

2025

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



St Francis Xavier's Primary School

Ernest Street, BELMONT 2280

Principal: Freda Pascoe

Web: <http://www.belmont.catholic.edu.au>

About this report

St Francis Xavier's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN) which forms part of the broader system of schools governed by Catholic Schools NSW. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the Strategic Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

It is my pleasure to present the 2025 Annual School Report for St Francis Xavier's Primary School, Belmont. As a Catholic community within Jesus, the Good Shepherd Parish, we remain centred on Christ in all that we do. Our vision, to learn, love and serve, guides our commitment to excellence in learning and wellbeing.

Throughout 2025, our focus has been on strengthening student growth through collaborative practice, case management and the careful analysis of data. Staff share collective responsibility for the progress of every child and work to ensure clarity in learning intentions and success criteria across classrooms.

Student wellbeing remains central. Our Positive Behaviour for Learning framework and Making Jesus Real philosophy foster respectful relationships and a safe, inclusive environment. I thank our dedicated staff, supportive families and wonderful students for their partnership in ensuring St Francis Xavier's continues to be a place where all can "Let Their Light Shine."

Parent Body Message

The Parents and Friends Association at St Francis Xavier's continues to play an important role in strengthening the partnership between home and school. Through regular meetings, community events and fundraising initiatives, the P&F supports both student learning and the broader life of the school.

In 2025, the commitment and generosity of our parent community has enhanced resources and provided opportunities that benefit all students. The management of the Uniform Shop and support of school events further contributes to a strong sense of connection and belonging.

We thank all parents and carers for their ongoing support and collaboration in helping to create a welcoming, faith-filled and community-focused school environment.

Student Body Message

Students at St Francis Xavier's enjoy a safe, supportive and engaging learning environment. Positive relationships with teachers and peers, along with varied academic, sporting and creative opportunities, contribute to strong student engagement.

Our Year 6 Student Leadership Team models our core values of Faith, Dignity, Respect and Responsibility. School Captains lead assemblies and represent the school, while House Leaders promote teamwork and school spirit. Leadership opportunities are also provided through Mini Vinnies, Peer Support and Kindergarten Buddies.

Students actively participate in faith celebrations, social justice initiatives and enrichment programs, demonstrating pride in their school and a commitment to doing their best.

School Features

St Francis Xavier's Primary School is situated near Belmont Lagoon, an important site for the Awabakal people, the traditional custodians of the land on which our school stands. We acknowledge and respect the heritage of the Awabakal people and continue to deepen students' understanding of Aboriginal culture and history. Assemblies and significant school events begin with an Acknowledgement of Country, fostering respect and connection to place.

Our school reflects the charism of the Sisters of St Joseph and is grounded in our core values of Faith, Dignity, Respect and Responsibility. These values are visible in our classrooms, playground and daily interactions. Our motto, "Let Your Light Shine," encourages students to recognise their gifts and contribute positively to the world around them.

Faith formation is central to school life. Students participate in liturgical celebrations, prayer experiences and social justice initiatives throughout the year. Feast days, whole school Masses and opportunities for reflection strengthen our connection to Jesus, the Good Shepherd Parish and the wider Catholic community.

St Francis Xavier's offers a broad and engaging curriculum supported by contemporary learning environments. Collaborative teaching practices, visible learning strategies and a focus on clear learning intentions support student growth. Enrichment opportunities, including sporting gala days, creative arts programs, academic competitions and leadership initiatives, allow students to develop confidence and pursue personal interests.

Student wellbeing is a defining feature of our school. Through Positive Behaviour for Learning and Making Jesus Real, students are supported to build respectful relationships, resilience and a strong sense of belonging. Peer Support, Kindergarten Buddies and student leadership programs further enhance connection across year levels.

The welcoming and inclusive nature of our school community remains one of our greatest strengths. Staff, students and families work in partnership to ensure St Francis Xavier's continues to be a place where every child is known, valued and supported to flourish.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
72	52	19	124

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy.

