

ANNUAL SCHOOL REPORT TO THE COMMUNITY **2025**



St Francis Xavier College Florey

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Principal

Mrs Sandra Darley

Section One: Message from Key Groups in our Community

Principal's Message

The College launched its Strategic Plan in 2025 which will continue to bring our mission and vision to life in the areas of Faith, Teaching and Learning, Staff Capacity, Community Partnerships and Environment and Sustainability. 2025 has continued to be a year of enrolment growth and academic prominence, and this was reflected in the successful Registration Review of the College.

We believe that education is about working with every one of our students individually to develop the skills and knowledge to navigate the complexities and joys of their young lives with curiosity, confidence and compassion so that they are prepared for the dynamism that will represent their future. Our students are encouraged to think deeply, to question with confidence and clarity and to form their theses based on critical thought, research and evidence.

All of our Year 12 students received either early entry to university in the course of their choice, apprenticeships, courses at CIT, or positions in the workforce. Their post school destinations included Medical Science, Law, Education, Science, Paramedicine, Education, Engineering, Electrical, Plumbing, Construction and Childcare.

Parent Body Message

The St Francis Xavier Community Council is a vibrant body of men and women who are representative of the Belconnen region. They provide support and advice to the School Executive team in realising the strategic priorities of the College in the areas of finance, facilities, teaching and learning, recruitment and parent engagement. The Council has reported very positively about development of the College as a learning environment dedicated to innovation and excellence.

St Francis Xavier is an exemplary example of a Catholic community that supports students, staff and their families. The College is continuing to develop strong connections with parishes in the Belconnen region. Parents continue to provide very positive feedback about the quality of the learning environment and the focus the College has on academic wellbeing. The parent body have confidence and trust in the work of the College and report that their children are known, and their educational needs are met by a dedicated, generous leadership team and staff.

Student Body Message

The College student body is comprised of young people who are diverse in their cultural heritage, interests and abilities, who are committed to their learning and who are very proud of their membership of our College community. Student leadership of assemblies, community days, events, charity fundraising and social justice activities are integral to the opportunities provided at the College and all students are encouraged to participate and contribute. Students comment consistently that they feel a great sense of belonging at the College and that they admire the commitment and generosity of their teachers.

Section Two: School Context and Catholic Identity

St Francis Xavier College is a Catholic systemic Co-educational College located in Florey.

At St Francis Xavier we aspire to be an authentic Catholic community that builds quality education modelled on the vision and values of the greatest teacher, Jesus Christ. We introduce our students to a view of the world founded on Scripture and the tradition and teachings of the Church. The focus of the curriculum is to encourage our students to develop integrity and moral courage, and be people of mercy, modelling their lives on the person of Jesus. We deliver contemporary quality learning opportunities for every student.

We create experiences that assist students to live in healthy relationships sensitive to the needs and gifts of others based on the belief that we are all people of worth and dignity created in the image and likeness of God. Our students are exposed to a variety of strategies, namely analysing, creating, communicating, critiquing, evaluating, participating, worshipping, reading and reflecting in religious and secular contexts.

The classroom learning and teaching of Religious Education is aligned with the content, structure, academic rigour and assessments used in other subject areas. Therefore, Religious Education builds on the best practices of the broader educational community.

The religious identity and culture of the College are expressed through Catholic beliefs, values, practices, quality relationships, social and physical environment and its organisational structures and procedures. We choose an annual liturgical theme for the year which drives our prayer life and whose language we incorporate into other aspects of College life. We begin each morning with prayer that involves the whole school community. We also celebrate meaningful and relevant liturgies throughout the year. They provide an opportunity to reflect on and build a personal relationship with God.

We emphasise the dignity of each person and create a safe and welcoming community in which our students can learn what it means to be truly human. Our students have a strong sense of social justice, which is present at our College throughout the year. They are engaged in various social action and outreach programs such as Caritas, Project Compassion, their House charities, St Vinnies Christmas Appeal and Year 9 volunteering. The religious life and culture of the school teaches students to maintain Christ's integrity when confronted with the complexities of life in contemporary society.

