



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



St Francis Xavier Primary School

90 Mayona Road, MONTMORENCY 3094

Principal: Joanne Nolen

Web: www.sfxmontmorency.catholic.edu.au

Registration: 1343, E Number: E1133

Principal's Attestation

I, Joanne Nolen, attest that St Francis Xavier Primary School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 01 Apr 2026

About this report

St Francis Xavier Primary School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision Statement

St Francis Xavier Primary School: A faith community inspiring all learners to thrive today, excel tomorrow and lead with compassion.

Mission Statement

Founded by the Sisters of Mercy, St Francis Xavier Primary School is an integral part of Risen Christ Parish.

We are a community built on a strong foundation of faith, kindness and compassion. We develop positive relationships and a strong sense of belonging.

Through high quality explicit teaching and diverse educational opportunities, we provide an engaging and exciting curriculum.

We nurture and support students to be happy, inquisitive, determined and confident learners.

At St. Francis Xavier Primary School, we welcome and respect all.

School Overview

St Francis Xavier Primary School is situated in the leafy, residential northern suburbs of Melbourne, within the Diamond Valley region. It is set in a close-knit, community known for its green wedge character, offering a safe environment surrounded by residential homes.

The 2025 student enrolment was 378. There were 210 families and 43 employed staff. The School enrolment has continued to increase due to the reputation and good community standing. Seventeen (straight) class groupings with class population sizes ranging from 17 to 29 with an average of 22.3 students per class.

Enlivened by the Gospel Values, our school has an inviting and inclusive atmosphere in the Risen Christ Parish community. As a welcoming community, we work in partnership with the Parish of St Francis Xavier, Fr Michael Sierakowski, our Parish Moderator, our Parish Council along with the other Parish schools, Holy Trinity Eltham North and Our Lady Help of Christians Eltham to form the Parish of the Risen Christ.

Our well-maintained and contemporary learning spaces utilise digital technologies and a range of other cutting edge learning tools. Boasting excellent facilities (including a large School Hall, Performing Arts Centre, meeting rooms, all weather synthetic oval and basketball courts) which are used both during and after school for our Out of School Hours Care Program, netball and basketball training, tennis coaching and by a number of groups for various Parish activities.

Students, Prep to Year 6 attend seven weekly specialist classes of Visual Arts, Digital Technologies, Physical Education, Performing Arts, S.T.E.M and L.O.T.E (Mandarin). Students also visit the Discovery Centre (Library) on a weekly basis to borrow books and have their weekly library lesson.

Students with additional needs are supported by a Learning Diversity and Student Wellbeing Leader along with Learning Support Officers who are assigned to each year level to provide assistance. In addition a School Counsellor is available one day a week. There are specialist support teachers and programs for English and Maths (Intervention and Enrichment/ Extension) and Wellbeing (Social Skills Program, Positive Behaviour Management Strategy-PBM).

The Religious Education / Sacramental Programs are guided and supported by the Parish Priest, Religious Education Leader and classroom teachers.

The Learning & Teaching curriculum follows the Victorian Curriculum Standards and the MACS Vision For Instruction. The MACS Religious Education Framework is supported throughout the school by the Religious Education Leader.

Opportunities to promote student voice and engagement are encouraged and celebrated through Prep to Year 6 SRC, Year Prep & 6 Buddies Program, Fire Carriers and Class Leaders. The extensive Year 6 Leadership Program has the students participate in interest areas and developing leadership capabilities throughout the course of the year, guided/ mentored by and attached to a staff member.

Parents and members of our school community are encouraged to participate with parents active in a very effective Parents Association and School Advisory Council. Parents and grandparents also volunteer as helpers in many ways in the classroom during Literacy and Numeracy lessons, on excursions, at working bees and during sports days.

Principal's Report

Dear SFX families and Students,

2025 has been marked by several significant developments that have strengthened the school's direction and community engagement.

The school undertook an external review as part of its ongoing commitment to continuous improvement and accountability. This process provided an opportunity to reflect on current practices, celebrate achievements, and identify areas for further development.

The review involved a comprehensive evaluation of key areas, including the Religious Dimension, Learning and Teaching, Leadership and Management, Student Wellbeing and School Community. External reviewers worked collaboratively with staff, students, and the wider school community to gain a clear and balanced understanding of the school's performance.

This process was a valuable opportunity to ensure that the school continued to provide high-quality education and remained responsive to the needs of its community. Feedback and recommendations from the review helped inform future planning and supported the school's ongoing growth.

Further information about the outcomes of the review and opportunities for continued community involvement was shared with the school community.

After 6 years at the helm of SFX and over 20 years as a Principal in Catholic Education, St Francis Xavier said farewell to Principal Philip Cacchia this year. The St Francis Xavier Community extended their thanks to Mr Cacchia for his years of dedicated service.

The community gathered to help identify the type of leader needed to take over. In August the transition to the new Principal took place, with a clear commitment to maintaining continuity while introducing fresh perspectives to support ongoing improvement.

Whole-school performance has remained positive, reflecting the collective efforts of staff and students. Continued emphasis on high-quality teaching and learning practices has contributed to consistent academic outcomes and a supportive learning environment.

There has been a noticeable increase in interest in enrolments, indicating growing confidence in the school within the broader community. This trend highlights the school's strong reputation and its ability to meet the needs of prospective families.

In addition, the school has transitioned to a digital platform for communication, improving the efficiency, accessibility, and timeliness of information sharing with families and the wider community.

Overall, these developments demonstrate the school's commitment to continuous improvement, effective leadership, and strong community connections.

This year's staging of Peter Pan proved that a little pixie dust, a lot of rehearsal, and impressive teamwork can still take an audience on a thoroughly enjoyable flight to Neverland.

From the moment the curtain rose, the cast delivered a lively and engaging performance. Our very own Peter Pan led the adventure with confidence (and only the occasional reminder that staying airborne is, unfortunately, not entirely instinctive). Tinker Bell sparked—both literally and metaphorically—while Captain Hook brought just the right balance of menace and melodrama, much to the audience's delight.