Student Attendance Rates

The average student attendance rate for 2025 was 91.28%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
92.66	91.11	88.66	92.15	89.14	93.31	91.95

Managing Student Non-Attendance

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

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

Staffing Profile

Staffing Profile

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

The following information describes the staffing profile for 2025:

Total number of staff	27
Number of full time teaching staff	7
Number of part time teaching staff	10
Number of non-teaching staff	10

Total number of teaching staff by NESA category

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

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

Conditional Teachers	0
Provisional Teachers	0
Proficient Teachers	18

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

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

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

The Catholic Identity of our school continues to be expressed through a strong commitment to prayer, faith formation and community engagement. Throughout the year, the school provided ongoing opportunities for students, families and the wider community to participate in the faith life of the school. Whole-school liturgies and celebrations, including Mother's Day, Father's Day and the Easter Liturgy, invited families to gather in prayer and to share in meaningful expressions of our Catholic faith.

A significant highlight of the year was the celebration of the school's 75th Anniversary. This milestone was marked through a parish Mass that brought together current families, former students, members of the parish community and the Sisters of St Joseph. The celebration acknowledged the rich history of the school and honoured the enduring Josephite spirit that continues to shape our mission and values.

The School Improvement Plan prioritised growth in Catholic Culture, with a clear goal of creating an intentional Catholic community inspired by the Josephite heritage. As part of this focus, staff participated in off-site formation opportunities that deepened understanding of the charism of the Sisters of St Joseph and the life and influence of Saint Mary MacKillop. Staff engaged in reflective practices linking Josephite values to the school's PB4L framework, strengthening alignment between behaviour expectations, Catholic values and the broader mission of Catholic education.

Catholic identity was further fostered through intentional inclusion in school processes, including the Kindergarten Orientation program. The REC shared with families the school's

Catholic vision, faith practices and commitment to partnership with families in the spiritual formation of children.

The school also strengthened connections within the local Catholic community through collaboration with neighbouring East Lake Macquarie Good Shepherd parish schools, St Patrick's Swansea and St Pius X Windale. Joint Student Leadership Days and NAIDOC celebrations provided students with opportunities to live out Gospel values of service, respect and solidarity, while deepening relationships across parish school communities.

Through these initiatives, the school continues to authentically witness to its Catholic identity and mission, grounded in faith, community and the Josephite tradition.

Curriculum, Learning and Teaching

The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education and Languages.

The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum embeds capabilities and priorities within curriculum content points in all KLAs. These include literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

The school's primary curriculum is underpinned by a commitment to data-informed practice, consistent pedagogy and inclusive teaching, supporting improved student achievement across all Key Learning Areas, particularly Writing. A key School Improvement Priority focused on strengthening staff capacity to analyse and respond to data through shared pedagogical approaches and consistent assessment practices.

Through structured Professional Learning Team (PLT) time, staff deepened their understanding of the NSW Writing Progressions and their use to track student growth over time. Teachers engaged in professional dialogue to analyse assessment evidence, participate in moderation and consistency of teacher judgement, and identify trends in student data across stages. These collaborative practices informed planning decisions and strengthened alignment of teaching practices across the school.

Reflection on this work informed future planning, with the school determining that the School Improvement Plan direction for 2026 will continue to prioritise consistent pedagogy and consistent programming templates to further improve coherence in teaching and learning.

Differentiation was implemented in response to data. In Stage 2, ability-streamed writing groups enabled teachers to provide explicit instruction aligned to students' learning needs. Regular case management meetings, conducted during PLT time, provided opportunities for staff to review student progress, evaluate interventions and identify next steps.

Clear processes for learning support referrals ensured timely identification of students requiring additional support. Planning meetings were held with parents and appropriate stakeholders, including members of the Diverse Learning Team, to develop and review personalised learning plans. These partnerships supported a coordinated and consistent approach to addressing student learning needs.

The Diverse Learning Team, including the Primary Mentor, Guided Education Mentor, Learning Support Teachers, EAL/D teachers and the Aboriginal Education Teacher, worked collaboratively with classroom teachers to support curriculum access. This included in-class support, collaborative planning and contributions to case management processes.

Curriculum development was strengthened through engagement with the Diocesan Curriculum Team, with the Assistant Principal and Primary Mentor supporting professional learning to prepare staff for the implementation of the new PDHPE and HSIE syllabuses in 2026.

