



2025 School Performance Information

St Francis Xavier Primary School
Geraldton

System and Australian Government accountability regulations require that each school reports to its community on school performance in a number of key areas.

The following information is a Commonwealth Government requirement and pertains to the 2025 calendar year.

Contextual Information

St Francis Xavier Primary School is a Catholic, co-educational, double-stream school serving approximately 464 students from Three-Year-Old Kindergarten to Year 6. Anchored in the Gospel values and the Catholic tradition, our school provides a nurturing learning environment where faith and learning are purposefully interwoven. Our curriculum is both faith-centred and contemporary, supporting students to grow as confident learners and responsible members of the community.

Religious Education and Faith Formation are central to the life of the school. Students are actively engaged in learning about Catholic beliefs, traditions, and values through classroom instruction, liturgical celebrations, prayer, and opportunities for service. This faith foundation shapes our understanding of human dignity, relationships, and the importance of social justice, guiding students to live with compassion and integrity.

A strong emphasis on high-quality literacy and numeracy instruction underpins teaching and learning across all curriculum areas. Using evidence-based teaching practices, staff design learning experiences that are explicit, purposeful, and responsive to student data. Teachers work collaboratively to support diverse learning needs, while also extending students through differentiated instruction and enrichment opportunities.

Students at St Francis Xavier are offered a broad range of religious, academic, leadership, pastoral, cultural, and sporting opportunities. These experiences promote student voice, wellbeing, and engagement, and support the development of confidence, resilience, and a strong sense of belonging. A comprehensive pastoral care approach ensures students feel safe, supported, and known as individuals.

Our staff are committed to delivering engaging, developmentally appropriate learning experiences that foster curiosity, creativity, and deep thinking. Through structured inquiry, explicit instruction, and meaningful feedback, students are encouraged to take increasing responsibility for their learning and behaviour. We strive to develop independent, reflective, and critical thinkers who approach challenges with perseverance and optimism.

At St Francis Xavier Primary School, we are dedicated to nurturing the whole child; spiritually, intellectually, socially, emotionally, and physically. In partnership with families, parish, and the wider community, we cultivate a learning environment where students are supported to thrive, inspired to grow, and prepared to contribute positively to an ever-changing world.



School Characteristics

2025 SCHOOL FACTS	
School sector	Non-government (Catholic)
School type	Primary
Year range	3-year-olds to Year 6
Total enrolments	475
First Nations students	44
Location	Outer regional
Student Attendance Rate	89%
Leadership	3
Teaching Staff	
Fulltime equivalent teaching staff	22
Non-teaching staff	
Full-time equivalent non-teaching staff	31

Workforce Composition

St Francis Xavier employed a total of 56 staff, 5 male and 51 females.

Leadership: 3

Teaching Staff: 22

Teacher Assistants: 23

Administration & Finance: 5

Grounds & Maintenance: 1

Canteen: 2

First Nations staff: 7%

Teacher Qualifications

St Francis Xavier employs 21 teaching staff plus 3 leadership staff. Collectively the qualifications held by these staff members and the numbers who hold these qualifications are:

- Certificates: 4
- Diplomas: 2
- Bachelors: 24
- Graduate Diplomas: 3
- Masters: 4

**(Please note some staff members hold more than one qualification)*



Student Attendance

An average of 89% of students attended school each day in 2025

Year Level	Attendance Rate
K	90%
P	83%
1	87%
2	91%
3	90%
4	91%
5	88%
6	83%

Note on Attendance Data

Investigation into the higher rate of non-attendance indicated students were absent for a large number of consecutive days due to:

- parents taking children away for holidays during the school term
- travel to and from Perth for varied reasons: medical appointments, sport representation, family reasons
- illness due to COVID, Influenza and RSV.