The production was a testament to whole-school collaboration. The Lost Boys were impressively energetic, the Darling family convincingly charming, and the ensemble ensured that Neverland felt suitably chaotic in the best possible way. Backstage, the crew worked with stealth that would impress even the most seasoned pirates, managing props, sets, and cues with precision.

November our Year 5 and 6 students went to Phillip Island as part of the SFX Outdoor Education Program. Our Year 3 and 4 students attended their school camp at Oasis Camp Mt Evelyn. Year 3's just for a day camp; Year 4's experiencing their first night away from home. A lot of fun had by all.

In March the Year 3 & 5 students completed their NAPLAN assessments in English and Maths. Performing once again above the State Average, Curriculum leaders and teachers work together to analyse these results in a constant quest for further improvement.

We congratulated and prayed for all the students in Year 4, 5 & 6 who have received one of the three Sacraments: Reconciliation, Eucharist and Confirmation through the year and to their class teachers for preparing our students so well. We have a strong connection with the Parish as we continue to join our students on their journey of faith.

We thank Parents Association Executive for 2025: Mary Bolling and Deborah Vega (Co-Presidents), Danielle Christou (Vice President), Liz Blair (Secretary) and Deanna Makhoul (Treasurer).

Let's pray for our continual prosperity as a school and that we will always do our best for the students in our care.

Jo Nolen

Principal

2025 Parents Association Report

The Parents Association's constitution asks that our membership, which is all parents and carers at SFX: create warmth and friendship in the school and community; run social events, for community and connectedness; raise funds to develop the school facilities and equipment; and encourage all parents to be involved in school life.

In 2025, we're particularly proud of work to grow the PA, across all those priorities.

Connecting Our Community

From serving pancakes on Shrove Tuesday to building teams and testing brainpower at Trivia Night, rolling into Barefoot Bowls, and so many snags on the Election Day BBQ, 15 big and small PA events across the year provided diverse opportunities to be involved.

We celebrated our community with Mother's Day and Father's Day events, and other highlights for students included the popular Welcome Picnic in February, and the School Disco in June.

A big focus has been keeping events affordable and flexible, to reduce cost and time burden on families, and ensure as many as possible can join in. This has been achieved in part by stronger focus on business donations and sponsorship, and focused promotion to ensure their generous investment is rewarded.

More consistent promotion, including a weekly What's On initiative across classroom communities and social media, also drove strong turnouts at events across the year. Our community truly values these opportunities to connect.

Powered by People

None of this happens without generous people. Across 2025, nearly 100 volunteers helped plan, organise, take leadership as Class Representatives, set-up, run, pack-down, and everything in between. Many returned time and again, reflecting the spirit of this community. Every contribution, big or small, has helped make these events what they are.

Making Real Difference

Fundraising in 2025 achieved an incredible \$45,000 across the year. The 80s Trivia Night in March (led by Jane Fraser, Ben McDonald and Nat Nolan) earned \$14,000 and setting an early watermark for community support.

Building on the work of the 2024 team (led by Rhiannon Saward), this effort successfully paid off the new basketball courts, with \$85,000 raised across two years. SFX students benefit every day from the two huge "show courts", installed over summer at the start of 2025.

Looking Ahead

The PA executive benefited from a mix of experience and fresh ideas. Particular thanks to Deanna Makhoul who served her third and final year as Treasurer, and Liz Blair as Secretary, and previously Vice-President. Co-Presidents Deborah Vega, Mary Bolling and Vice-President Danielle Christou benefitted from their experience, and continue their terms into 2026. The 2025 AGM also appointed new Treasurer Britt Higgins, and Secretary Emma O'Malley.

Of course, 2025 saw a big shift for the school, as we farewelled Philip Cachia, and welcomed Jo Nolen. Both principals provided vital support and encouragement, and Deputy Principal Patrizia Rinaldo, along with SFX Office team Susy Perizzolo and Anne McCallum, are incredible in their work to ensure PA events and projects can run smoothly alongside school logistics. Thank you all!

With a new fundraising focus on classroom resources in in 2026, it's exciting to be part of an engaged community. Getting to know and to work with so many families is the highlight for everyone who volunteers with the PA.

Mary Bolling & Deborah Vega - Parents Association Co-Presidents, 2025/2026

Catholic Identity and Mission

Goals & Intended Outcomes

To empower student agency and voice to promote engagement in faith and learning.

To embed an evidence informed, school wide, contemporary approach to learning and faith development.

To enhance a culture of professional growth and development to address the school's strategic directions.

To ensure that staff use relevant assessment evidence to inform ongoing instruction.

Achievements

The 2025 year saw significant growth and development within the areas of Classroom and Religious Education Teacher Professional Development, Social Justice Initiatives (Catholic Social Teaching), Masses and Liturgies, Prayer and Sacraments.

Classroom Teaching and Religious Education Teacher Professional Development:

In 2025, the Faith Leader has continued to work closely with teachers each term to support planning for Religious Education. A dialogical approach was increasingly adopted, along with a focus on rich assessment tasks and planning engaging religious education lessons incorporating scripture. Classroom teachers were provided with professional learning updates surrounding the new RE curriculum.

Providing classroom prayer resources continues to be an important element of the Religious Education program at SFX. Students take part in decorating prayer cloths and increasingly take ownership of the classroom prayer space. This encourages a sense of belonging and connection during morning prayer. Parents are warmly invited to join classroom prayer and morning meditation. Each class also receives a school candle that is blessed at the Staff Commissioning Mass at the Beginning of Year Mass.

Staff have been provided with regular opportunities to take part in professional learning and faith formation in Religious Education, through their participation in MACS online RE workshops twice each term. This has included attending online workshops, which support teachers to build their knowledge and confidence in delivering Religious Education along with maintaining and meeting accreditation requirements.

Teachers have continued to be supported with a range of Religious Education planning

resources to enhance teaching and learning in the classroom. These include To Know, Worship and Love and the Understanding Faith digital subscription, which provide valuable guidance and support for delivering engaging and meaningful Religious Education lessons. The ongoing provision of resource packs prepared by the Faith Leader has helped to guide the teaching and learning of important events and Feast Days.

