

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

NAPLAN results are reported against proficiency standards with four levels of achievement to give parents and carers, teachers and schools clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Francis Xavier's College for 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	75%	62%
	Reading	87%	69%
	Writing	82%	64%
	Spelling	86%	72%
	Numeracy	87%	69%

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 while students of more humble capacity consistently find opportunities to fulfil their potential.

Accelerated classes in both Mathematics and Studies of Religion have proven to be an important initiative, 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.

Currently the College is undertaking a review of the impact of course selections on overall outcomes for students. There is a focus on ensuring that the best possible advice is received by students at the time of entering course preferences. It is envisaged that the development of a full 7-12 context will further aid this pursuit.

Higher School Certificate	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2023		2024		2025	
	School	State	School	State	School	State
Community & Family Studie	65 %	36 %	52 %	36 %	44 %	13 %
Construction Exam	50 %	44 %	70 %	47 %	89 %	18 %
English Extension 1	100 %	94 %	93 %	96 %	100 %	95 %
Legal Studies	32 %	43 %	45 %	44 %	45 %	18 %
Music 1	81 %	69 %	93 %	68 %	77 %	29 %
Textiles and Design	58 %	52 %	37 %	50 %	60 %	20 %

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's approach to pastoral care and wellbeing is guided by the [Student Wellbeing and Pastoral Care Policy](#).

This policy provides a framework for the development and implementation of policies, programs, resources, and practices at all school levels. Its purpose is to support and enhance the wellbeing of students and all members of the school community, fostering a climate of care within a Catholic educational context.

The College is committed to creating a safe, inclusive, and academically rigorous environment. A strong emphasis is placed on nurturing and maintaining positive, respectful relationships among staff, students, and parents, with the wellbeing of all at the forefront.

Behaviour Management and Student Discipline Policy

The College's behaviour management and student discipline procedures align with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). These policies uphold the dignity and responsibility of each individual, promote positive student behaviour, and ensure respect for the rights of all students and staff. Corporal punishment is expressly prohibited at the College. The College does not permit or condone the use of corporal punishment by any College personnel or non-College individuals, including parents, as a means of discipline in the College. Further information about this and other related policies may be obtained from the College's website.

Anti-Bullying Policy

The College implements the Catholic Schools [Anti-Bullying Policy](#) which is adopted by all schools within the Diocese. This policy provides a framework for school communities to collaboratively prevent and address bullying, fostering respectful relationships and responding to individual needs with sensitivity and care. The Catholic Schools Leadership team 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 on the Catholic Schools Maitland-Newcastle website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle [Complaints Resolution Policy](#) is implemented by the College and all schools in the diocese. This policy acknowledges that misunderstandings and differences of opinion may arise and provides a structured process for resolving such matters respectfully and constructively. By addressing concerns within a framework of dignity, respect and truth, the policy reflects the values of the Catholic faith and offers opportunities to model the love of Christ in contemporary contexts. The Catholic Schools Leadership team monitors the implementation of this policy in our schools.

The full text of the [Complaints Resolution Policy](#) may be accessed on the College's website, the administration office or on the Catholic Schools Maitland-Newcastle website.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of 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. The school undertakes extensive surveying of all stakeholder groups every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Survey data reflects that our parent body are significantly more involved with the college than in the past. The arrival of Year 7 and 8 students is attributed with much of this change. The degree of satisfaction for these parents is very high as reflected in our significant list of students waiting for a place in Year 7 after we have filled all vacant positions. Further to this, there has been tremendous stability in our student numbers in the junior years, with negligible movement away from our college. Our parent body have expressed tremendous satisfaction with the processes of transition and communication. Overall, our parent body express substantial ongoing satisfaction with the service provided and particularly highlight our strong wellbeing program. Our parent feedback remains consistently positive about the College and its staff in terms of the commitment and dedication to obtaining successful outcomes. Positive feedback usually provided by email and survey platforms is shared on a regular basis with the staff.

Student satisfaction

While most students reflect on an enjoyable senior schooling experience, some identify challenges in realising future directions, expressing a struggle to connect purposefully. The arrival of Year 7 and 8 and building a six year culture, is seen as having considerable potential for us to further grow the sense of belonging for all students, as we recognise the importance of relationships on the learning journey.

Curvey data shows that most students reflect an assurance in their safety in the College environment and could nominate at least one staff member from whom they could seek support if required. The Retreat experience according to student reviews remained a highlight of the year. Reflections from the Student Representative Council suggest a strong level of engagement and an authentic 'student voice'. The development of a Junior SRC is also seen as an authentic invitation for students to develop a sense of ownership in the community.