Section Three: Student Profile

Student Enrolment

The School caters for students in Year 7 to Year 12. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025:

Girls	Boys	LBOTE*	Total Students
581	739	179	1323

* Language Background Other than English

Student Retention

Of the students who completed Year 10 in 2023, 64% completed Year 12 in 2025.

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Retention of Year 10 students into Year 11 and 12 is a strategic priority of the College and growth in this area has occurred.

Enrolment Policy

The Catholic Education Commission has established an [Enrolment Policy](#) for Catholic Education Canberra Goulburn schools. Catholic Education monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Additional information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn can be found on the [Catholic Education website](#).

Student Attendance Rates

The average student attendance rate for 2025 was 89%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	89%
Year 8	88%
Year 9	85%
Year 10	87%
Year 11	92%
Year 12	94%

Managing Student Non-attendance

Regular attendance at school is essential for students to maximise their potential. The school, 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, school staff as part of their duty of care monitor part or whole day absences.

School 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 School 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 Catholic Education Office designated School & Family Services Senior Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Student Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Destination Data	University	TAFE/CIT/Other institutions	Workforce entry	Destination not reported
2025 Year 12 Graduating Class	29%	15%	27%	29%

Section Four: Staffing Profile

The following information describes the staffing profile for 2025:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
124	59	183

* This number includes 100 full-time teachers and 24 part-time teachers.

Percentage of staff who are Indigenous	1%
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Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Teacher Accreditation

Levels of Teacher Accreditation are as stated below:

Number of staff with Provisional Teacher Accreditation	30
Number of staff with Proficient Teacher Accreditation	112
Number of staff with Lead/Highly Accomplished Teacher Accreditation	3

Section Five: Academic Profile

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievement in literacy and numeracy. An analysis of these results assists school planning and is used to support the development of teaching and learning programs.

The tables below show average scores for each cohort in numeracy and literacy. The school results shown are compared to the national average.

NAPLAN RESULTS 2025		Average Scores	
		School	Australia
Year 7	Reading	538.90	538.37
	Writing	533.71	538.31
	Spelling	536.21	541.62
	Grammar and Punctuation	527.81	538.89
	Numeracy	537.72	544.89

NAPLAN RESULTS 2025		Average Scores	
		School	Australia
Year 9	Reading	568.61	567.70
	Writing	570.52	574.95
	Spelling	563.11	568.97
	Grammar and Punctuation	556.19	558.99
	Numeracy	569.86	572.61

ACT Student Credentialing

ACT Year 12 Certificate

There were 144 students who graduated in 2025.

- All 144 students gained a Year 12 Certificate, and no student obtained a Statement of Achievement.
- Tertiary Entrance Statements were awarded to 89 students and 10 Vocational certificates were issued.
- 2 students undertook a H course.
- The highest ATAR was 95.5 and the Median ATAR was 74.5,
- 8 students participated in a school-based apprenticeship.

Section Six: School Policies

Catholic Education Archdiocese of Canberra and Goulburn (CECG) has developed a suite of Policies which are implemented by all systemic Catholic schools in the Archdiocese of Canberra Goulburn.

The full text of policies relevant to the requirements of Annual Reporting can be found below:

[Behavioural Support, Suspension and Expulsion Policy](#)

[Bullying and Harassment Policy](#)

[Child Safety Policy](#)

[Complaints Policy](#)

[Safe and Supportive Schools Policy](#)

Access to additional policies related to CECG schools can be found on the [Catholic Education Canberra Goulburn website](#).

Further information about processes specific to this school can be found on the school's website.

Section Seven: Parent, Student and Staff Satisfaction

The opinions and ideas of parents, students and school staff in this learning community are sought and valued. Their suggestions are considered and incorporated into planning for and achieving improved outcomes for students. This year, the school has used a variety of processes to gain information about levels of satisfaction with the school from parents, students and staff.

Parent Satisfaction

The ideas, opinions and suggestions of our community are integral to the life of the College and are incorporated into strategic planning in the areas teaching, learning finances and facilities planning and in achieving improved outcomes for students. In 2025 the College incorporated a variety of methodologies to discern the levels of satisfaction experienced by parents, students and staff.