Social Justice Initiatives: Catholic Social Teaching

Throughout 2025, a range of existing and new social justice initiatives were carried out, with strong support from our school community. These opportunities helped students and families actively live out our Catholic faith and values through the principles of Catholic Social Teaching.

SFX continued to support Caritas Australia's Project Compassion during Term One. This initiative was regularly promoted each week through the school newsletter and during morning assemblies by the Year 6 Jubilee Leaders, encouraging the school community to become involved and support those in need.

Representatives from the Montmorency Chapter of St Vincent de Paul attended a morning assembly in Term Two, to present certificates in recognition of our school support. During this visit, the St Vincent de Paul Winter Appeal was launched. Families were invited to donate non-perishable food items to assist those in need within the local community. This appeal was promoted and coordinated by the Year 6 Jubilee Leaders and the Faith Leader, and received a very generous response from the community.

Our 2025 FIRE Carriers introduced a new initiative in May, with a colouring competition and model bridge building competition fundraiser. This was in response to the National Reconciliation Week "Bridging Now to Next" theme. This initiative raised funds and awareness throughout National Reconciliation Week, whilst supporting the Opening the Doors Foundation, a First Nations led organisation providing educational opportunities for First Nations children.

During June, the Year Six students planned and led a Social Justice Action Day. This special event raised much-needed funds for our friendship school in the Philippines, Buhisan Elementary. Students in Prep – Six purchased tokens to participate in a range of activities organised by the Year Six students and also enjoyed a sausage sizzle lunch. An outstanding total was raised for our KADASIG Friendship School, which was most gratefully received by our friendship school.

As part of our Friendship School partnership, Coordinator Anni Miers, founder Glenys Gayfer and parishioner Virginia Jackson, visited St Francis Xavier to show their support and appreciation for our Social Action Day. This visit assisted in helping students make meaningful connections to the Principles of Catholic Social Teaching through their actions.

In the season of Advent, SFX supported the St Vincent de Paul Christmas Appeal. Families were invited to bring in a range of items to support the Montmorency St Vincent de Paul

chapter. Donations were collected at the end-of-year Christmas Carols, strongly supported by the very generous SFX community.

A new initiative to strengthen the school and parish partnership was introduced at the end of the school year. Students and teachers worked together to make "Blessing Bags" for our parishioners. These bags contained prayers, religious ornaments and Christmas cards made by our students, as a way of spreading kindness to those in our parish at Christmas. Our Year Six cohort also made shortbreads for our parishioners, following the Parish Mass. The feedback from parishioners was overwhelmingly positive, an initiative that will continue to be built upon and further expanded in future years.

Mass, Liturgy and Prayer:

A variety of liturgies and Masses, along with increased opportunities for prayer, were celebrated throughout 2025 and received strong support from the student, staff and parent community.

Weekly staff meeting prayer time evolved into a valuable opportunity for staff to lead and share reflective practices, enriching spiritual and professional dialogue.

Daily expressions of faith were fostered through classroom prayer, twice weekly morning meditation and the introduction of a weekly whole school prayer at morning assembly, led by our Year Six Jubilee Leaders.

The beginning of the year was marked by a Welcome Mass, with all staff attending from our three Parish Schools. This was followed by a Beginning of Year Mass for our SFX school, celebrated by Fr Michael and attended by parishioners and families.

The Ash Wednesday Mass was attended by Year Six School Leaders and held at Our Lady Help of Christians in Eltham. During the Mass, the student leaders took on the responsibility of assisting with the distribution of both Communion and ashes to the community. This important role reinforced the valued contribution our students make during school and parish liturgical celebrations. Following the Ash Wednesday Mass, students participated in a whole-school Ash Wednesday Liturgy at SFX, led by the Faith Leader and Year Six Jubilee Leaders. SFX students participated in Ash Wednesday Year Level liturgies, with the distribution of ashes marking the beginning of the Lenten season.

Year Six SFX student Leaders and our FIRE Carriers attended the annual Mass of St Patrick's for Schools at St Patrick's Cathedral. This experience acknowledged and celebrated the important role these students play within our faith community, whilst bringing together students and staff from across the Archdiocese.

Our students and teachers actively participated in an Easter Liturgy Holy Week Tableau, retelling the key events of Holy Week. The Liturgy was well attended by parents and parishioners. The Jubilee readers read the events of Holy Week, highlighting the importance of student voice and active participation in school liturgies.

Students continued to attend Year Level Masses each term throughout Terms 1 to 4. As a

way of strengthening the connection between the parish and school community, classes prepared and led the Opening Song for their Year Level Mass. This provided an important opportunity for student contribution within the Parish Mass.

The SFX ANZAC Day Service was led by the Year Six School Leaders and FIRE Carriers, and was attended by members of the parent community currently engaged in service. On ANZAC Day, the Year Six School Leaders also attended the RSL Montmorency service, where they played an important role presenting a reading.

We joined together as a Catholic faith community to farewell our principal Mr. Cachia, at the combined Farewell Mass / Feast of St Mary of the Cross MacKillop. Each grade presented a special symbol of Mr. Cachia's time at St Francis Xavier during a farewell reflection.

Our school and parish community joined together to welcome our new principal Mrs. Nolen at the Welcome Mass / The Feast of the Assumption of Mary in August. Students from Prep to Six enjoyed the opportunity to take on roles during the mass, presenting a creative welcome reflection on behalf of the school, to our new principal.

The Year Six School leaders attended the Remembrance Day commemoration ceremony at the Montmorency RSL in November, taking on important roles during the service. A Remembrance Day service was also held at SFX, with students making poppies to wear.

Weekly Advent Liturgies were held in the SFX Church over three weeks in December. These were led by the Year Six Jubilee Leaders and were attended by the whole school, parents and parishioners. Students from Prep to Year 6 were given opportunities to take part, including reading during the liturgies. The final Advent Liturgy also featured the Prep students retelling the Nativity story.