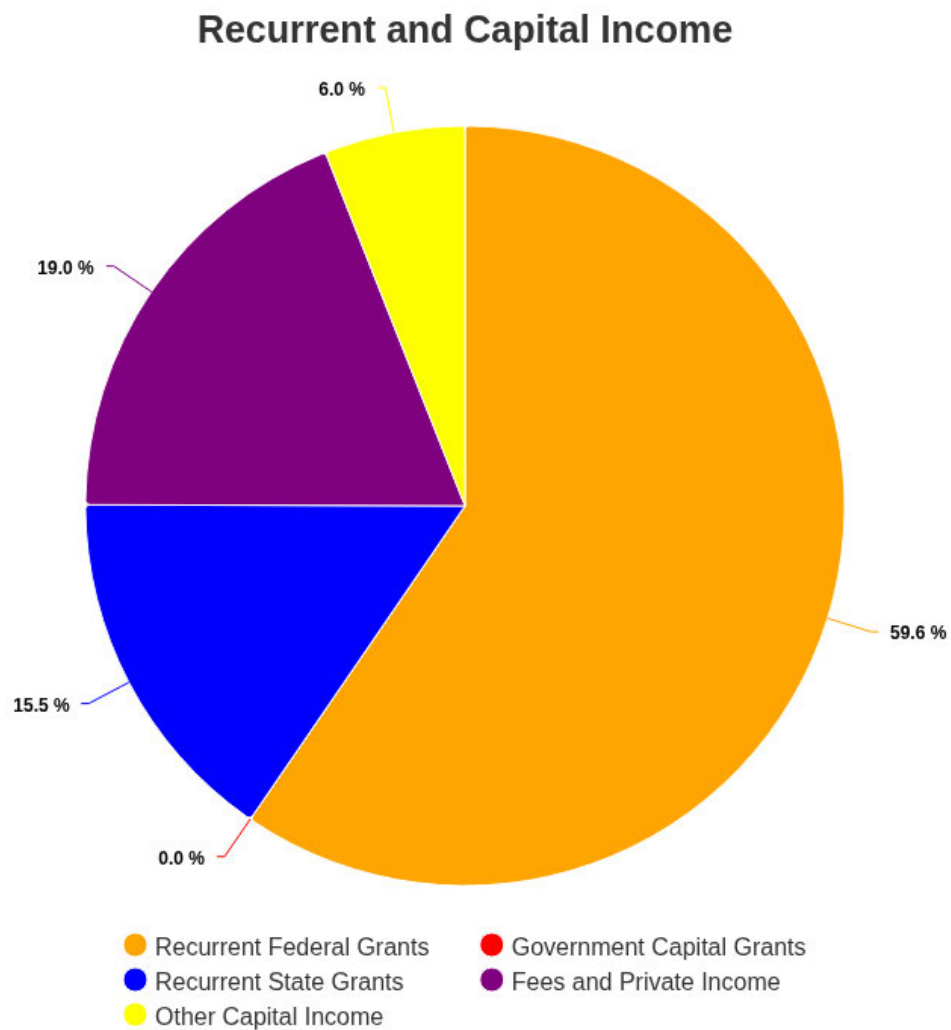
Teacher satisfaction

Teacher responses in the Tell Them From Me Survey reflected commitment to learning and collegiality. The staff response to opportunities to engage with the transitional changes remains overwhelmingly positive. Staff highlight positive areas for students in learning that is visibly driven by the effective use of data. They also report a significant commitment to the community nature of the College ensuring a productive and positive workplace environment. Staff express a strong working relationship with the leadership of the College, though an area for growth is identified in the need to continue to support teacher development in the transition process.

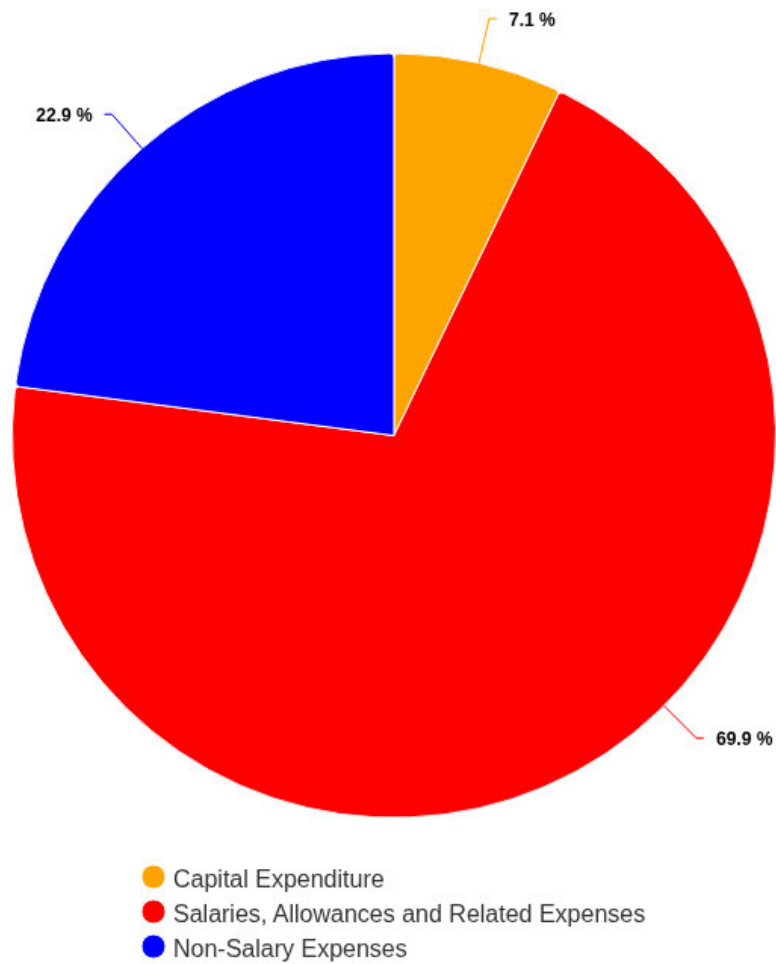
Financial Statement

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 2025 year is detailed below:



Recurrent and Capital Expenditure



END OF 2025 REPORT