

2023



St Francis Xavier's College

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 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.

As the College prepares to enter a new era in transitionings to a 7-12 comprehensive structure from next year, the involvement of parents and carers will become ever more important. Consultation with families of the first Year 7 cohort (2024) has occurred throughout 2023 and this has seen engagement in developing new uniforms, sports, academic pursuits and facilities. In 2024, the College will adopt a PEG model to further develop community engagement.

The College has also sought community support in key staffing procedures.

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 4 College Leaders, 4 House Leaders, leaders in the College Chapter of St Vincent de Paul, and Tutor Group Leaders. The SRC engage directly with College leadership through weekly meetings. Furthermore, students lead College assemblies, organise and run House Days and exercise



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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

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Each year the College collects destination data relating to the Year 12 student cohort. Approximately 70% of the Year 12 cohort in 2023 continued on to further tertiary studies after completing their stay at St Francis Xavier's College, Hamilton. Less students found their way to university studies through the traditional ATAR pathway, with more receiving early offers. Almost all of the students not continuing to further studies entered the workforce in some capacity, although some deferred study and/or work to pursue other interests, with a particular interest being shown in travelling and working overseas.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	124
Number of full time teaching staff	80
Number of part time teaching staff	22
Number of non-teaching staff	22

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 107 teachers
- Provisional 69 teachers
- Proficient 1887 teachers
- 4 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 10 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

Summary of professional learning at this school

The Diocesan Collaborative Learning agenda was the centrepiece of undertakings in 2023 and staff were regularly engaged in ongoing learning through the exploration of Lyn Sharratt's 'Clarity' work. The Pedagogical Mentor role continued to provide an important source of professional engagement and also served as a knowledgeable other who would source learning opportunities. Presentations by the Pedagogical Mentor continued to feature in all meetings in 2023.

Staff were also engaged in a Literacy program through the diocese.

The most significant Professional Development in 2023 came through the establishment of working relationships with our Primary Pathways schools. College staff ventured into these schools to begin to form relationships with students who were to join us as Year 7 in 2024. The teachers team-taught with their primary colleagues, and this provided invaluable learning about pedagogy and classroom approaches with the young students we would soon inherit. All staff involved found this a rewarding and renewing experience.

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)

St Francis Xavier's College 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's whose mission was 'to make Jesus Christ knowF3 14.67 Tf0.75 0 0 0.75 97.78 370.94

In practical ways, the College actively supports the Marist Asia Pacific Solidarity (MAPS) projects and contributes both financially and in person (although the latter was again not possible in 2022 due to Covid-19).

A committed St Vincent de Paul group sees the students involved in contributing to the practical support of the less fortunate.

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 (and will be for Year 7) as is the Graduation Mass for Yr 12 and their families. Staff traditionally participate in a Spirituality Day focussing on the current Marist theme "Created and Called" (2023). The weekly College assemblies and staff briefings begin with 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 each House. 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. 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.

outreach programs (St Vincent de Paul, teaching in primary schools, Marist Solidarity). Furthermore, the House and Tutor Group system has been significant

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 Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

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 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, 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. A Year 7 wing has also been constructed in preparation for 2024.

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

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 also show as 0%.

The results of students at the College continue to show a diverse range of students who take 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 results.

Higher School Certificate	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2021		2022		2023	
	School	State	School	State	School	State
Community & Family Studie	60 %	32 %	53 %	33 %	65 %	36 %

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 Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 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.

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned the CSO [Student 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.

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,

School Improvement

The College implements the system's 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 Improvement Plans are future focused documents that map the College's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Identity and Catholic Curriculum
- Learning and Wellbeing

Each year, the College develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the College administrative office.

Key Improvements Achieved

Pedagogy has continued to be a central focus of our professional development programs in 2023. Aligned with the diocesan priorities established within the Leading Learning Collaborative, we have continued to deepen our commitment to a shared language in learning intentions, success criteria and feedback. Learning Walks and Talks have led to robust conversations about methodologies and best practices to deepen student learning. The most impactful of these classroom experiences have occurred in relation to our primary school visits, where almost half of our teaching staff have been engaged in developing their own practices through the wisdom of the practice of others.

There has also been significant growth in our understanding that we are all responsible for the learning of every student - there is a focus on collective efficacy. Conversations abound regarding 'our' collective students which is important as we seek growth universally throughout the College.

Increasing numbers of staff have now been exposed to DeCourcy materials and workshops to deepen our understanding of the data that is available to us, and to guide our improvement dialogue.

From a Catholic perspective, we have made considerable inroads this year in having our vision, mission and values shared and owned. While our vision statement was powerful in its own right, it was clear that it was not universally known or driving our daily action. 2023 saw us spend time as a College developing a deeper understanding of our mission in action.

Priority Key Improvements for Next Year

The continuation of a renewal of pedagogy to embrace junior students will be central to all that is undertaken in 2024. Almost half of our teaching staff will still not engage in Year 7 classrooms in 2024, but will need to be ready to do so in 2025, so this will be an obvious area for focus.

Considerable resources will also be committed to ensuring that the College and its staff are ready for Stage 5 learning in the years ahead.

Junior enrichment programs are specifically on the agenda for further development.

Embedding the new vision, mission, and values particularly with Year 7 will be a focus as we welcome them into our 'Family'.

Community Satisfaction

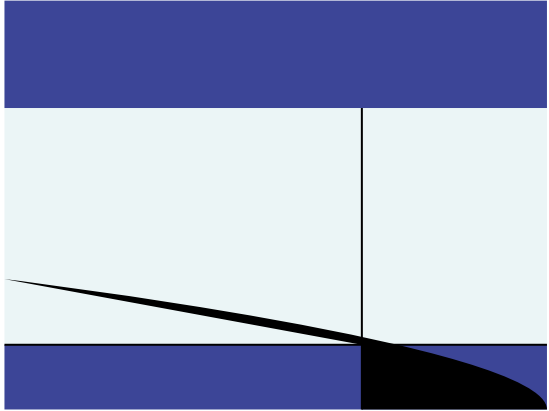
Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of

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 has been 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 that ensures 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.



Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$12,817,339
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$3,423,171
Fees and Private Income ⁴	\$3,914,217
Interest Subsidy Grants	\$14,868
Other Capital Income ⁵	\$1,301,772
Total Income	\$21,471,367



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