A St Francis Xavier Feast Day Mass was held in early December, celebrating the life and virtues of our Patron Saint. Children from our school took on an active role during this mass, through their participation in presenting readings. This was followed by a KABOOM Sports event, fostering a sense of school spirit and connection.

Our End of Year Mass was held in December, where we joined together as a faith community and gave thanks for our school year, with significant attendance by our families and parishioners.

The Year Six Graduation ceremony was held in the SFX Church, celebrating the achievements and journey of our graduating students. This special occasion was followed by a Graduation Dinner for students, held at the Montmorency RSL, providing a memorable opportunity for the cohort to celebrate together with their peers and teachers.

Sacraments:

The 'Parent initiated, School Supported, Parish Based' Sacramental program within the Montmorency and Eltham Parish was delivered in close collaboration with the three schools: Saint Francis Xavier, Holy Trinity and Our Lady Help of Christians Schools. This ensured a meaningful and cohesive approach to faith development.

The Sacramental Program continued to use Kathy Horan's Becoming Catholic series for Reconciliation, First Eucharist and Confirmation as a key family resource. These materials supported families in preparing for the sacraments and encouraged spiritual conversations within the home, strengthening the partnership between school, parish and family life.

In a considered effort to increase family and student engagement with the sacrament of Reconciliation, the combined student and parent faith formation evening was held in February at the SFX Church. The sacrament of Reconciliation was then celebrated with Year 4 students in March. Students along with their families and Parish community, were invited to participate in the Communal Rite of Forgiveness.

Preparation for the sacrament of First Eucharist began for our Year 5 students, with parents invited to attend a Faith Formation evening at OLHC Church in April. Families were then warmly invited to celebrate the sacrament at one of the Parish weekend Masses, held from May until October 2025.

The Sacramental Program was further enhanced with the introduction of a Eucharist Retreat Day in May, a new initiative for our Year Five students from the three schools within the Risen Christ Parish. This important day prepared the students to receive their First Eucharist, through their participation in a variety of hands-on and meaningful Eucharist workshops.

In partnership with our Parish Schools, SFX students celebrated the sacrament of Confirmation in October at St Patrick's Cathedral, with the ceremony officiated by Bishop Rene Ramirez. In preparation, parents were invited to a Confirmation Faith Formation evening in August, guiding parents to support their child on their faith journey. Classroom teachers also played a key role in preparing students, through learning about the sacrament and deepening their understanding of the Holy Spirit. Further to this, students participated in a rehearsal day at St Patrick's Cathedral, where they were warmly addressed by Bishop Rene Ramirez, who shared the historical significance of Confirmation. Throughout the preparation process, students engaged in meaningful discussions about how to live out the sacrament in their daily lives, with a strong focus on embracing and expressing the Gifts of the Holy Spirit.

Catholic Identity: Family, Staff and Student perception

According to 2025 MACSISS data, there is a positive upward trend in regards to Catholic Identity, regarding Families' perception of and engagement with the overall Catholic identity of the school, with 63% in 2025 (60% in 2024).

Of particular note within Catholic Identity in the school, the Year Five family endorsement of 75% is well above the MACS average of 66%, reflecting the strength of the Year Five Sacramental Program and introduction of new initiatives in 2025 such as the Year Five Eucharist Retreat Day.

Staff perception of the principal's faith leadership and of particular dimensions of Catholic Identity in school life demonstrates growth from 71% in 2024 to 74% in 2025, with a positive trend towards the MACS average of 77%. This represents a significant growth of 9% when compared to 2023 MACSISS data in this area.

Student perceptions about the Catholic identity of the school remains an area of

improvement. While 60% of female students responded positively, heading in an upwards trajectory towards the MACS average of 65%, this dropped to 51% of male respondents. It is hoped that with the 2025 changes to the SFX physical environment (scripture signs linked to school values) increased opportunities for liturgical and prayer life (introduction to a Whole School prayer each Monday) and a commitment to integrating faith into each facet of school life, results will increase in this area.

Value Added

In 2025, SFX continued to strengthen our Catholic Identity through a variety of initiatives that deepened the faith life of our students, staff and parish community.

The addition of our new school values and scripture signs displayed throughout our school was a significant addition, supporting our mission to live out the values of the Gospel in everyday school life. In addition, it highlights the importance of explicitly linking our school values with scripture.

Our new school song “Walk In your Eternal Light” was proudly launched by our choir at the St Francis Xavier Feast Day Mass. With lyrics based upon our school prayer and values, this song will regularly feature in our future SFX masses and liturgies.

The new initiative of the Eucharist Retreat Day for Year Five students received positive feedback, and will remain as an ongoing day of prayer, reflection and preparation for the Sacrament of Eucharist. It also provides an opportunity for the three Risen Christ Parish schools to work and engage in a partnership, fostering strong links between our parish schools.

Ongoing staff faith formation remained a priority throughout the year, with three staff members successfully applying to complete their RE accreditation in the coming year.

The introduction of a whole school prayer, led by our Jubilee leaders each Monday at the morning assembly, allowed us to join together as a Catholic faith community and reflect upon important Feast days and events within our liturgical calendar.

The addition of a whole school sports activity event on our Feast Day, with children in mixed year level groupings, fostered a sense of school spirit and community. This also provided an opportunity to celebrate our Catholic Identity and provided an opportunity for students to demonstrate our four school values.

The new initiative of Christmas “Blessing Bags”, made and presented to parishioners at the weekend masses, was a way of strengthening the parish and school relationship, along with sharing the message of Christ at Christmas through acts of service and kindness.

Mrs. Megan Bird - Faith Leader 2025-26

Learning and Teaching

Goals & Intended Outcomes

To embed an evidence informed, school wide, contemporary approach to learning and faith development

2025 Student Goals

To improve student achievement in English particularly in phonemic awareness and phonics in P-2.

To improve student achievement in Maths particularly in understanding the relationship between multiplication and division in Years 3 to Year 6.

2025 Staff Goals

To build teacher capacity and confidence in the Vision for Instruction and the implications to their teaching practice.

2025 Intended Outcomes

That Year 3 & Year 5 NAPLAN data will see an improvement in the student's numeracy and literacy score at or above the state average.