Our parent community commented favourably about the professionalism and approachability of the teaching staff, the range and quality of learning opportunities provided as well as the variety of extra curricular activities and leadership opportunities available at the College.

The Elevate program was commented on as an area of excellent preparation for student learning and wellbeing. Students with special learning needs were considered to be very well catered for by the College Inclusive Education team. Parents expressed great satisfaction with the greater range of elective and enrichment options available for students as well as the greater range of learning options available for senior students.

Student Satisfaction

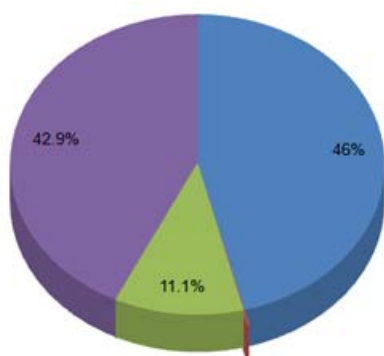
Students feel safe, well supported and valued in a community of which they are proud and where they have ample opportunity to make friends in an environment of trust. Students were satisfied with their ability to access technology, that they had the option to choose from a wide range of courses in both the junior and senior schools, and that they were well supported in their learning and wellbeing by dedicated teachers who they know and trust.

Staff Satisfaction

Staff expressed their satisfaction with the College and as members of their Faculties and Support staff teams. They expressed pride in their work as professionals and in their contribution to the learning and wellbeing of the students in their care. They acknowledged that the school is well administered and maintained, and that they have an appreciation for collegial input during professional learning opportunities. Areas for suggested development included communication, more opportunities for professional learning, and more consistent behaviour management communication and processes.

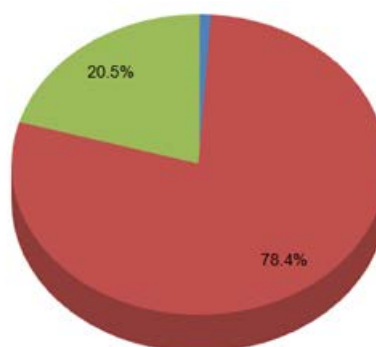
Section Eight: Financial Statement

Income



- Commonwealth Recurrent Grants (46%)
- Government Capital Grants (0.1%)
- State Recurrent Grants (11.1%)
- Fees and Private Income (42.9%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (1.1%)
- Salaries and Related Expenses (78.4%)
- Non-Salary Expenses (20.5%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$16,053,501
Government Capital Grants ²	\$29,700
State Recurrent Grants ³	\$3,859,826
Fees and Private Income ⁴	\$14,953,241
Other Capital Income ⁵	\$0
Total Income	\$34,896,268

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$320,950
Salaries and Related Expenses ⁷	\$23,349,584
Non-Salary Expenses ⁸	\$6,106,231
Total Expenditure	\$29,776,766

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.

Section Nine: Compliance With Registration Standards

This school is one of 29 systemic Catholic schools in the ACT under the governance of the Archdiocese of Canberra and Goulburn and overseen by Catholic Education Canberra Goulburn (CECG).

The standards for ongoing registration of ACT Non-Government schools are set out in Schedule 2 of the ACT Non-government Schools Registration Standards (Education Act 2004, Education Regulations 2005). With the support of CECG, as an ACT Non-Government school we ensure we are compliant with the Registration Standards in the required areas of Governance, Educational Programs, Safety and Welfare, and Other Operational Requirements.

CECG undertakes a five-year cycle of compliance review of its system of schools, systematically assessing each school against the Registration Standards. The review includes:

- consideration of a comprehensive suite of compliance documentation provided by the school;
- interviews with members of the school community; and,
- a full audit of the school premises, buildings and facilities.

It is then determined if each school is maintained and conducted in accordance with all requirements and remains compliant with the Registration Standards.

Additionally, each school Principal is required to annually attest to compliance with the Standards and provide evidence to prove this compliance.

Concurrent with the five-year cycle, CECG also employs an annual Compliance Assurance Program, with office staff conducting random audits of potential key risk areas in a selection of schools, providing feedback and ongoing support to improve practice where necessary and ensure compliance.

Our school remained compliant with the standards for ongoing registration in 2025.