Team-teaching cycles in Year 1, Year 2 and Year 4 further promoted reflective practice, shared expertise and consistent delivery of high-quality teaching.

Student Performance in Tests and Examinations

NAPLAN

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

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

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

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

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

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

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	90%	54%
	Reading	86%	66%
	Writing	100%	76%
	Spelling	81%	62%
	Numeracy	100%	64%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	86%	63%
	Reading	86%	73%
	Writing	93%	65%
	Spelling	93%	69%
	Numeracy	86%	69%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

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

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

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

Behaviour Management and Student Discipline Policy

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

Anti-Bullying Policy

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

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or on the Catholic Schools Maitland-Newcastle website.

Complaints Handling Policy

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

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

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

St Francis Xavier's is highly regarded by parents as a welcoming and supportive Catholic community where children feel safe, valued and known. Families appreciate the strong partnerships that exist between home and school and the open communication provided through meetings, school platforms and community events.

Parents report confidence in the quality of teaching and the commitment of staff to student growth and wellbeing. The intimate nature of the school continues to be valued by families, fostering a strong sense of belonging. Overall, parent feedback reflects high levels of satisfaction with both the academic and pastoral dimensions of school life.

Student satisfaction

Students at St Francis Xavier's consistently report that they feel safe, supported and connected within the school community. Positive relationships with teachers and peers contribute to a strong sense of belonging and engagement in learning.

Students value the wide range of academic, sporting, creative and faith-based opportunities available to them. Participation in leadership programs, social justice initiatives and extracurricular activities enhances their confidence and sense of responsibility.

Student voice is encouraged through leadership roles and classroom dialogue, allowing learners to reflect on their progress and set goals for improvement. Overall, students describe St Francis Xavier's as a place where they are respected, challenged and encouraged to "Let Their Light Shine."

Teacher satisfaction

Staff at St Francis Xavier's demonstrate strong professional commitment and collaboration. Teachers value the supportive culture of the school, where shared responsibility for student growth underpins decision-making and practice.

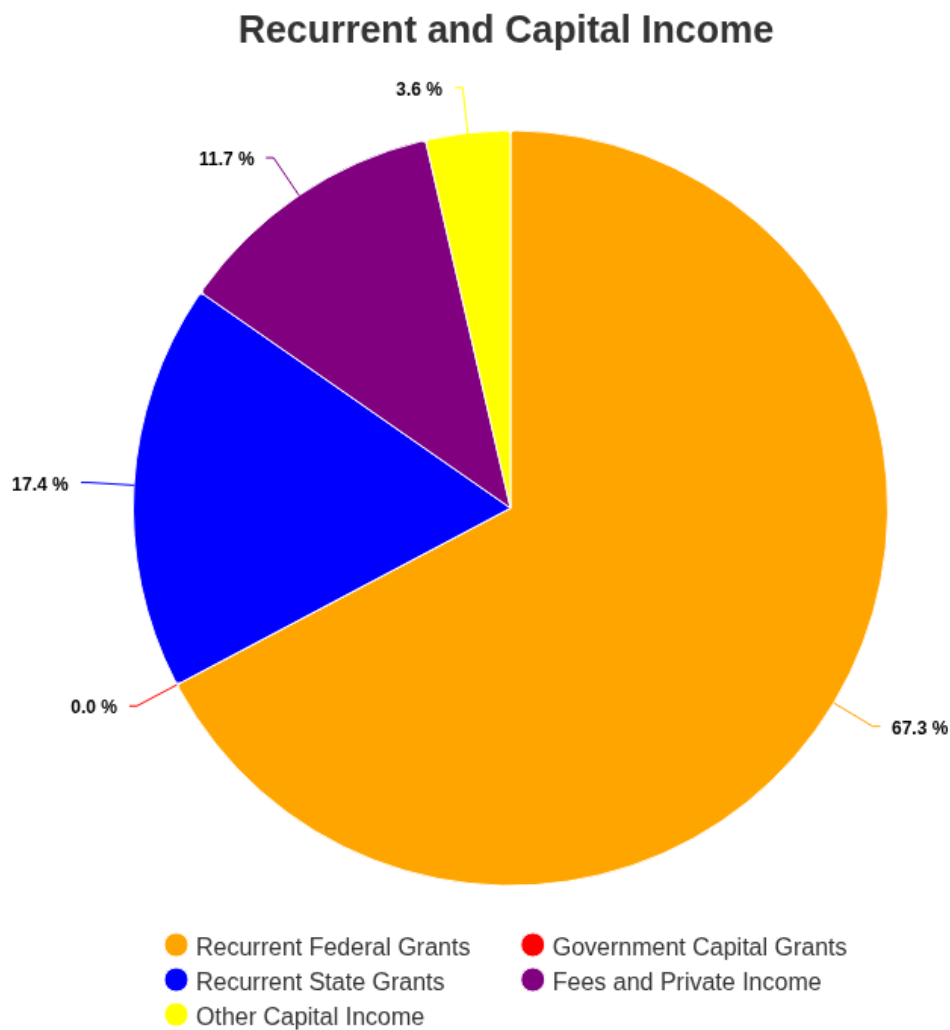
Professional Learning Teams, case management meetings and ongoing professional development opportunities contribute to a culture of continuous improvement. Staff report that their expertise is respected and that they are actively involved in shaping school priorities and initiatives.