That classroom teachers will be using Daily Reviews and Full Participation strategies in their Maths and English teaching.

Achievements

St Francis Xavier PS has achieved significant success in Learning and Teaching by developing consistent, whole-school understandings and expectations. Our approach has focused on implementing personalised and engaging learning, informed by data analysis, reflective practice, and the introduction of the MACS Vision for Instruction. The driving goal for this year from our Annual Action Plan was: To enhance a culture of professional growth and development to address the school's strategic directions.

In 2025, we continued to build on the MACS Vision for Instruction, strengthening our shared commitment to evidence-based teaching practices across the school. There was a clear and consistent focus on explicit, structured teaching as we worked to align our daily practice with

the Science of Reading. Developing strong literacy skills remained central to our work, and we saw this reflected in the growing confidence and capability of our students.

Our approach to literacy continued to be grounded in the “Big 6” of reading: oral language, phonological awareness, phonics, vocabulary, fluency and comprehension. In the early years, we continued to use the UFLI Foundations program, providing our Prep to Year 2 students with a strong and explicit start in phonics. Alongside this, there was a strong focus on the explicit teaching of spelling across all year levels, ensuring students developed a deep understanding of sound–letter relationships and spelling patterns. Daily review was also a key feature of our classrooms, with teachers revisiting previously taught skills to strengthen retention and support long-term learning. This consistent approach supported students to become increasingly confident and fluent readers and writers.

We have also continued to strengthen our planning practices through the use of OCHRE resources. A particular focus has been on intellectual preparation, ensuring clarity around what students need to learn and how best to teach it. Alongside this, staff have been implementing participation strategies designed to actively engage all students in learning and thinking throughout each lesson.

To support these approaches, we have invested in high-quality resources across the school. This includes an increased range of decodable texts for our junior students and carefully selected novels for the middle and senior years, aligned with our OCHRE units. These texts play an important role in building students’ vocabulary and exposing them to rich and engaging literature.

Strong teaching is underpinned by careful planning and high expectations. Through our consistent literacy blocks and regular moderation of student writing, we continue to build a shared understanding of achievement and ensure a consistent approach across the school. This ongoing work supports our commitment to improving outcomes for every student.

2025 saw a shift in the way Mathematics was reported to parents. With the introduction of the Victorian Curriculum Mathematics 2.0, the strands and terminology changed. As a result, MACS schools no longer reported under three subsections within Mathematics, instead reporting and marking against one overall progression. To accommodate this change, staff were provided with professional learning to unpack the new reporting style. Part of a school closure day was dedicated to all classroom teachers developing new and consistent reporting outcomes that demonstrated development and progression across levels. The change in reporting style was communicated to families through the school newsletter, outline the changes and how it will differ from previous years. Parents and carers were offered a Q&A session with the Mathematics Leader to review the new curriculum, see the new look reporting style and clarify queries or raise concerns.

Australian Mathematics Competition - This year saw record numbers of students participate,

with 60 students from years 3-6 taking on the voluntary, extra-curricular challenge. Not only was this the most entrants we have had, there was also a notable improvement in the results achieved by the students, with the majority of students receiving a certificate of proficiency or credit, as well as 6 students receiving a certificate of distinction. It has been wonderful to see the profile of Mathematics grow, and the students should be incredibly proud of the effort and resilience they displayed over the 60 minutes of the competition.

Professional learning has been a key focus throughout the year. The focus was ensuring that the MACS Vision for Instruction is embedded in all English and Mathematics lessons.

Our Year 5 and 6 team participated in Teach Well professional learning, exploring high-impact teaching strategies in the teaching of English and sharing this learning across the staff. This has supported the development of a common language of practice and greater consistency in teaching approaches across all classrooms.

A number of internal Professional Learning Meetings were dedicated to Mathematics, specifically: Data Analysis (PAT-M & MOI); Full Participation Strategies; Checks for Understanding; Guided Practice; Intellectual Preparation; Modelling. Staff also participated in the MACS webinar workshop series for Division and Mathematical Modelling. Classroom teachers were involved in fortnightly Facilitated Planning with the Mathematics and English Leader to develop sequential lesson / unit plans and assessment tasks that aligned with the MACS vision for instruction and the school's AAP.

Our Leadership Team also participated in professional learning with MACS Eastern Region Office focusing on Leading long term sustainable change. This research supported leaders in refining and supporting staff to implement instruction that helps students effectively build on their prior knowledge and develop core understanding in Literacy and Mathematics.

Our specialist classes (Discovery Centre, DT, STEM, LOTE: Mandarin, Physical Education, Visual Arts and Performing Arts) continue to be a highlight of our school, with all students being involved in a weekly 40 minute session in each area. Specialist teachers supported by the SFX staff put on many special events for students and their families, including Book Week, STEM Week and LOTE Day.

Our Visual Arts student leaders with our VA teacher also led a number of students in various community art competitions, including the Montmorency RSL Remembrance Day Primary School Art Competition. We are also proud of the students' achievements in the various school and district sport competitions.

In September our students, under the guidance of our Performing Arts Teacher Alexandra Beamont and Dance Choreographer Kristina Diaz, performed 'Peter Pan' on 3 evenings to packed to the rafters crowds of proud family members and teachers at Loyola Theatre. A smash hit in every way, and certainly a major highlight and success story of the year.

At SFX we aim to develop learners who are encouraged to question, reflect and are empowered to take action and lead their own learning. In Learning and Teaching we recognise the value of parent and community participation and teacher professional learning.

Student Learning Outcomes

Staff continued to track student progress using a number of assessment tools, both formative and summative. As a school we recognise that high-quality data collection and analysis are essential for driving effective teaching.

We are proud of our students and staff for their hard work and determination to succeed. Impact on student achievement has continued to show an improvement in our NAPLAN scores. The strength of St Francis Xavier School's results in NAPLAN in 2025 (10/10 in the green above the Victorian average) was a reflection of the increased consistency of the Learning and Teaching practice at the school and the school's commitment to providing quality education to its students.