Standard Attendance Procedures

- The school uses CEWA Student Attendance Guidelines as the key resources in promoting and maintaining high levels of school attendance.
- At SFX, attendance is recorded using Catholic Education WA's system-wide preferred method – SEQTA software.
- Teachers record morning attendances before 9:30am.
- From 9.30am each day, our SEQTA records must match who is present or absent from school.
- Attendance must be recorded twice a day (morning & afternoon) using the SEQTA attendance system.
- An Absentee Text is sent out to parents whose child is absent and unexplained by the Enrolment Officer who will follow up any unexplained absences. The Enrolment Officer will send home to parents/caregivers an email with any unexplained absence dates to which the parent/caregiver must respond with an explanation.
- Unexplained absences will be checked by the Enrolment Officer in weeks 3, 6 and 9 of each term.
- Absentee Notes: Absentee notes received by class teachers need to be forwarded to the office that day so they can be entered into SEQTA by the office.

Management of Non-Attendance

- Each term in the newsletter and class forums, messages promoting high and consistent attendance are shared with the parents and the community.
- Class Teacher to contact home as a pastoral concern if a student is absent on a third consecutive day with no explanation.
- If the class teacher/staff member notices a pattern of absence or has concerns regarding the attendance of any student, they contact the Assistant Principal Mission & Identity, who will follow through with appropriate action, usually a phone call in the first place.
- At the mid-point and end of each term, Assistant Principal Mission & Identity checks the attendance of students from K*-6 (K – monitor only).
- Students with severe to moderate attendance risk (below 75%) will be contacted by phone.
- CEWA Attendance Resources will be used as well as a parent meeting will be customised for



each circumstance. If student attendance does not improve this high level of ongoing support will continue each term.

- Students with indicated attendance risk (80—89%) will be sent Nudge Letters (Resource 6 or 7) and supported each term until their attendance improves above 90%.

2025 National Assessment Program – Literacy and Numeracy (NAPLAN) School Report

Year Three 2025

	SFXPS Average	National Average
Reading	376	402
Writing	388	414
Spelling	364	405
Grammar & Punctuation	369	408
Numeracy	372	405

Year Five 2025

	SFXPS Average	National Average
Reading	491	484
Writing	475	480
Spelling	491	487
Grammar & Punctuation	488	497
Numeracy	472	492

School Improvement Planning

Success Measures of 2025

The St Francis Xavier Catholic School Improvement Plan (CSIP) for 2025 was developed through a deliberate and evidence-informed process. The identified focus areas were determined through analysis of a broad range of qualitative and quantitative data sources, including student achievement and progress data, system and school-based assessments, staff feedback, student wellbeing data, classroom observations, and self-review against CEWA improvement frameworks and SCSA expectations.

The selection of each focus area reflects both current performance and areas of greatest leverage for improving student learning and wellbeing. This data-driven approach ensures that improvement priorities are responsive to student needs, aligned with system expectations, and grounded in evidence of impact.

The CSIP is informed by a continuous school improvement model, emphasising:

- collaborative inquiry and professional reflection
- clearly articulated improvement goals
- targeted actions supported by professional learning
- regular monitoring and evaluation of impact



Success measures for each focus area have been identified to guide implementation and to support ongoing review of progress. While some success measures have already been actioned, others are at the implementation and embedding stage, requiring sustained focus, resourcing, and professional learning over time. This reflects an understanding that meaningful school improvement is a staged and iterative process, rather than a single point-in-time initiative.

Ongoing refinement of the CSIP occurs through regular data analysis, professional dialogue, and feedback from staff and leadership. This ensures that strategies remain relevant, responsive, and aligned with whole-school priorities, supporting continuous growth and improvement across teaching, learning, and wellbeing.

St Francis Xavier Catholic School Improvement Plan (CSIP) for 2025 included the following focus points. The success measures have been included; however, several are still yet to be embedded in the school environment and require ongoing development.