Collegial relationships and a shared commitment to faith and wellbeing foster a positive workplace environment. Teachers express satisfaction in working within a community where they feel supported, trusted and united in the mission of providing high-quality Catholic education.

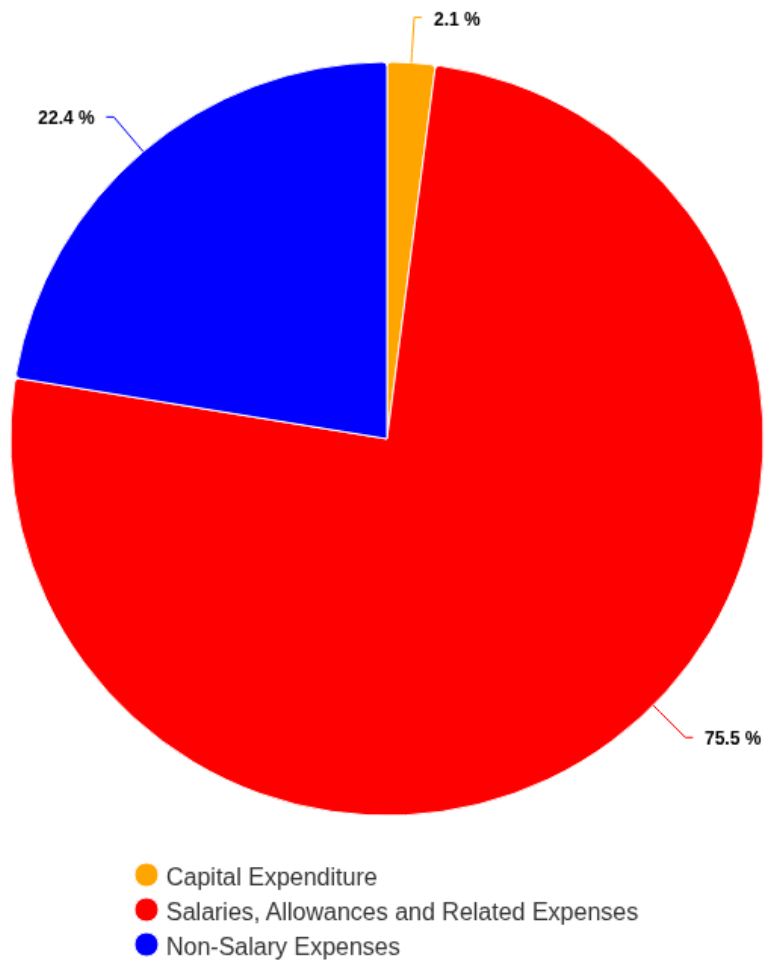
Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2025 year is detailed below:



Recurrent and Capital Expenditure



END OF 2025 REPORT