PAT Reading assessment results demonstrated consistent growth across the school with 42% of students tracking and 42% above standard and 42% of students at standard. A similar trend was found with our PAT Maths results with 30% of our students being above standard and 59% at standard in the area of Numeracy.

DIBELS (1-minute fluency measures used to assess P-6 literacy skills, including phonemic awareness, phonics, and comprehension) was introduced as a form of assessment in 2025. Our whole school composite results at the end of 2025 showed that 75% of our students were within the expected range.

Deb Butler (English Leader), Sarah Karakaltses (Mathematics Leader),

Patrizia Rinaldo (Learning & Teaching Leader)

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	445	69%	444	70%
	Year 5	522	82%	528	84%
Numeracy	Year 3	466	89%	451	88%
	Year 5	526	89%	518	84%
Reading	Year 3	452	93%	458	91%
	Year 5	534	91%	536	92%
Spelling	Year 3	429	76%	418	69%
	Year 5	507	84%	497	77%
Writing	Year 3	450	100%	434	89%
	Year 5	519	98%	518	95%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

To empower student agency and voice to promote engagement in faith and learning.

To embed an evidence informed, school wide, contemporary approach to learning and faith development.

To enhance a culture of professional growth and development to address the school's strategic directions.

To ensure that staff use relevant assessment evidence to inform ongoing instruction.

Achievements

Student Wellbeing

Student wellbeing continues to be a cornerstone of our school community. We remain committed to embedding our core school values of Resilient, Respectful, Responsible, and Kind. These values are deeply connected to our Catholic identity and underpin how we learn, interact, and grow together.

A notable strength of our wellbeing approach has been the leadership of our Positive Behaviour Management (PBM) Year 6 Leaders. Working in partnership with the Wellbeing Leader, these students actively promote and model our school values across classrooms and in the playground. Through initiatives such as leading weekly assemblies and facilitating classroom activities, they help ensure that our values are not only visible but meaningfully lived each day.

Our whole-school reward system continues to recognise and celebrate students who consistently demonstrate these values, contributing to a positive and inclusive school culture where kindness, respect, and responsibility are acknowledged and encouraged.

Throughout the year, we have also engaged in key events such as Bullying. No Way! Week and Harmony Day. These provided valuable opportunities for students and staff to reflect on diversity, inclusion, and the importance of respectful relationships within our community and beyond.

To further support student wellbeing, we employ a school counsellor one day per week. The counsellor works closely with individual students and families, offering support across a range of social, emotional, and mental health needs. This service plays an important role in

strengthening our whole-school approach to wellbeing and our commitment to supporting each child holistically.

Looking ahead, SFX will continue to prioritise student wellbeing as the foundation for effective learning. In 2026, we will implement the state-led initiative in Mental Health in Primary Schools, with a focus on building staff capacity and strengthening mental health literacy across our community.

Value Added

Learning Diversity

At SFX, we are dedicated to creating an inclusive learning environment where every student is supported to access and participate fully in their education. Learning diversity remains a key priority, and we work in close partnership with students, families, and staff to respond to individual learning needs.

Teachers regularly implement targeted adjustments to teaching and learning programs to support student engagement and achievement. These adjustments are informed by professional judgement and evidence-based practice, ensuring that all students regardless of ability or learning profile are provided with opportunities to succeed.

Program Support Group (PSG) meetings are conducted each term for students receiving additional support. These collaborative meetings, involving parents, teachers, and relevant staff, provide an opportunity to review progress, reflect on current goals, and establish clear, measurable goals for the following term. This ongoing process ensures that support remains responsive and purposeful.

All staff share responsibility for supporting diverse learners. This work is guided by the Leader of Learning Diversity, who oversees the coordination of supports and ensures all documentation is current, particularly in preparation for the annual August NCCD submission. The Leader also plays a key role in supporting teachers to implement effective, evidence-based strategies, and in providing resources to enhance student outcomes.

Strong communication with families remains central to our approach. The Leader of Learning Diversity maintains regular contact with parents, ensuring they are informed, involved, and supported when adjustments or new strategies are introduced. This collaborative partnership between home and school is essential in achieving positive outcomes for each student.

Moving forward, SFX will continue to strengthen staff capacity and refine inclusive practices to ensure that all students experience equitable, accessible, and empowering learning opportunities.

Student Satisfaction

The 2025 MACSSIS survey results from our students in Year 4,5,6.

Rigorous Expectations MACS Average 76% SFX Average 81%

School Engagement MACS Average 50% SFX Average 52%

School Climate MACS Average 59% SFX Average 67%

Teacher Student Relationships MACS Average 71% SFX Average 72%

School Belonging MACS Average 69% SFX Average 75%

Learning Disposition MACS Average 73% SFX Average 75%

Student Safety MACS Average 57% SFX Average 63%

Enabling Safety MACS Average 57% SFX Average 61%

Student Voice MACS Average 57% SFX Average 60%

Catholic Identity MACS Average 65% SFX Average 55%

Overall school positive endorsement % MACS Average 63% SFX Average 66%

Student results indicate an increasing perception of Rigorous Expectations and also School Climate and the perceptions of how connected students feel to the school.

Student Attendance

In the event of any unexplained absence where contact has been made and the student's safety established, but no written explanation has been provided within 10 school days, the absence will be recorded as unexplained and noted in the student's file(N-Forma Wellbeing). The parents will also be notified that if their child reaches five days of unapproved or unexplained absence in the preceding 12 months then the school and Principal will work with the parent or legal guardian to implement the appropriate support or intervention to assist the child attend school every day and remain at school during school hours.

Where this support and intervention does not improve their child's attendance, the Principal will refer the matter to Melbourne Archdioceses Catholic Schools. (Student Wellbeing Department)

In the event that St Francis Xavier Primary School has determined that a parent has not provided a reasonable excuse, the school will notify the parent in writing or via email to inform them that the absences have been recorded as such. The school will take care to ensure that, wherever possible, this letter or email is addressed to the parent who has been deemed responsible for the child's absence on the relevant day(s). Melbourne Archdioceses Catholic Schools Eastern Regional office will also be contacted for further advice.