Area	Focus	Outcome
Catholic Identity	<p>Enhance opportunities for staff knowledge and faith experiences to develop their relationships and understanding of Jesus, Liturgy and prayer.</p> <p>To strengthen students' knowledge of and relationship with Jesus and how they can live like him every day.</p>	<ul style="list-style-type: none"> • Staff plan liturgies utilising liturgical song and movement; dramatising the readings, incorporating symbols independently as part of their professional practice. • An increase in the focus on and integration of the Gospel stories and Jesus' life is evident. How can we live like Jesus? • Use resources such as <i>Godly Play</i> and <i>Making Jesus Real</i> with a whole school focus at each Monday Prayer Assembly.
	<p>Teachers to utilise a wide instructional range that reflects contemporary pedagogies that provide a flourishing learning environment that is safe, respectful, engaging, challenging and progresses student learning with a focus on NUMERACY.</p> <p>To conduct data analysis regularly to consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/regression over time; performances in comparison with similar schools; and measures of growth for standardised tests with a particular focus on NUMERACY. Staff use data effectively to make informed decisions.</p>	<ul style="list-style-type: none"> • Consistent understanding and use of practices in the teaching of literacy and numeracy: • VISION FOR LEARNING: <i>Quality Catholic Learning & Teaching: Quality Relationships, Learning Design, Instructional Range, Engagement and Place, Space & Technology.</i> • Staff analyse a range of maths data including BrightPath, MAI, PAT Maths, Basic Facts, Year 1 Number Check, and assessment data from new programs. • Data is used to identify strengths, gaps, and areas of concern across classes and year levels. • Teachers use findings to develop targeted intervention plans and learning sprints. • Data informs differentiation strategies to support student learning needs. • MAI assessments are completed for priority students to identify strengths, gaps, and learning needs.



<p>Community</p>	<p>The school will strengthen and formalise partnerships with parents, caregivers and families, the parish, and a range of educational, business and community organisations to enhance student learning and wellbeing; understanding the importance of positive and caring relationships for successful learning.</p>	<ul style="list-style-type: none"> • Continue to embed the Berry Street Education Model strategies across the school. • Regular communication with IEP, EAL/D, and BSP students involving families, teachers, leadership, and support staff where applicable. • Regularly update and communicate EAL/D information with staff and families. • Involve community organisations in cultural celebrations. • Professional learning in Autism, ADHD, Behaviour Support, Differentiation, and EAL/D support. • Strengthen engagement with local Aboriginal language groups and communities. • Embed Aboriginal and Torres Strait Islander perspectives into daily routines and learning. • Support community connection through Christian Service Learning initiatives such as making Easter Cards for community members and Choir visits to community organisations. • Effective communication strategies using SEQTA and including positive affirmations regularly sent to parents/carers.
<p>Stewardship</p>	<p>Develop a staff professional learning plan with that recognises they are our most valued and important resource; staff set personal professional goals for growth and pedagogical improvement.</p> <p>Sustain an orderly and safe environment that supports engagement and wellbeing and that enables positive relationships and collaboration. The school will embed the principles of Laudato Si' through care for people, place and creation.</p>	<ul style="list-style-type: none"> • Five Teacher Practices: develop an understanding of the underpinning principles of Teaching and the associated actions teachers take. • Set and evaluate professional learning goals. • Establish a Sustainability Team with students, staff and families, to create short term and long-term goals and a vision for the school. • Plan and commence implementation of a school garden incorporating sustainable principles e.g. worm farm, recycling, food scraps... • Laudato Si': Formation and Professional Learning 2-day Accreditation course Little Earthies





Satisfaction

The school has a very limited number of vacancies across the school with waiting lists in most year groups. At the enrolment interview, it is often mentioned that the school was recommended by parents of past and present students. Recent feedback indicates staff, parents and students have a high degree of satisfaction with the education provided.

Feedback includes that our school community values the strong sense of belonging and the excellent pastoral care provided to all students. Guided by Gospel values, we foster a nurturing and respectful environment where faith is lived daily through our words and actions. Students benefit from a wide range of engaging learning experiences that support academic, social, emotional and spiritual growth. We are committed to inclusive practices and cater effectively for students with disabilities, ensuring every child is supported to achieve success and feel valued within our community.

Post School Destinations

Over 95% of Year 6 students from St Francis Xavier attend Nagle Catholic College, Geraldton.

SCHOOL INCOME

Please see link below. <http://www.myschool.edu.au/>
<https://www.myschool.edu.au/school/48970/finances>

For further information, please contact our Administration team: admin@sfx.wa.edu.au