St Francis Xavier Primary School regularly monitors attendance and absence patterns, and reviews the explanations to determine students at risk of poor attendance or who may become disengaged.

Where attendance concerns are identified, the school will meet with the parents/guardians to formulate improvement strategies. Improvement strategies will be considered where:

- » There has been a significant number of parent approved, health-related issues;
- » The absence is having a significant impact on a student's educational attainment, achievement and development;
- » A student has been truanting (absent without parental consent);
- » A parent reports that a student refuses to attend school;
- » There has been no explanation for the student's absence;
- » A parent repeatedly fails to provide a reasonable excuse for their child's absence.

Improvement strategies will be implemented as an early intervention approach to identify any underlying issue affecting attendance and support the school can offer to assist the student's ability to attend school.

To ensure the appropriate improvement strategies are identified the school will:

- » Further investigate the reasons for the student's absence (the actual reason may differ to the explanation initially provided);
- » Organise a meeting with the parent and a relevant teacher or other staff member at the earliest opportunity to identify the issues related to the non attendance and to plan for improvement;
- » Ensure they notify a parent in writing each time the school considers they have not provided a reasonable excuse for the absence.

The impact of absences on a student's educational attainment, achievement and development will depend on a number of factors. The following factors will be considered when identifying appropriate improvement strategies for individual students:

- » Number of days of absence;
 - » Number of consecutive days of absence;
 - » Reason for the absence;
 - » Time of year;
 - » Age of the student;
 - » Type of learning that will occur outside school.
- Attendance improvement strategies, interventions and levels of adjustment are implemented where the absence is having a significant impact on a student's educational achievement and development, including an Attendance Student Support Group, Personalised Learning Plan, Student Absence Learning Plan and Return to School Plan. This is led by the Student Diversity/Wellbeing Leader.
 - Strategies for supporting attendance of students in out-of-home care, experiencing homelessness, Aboriginal and Torres Strait Islander (ATSI) families, overseas students, students with disabilities, students with cultural and linguistically diverse backgrounds and newly arrived families are implemented
 - MACS is to be advised prior to a referral to a DET School Attendance Officer when a student has been absent from school on at least five full days in the previous 12 months without a reasonable excuse for absence

Average Student Attendance Rate by Year Level	
Y01	91.89
Y02	92.99
Y03	94.55
Y04	92.65
Y05	93.49
Y06	95.68
Overall average attendance	93.54

Leadership

Goals & Intended Outcomes

- To empower student agency and voice to promote engagement in faith and learning.
- To embed an evidence informed, school wide, contemporary approach to learning and faith development.
- To enhance a culture of professional growth and development to address the school's strategic directions.
- To ensure that staff use relevant assessment evidence to inform ongoing instruction.

Achievements

The 2025 school year started with a new leadership structure and new appointments in that structure:

- Principal - Philip Cachia till mid term 3/Jo Nolen mid term 3 till end of year
- Deputy Principal - Patrizia Rinaldo (0.4)
- Learning & Teaching Leader - Patrizia Rinaldo (0.2)
- Education In Faith Leader (0.2) - Megan Bird
- Student Wellbeing Leader - Deb Butler (0.4)
- Child Safety and Compliance- Patrizia Rinaldo(0.2)
- Literacy Leader - Deb Butler (0.4)

Marketing, Media & Promotions Leader - David Mithen (0.1)

In preparation for our review in Term 3 a restructure of Patrizia's role was necessary to ensure our policies were compliant.

The school structure and strong leadership capacity continued the development of our school. The addition of enrolments across the school throughout the year has seen our student population grow to 380 students. This popularity has continued with a projected 3 classes of Prep again in 2026.

Once again we were well pleased with our school NAPLAN results, with all five assessed areas in Year 3 and Year 5 NAPLAN above the State average. Highlighting the success of the the explicit teaching approach to instruction in the English and Maths programs, resources, skill base of our staff, the LSO support offered to students with additional needs.

SFX School continued upgrading its technology through the school. To support a growing enrolment, the school purchased another 25 new Chromebooks for the start of the 2025 school year. Additionally the staff laptops were updated. All students have access to fast,

modern, 1:1 Chromebook to use in their daily learning. To support the network demands we also upgraded the 5 Wifi points around the school.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
<p>Parables of Hope - MACS workshop Exploring Discipleship - MACS workshop Exploring Women in Luke's Gospels - MACS workshop Social Justice Sunday - Unpacking the Social Justice Statements - MACS workshop Confirmation in the Year of Hope - MACS workshop Exploring Beatitudes and Kingdom of Heaven in Matthew's Gospel - MACS workshop Advent Year A- MACS workshop</p> <p>Identity is in Dialogue and Encounter ECSI MASTERCLASS: Pilgrims of Hope Catholic Dialogue School Consortium UFLI Foundations–explicit and systematic phonics program Years P-2 Cystic Fibrosis Professional Learning</p> <p>MandatoryReporting Online Module First Aid Training Level 2 Child Safe Standards PLM How to identify SMART Goals based on student and write PLPs that are parent friendly Colourful Semantics: LSO training</p> <p>Resilience First Aid Training</p> <p>School Improvement Networks: Simon Breakspear Vision for Instruction – Strategic Implementation Professional Learning Day REview Preparation MACS Leader Networks: Principal, Deputy Principal,RE, Maths, English, Student Diversity/ Wellbeing</p>	
Number of teachers who participated in PL in 2025	53
Average expenditure per teacher for PL	\$526.00

Teacher Satisfaction

The 2025 MACSSIS surveys with staff continued to show improvement with many areas exceeding the MACS average for its schools. 2025 SFX undertook the School Review process and staff were also included in creating the criteria for the new Principal who took over midway through the year.

Student Safety MACS 69% SFX 80%

School Climate MACS 75% SFX 91%

Staff- Leadership Relationships MACS 81% SFX 91%

Instructional Leadership MACS 59% SFX 56%

Feedback MACS 43% SFX 48%

School Leadership MACS 61% SFX 64%

Staff Safety MACS 69% SFX 77%

Psychological Safety MACS 66% SFX 67%

Professional Learning MACS 64% SFX 57%

Collaboration around the improvement strategy MACS 71% SFX 70%

Collaboration in teams MACS 73% SFX 77%

Support for teams MACS 70% SFX 67%

Collective efficacy MACS 77% SFX 90%

Collective identity MACS 77% SFX 74%

Teacher Qualifications	
Doctorate	0
Masters	3
Graduate	3
Graduate Certificate	2
Bachelor Degree	19
Advanced Diploma	4
No Qualifications Listed	17

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	40
Teaching Staff (FTE)	35.5
Non-Teaching Staff (Headcount)	24
Non-Teaching Staff (FTE)	13.8
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To empower student agency and voice to promote engagement in faith and learning.

To embed an evidence informed, school wide, contemporary approach to learning and faith development.

To enhance a culture of professional growth and development to address the school's strategic directions.

To ensure that staff use relevant assessment evidence to inform ongoing instruction.

Achievements

Throughout 2025, St Francis Xavier Primary School continued to strengthen its inclusive community through a diverse range of events, initiatives and shared experiences. These opportunities fostered strong partnerships between students, families, staff and the broader community.

The school year commenced with a highly successful Welcome Picnic on 18th February, providing an opportunity for new and existing families to connect and feel a strong sense of belonging within the SFX community. This sense of connection was further enhanced through whole school events such as the School Disco, attended by 327 students and the much anticipated School Trivia Night, which was a resounding success and widely enjoyed by parents.

Morning assemblies remained a valued tradition, with Spirit of Jesus Awards recognising student achievement and reinforcing the values that underpin our school culture. Community spirit was also evident through the ongoing support of the Parents Association, whose extraordinary fundraising efforts resulted in a \$40,000 contribution towards the resurfacing of the school's basketball courts. Additional community led initiatives, including the Federal Election fundraiser and the organisation of Working Bees for A–K and L–Z families, demonstrated the deep commitment of families to maintaining and enhancing the school environment.

Mother's Day and Father's Day celebrations continued to be highlights of the year, strengthening family engagement and participation. While the annual Christmas Carols event was unfortunately cancelled due to extreme weather conditions, the school ensured

continuity of community connection by recording and sharing the performance via the school's SeeSaw platform.

Learning focused engagement remained a key priority throughout the year. Year Level Expos once again provided valuable opportunities for students to showcase their learning, strengthening the home and school partnership. A standout event in 2025 was the production of Peter Pan – The Musical, performed over three sold out nights at Loyola College. This production was a remarkable whole school effort and exemplified the creativity, collaboration and spirit that define the SFX community.

The STEM and Digital Technology Parent and Child Evening continued to grow in popularity, offering engaging, hands on learning experiences for families. The Wonder of Living Program also provided a supportive and respectful environment for families to engage in important conversations about health and development. Additionally, Meet the Teacher sessions and Parent Teacher Interviews were well attended, facilitating meaningful dialogue focused on student growth and wellbeing.

Faith remained central to community engagement at St Francis Xavier. The celebration of Feast Day brought the community together in a spirit of generosity, raising close to \$6,000 in support of Kadasig and Buhisan Elementary, our Friendship School in the Philippines. Strong connections with Risen Christ Parish continued, with whole school liturgies and events such as the Easter Tableau drawing large community participation during this significant Jubilee Year in the Catholic Church.

Regular opportunities for prayer and reflection, including meditation sessions held every Tuesday and Friday morning and classroom prayer experiences involving parents, further strengthened the spiritual life of the school community.

Parent Engagement and Communication

In 2025, St Francis Xavier Primary School continued to prioritise effective communication and meaningful parent engagement. ICT Parent Information sessions and training opportunities supported families in navigating digital platforms and promoting safe technology use.

A significant development was the transition from the Updat-ED platform to nPortal, enhancing the school's communication systems and accessibility for families. The school's digital presence also expanded with the launch of the official SFX Instagram page, complementing existing communication channels and strengthening community connection.

2025 was a School Review year, involving extensive collaboration across all stakeholders. This comprehensive process will inform the strategic direction of the school over the next four years. In addition, work was completed to create a new Vision and Mission Statement (2025–2030), co-created by students, staff and parents. This shared vision will guide the actions and aspirations of the entire school community.

Leadership Transition

The 2025 school year also marked an important leadership transition. The retirement of Principal Philip Cachia was acknowledged and celebrated by the entire school community, recognising his many years of dedicated service and significant contribution to the growth and success of St Francis Xavier Primary School.

The community warmly welcomed the appointment of the new Principal, Mrs Jo Nolen, who commenced in early Term Three. Her first official day coincided with the vibrant Book Week Parade, providing a joyful and memorable introduction to the school community. There is a strong sense of optimism and excitement as she leads St Francis Xavier into its next chapter.

Future Directions

Building on the success of 2025, St Francis Xavier Primary School will continue to strengthen community partnerships, enhance communication practices and provide inclusive opportunities for engagement. Guided by the newly developed Vision and Mission Statement, the school is well positioned to further nurture a connected, faith filled and thriving community.

David Mithen

Media & Marketing Leader 2024/2025

Parent Satisfaction

We continued to receive some pleasing feedback from our parent community during the 2025 MACSSIS Survey period. This gave SFX school an overall school positive endorsement of 74%, compared to the MACS average for its schools of 69%.

In particular:

Family Engagement MACS Average 47% SFX Average 58%

Barriers to Engagement MACS Average 64% SFX Average 71% (Reverse Scored)

School Fit MACS Average 76% SFX Average 81%

School Climate MACS Average 84% SFX Average 90%

Student Safety MACS Average 70% SFX Average 72%

Communication MACS Average 73% SFX Average 76%

Catholic Identity MACS Average 66% SFX Average 62%

There has been improvement in the School Fit domain where we exceed the MACS average for schools which aligns with our increased enrolments. Family engagement has improved dramatically with more and more families perceiving a strong partnership between families and school.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.sfxmontmorency.catholic.edu.au