

SCHOOL PERFORMANCE REPORT 2025

Contextual Information

John XXIII College is an Independent Catholic College located in Mount Claremont with an enrolment of approximately 1,590 students.

We seek to develop people of competence, conscience and compassion who are committed to God and the service of others. Grounded in the Ignatian tradition, our vision is for all students to strive for excellence for themselves, their peers, and their community. We encourage students to be passionate and courageous about their educational journey and embrace a mindset that they can make a difference both locally and globally.

John XXIII College vision - *To be a leading Catholic, Independent, Co-educational College where academic and personal excellence, along with the commitment to serve others and seek justice, are the aspirations of every student.*

Teacher Standards and Qualifications

QUALIFICATION	
Bachelor degree	137
Masters degree	31
Doctorate	2

Workforce Composition

STAFF	
Teaching	128
Other	114
Full time	137
Part time	105
Male staff	69
Female staff	173
Indigenous staff	1
TOTAL	242

2025 Student Attendance

YEAR LEVEL	SCHOOL ATTENDANCE %
Pre-Kindergarten	91.10
Kindergarten	92.35
Pre-Primary	92.86
Year 1	90.3
Year 2	95.52
Year 3	91.32
Year 4	94.36
Year 5	93.29
Year 6	93.58
Year 7	91.52
Year 8	90.16
Year 9	90.21
Year 10	90.14
Year 11	91.28
Year 12	91.37

Management of Non-attendance

Extended or repeated non-attendance by students was usually due to illness. In the rare situation that a student had prolonged, or repeated non-attendance, not related to illness, the situation was first addressed in a pastoral way by the Class Teacher, Year Assistant Deputy Principal, Psychologist and Head of School. If prolonged non-attendance continued, the Principal would request an interview with the parents and follow up actions would be determined. If the situation further continued, then a Department of Education report would be made.

2025 NAPLAN Annual Assessments

YEAR 3	SCHOOL	STATE
GRAMMAR AND PUNCTUATION	%	%
Exceeding	21.4	9.4
Strong	58.9	39.8
Developing	12.5	28.3
Needs Additional Support	3.6	20.7
Exempt	3.6	1.7
SPELLING		
Exceeding	23.2	14
Strong	51.8	43.4
Developing	19.6	27.8
Needs Additional Support	1.8	13.1
Exempt	3.6	1.7
NUMERACY		
Exceeding	23.2	8.0
Strong	60.7	51.7
Developing	10.7	26.9
Needs Additional Support	1.8	11.6
Exempt	3.6	1.7
READING		
Exceeding	41.1	14.9
Strong	46.4	45.8
Developing	7.1	23.7
Needs Additional Support	1.8	13.9
Exempt	3.6	1.7
WRITING		
Exceeding	12.5	4.7
Strong	83.9	69.6
Developing	0	16.9
Needs Additional Support	0	7.1
Exempt	3.6	1.7

YEAR 5	SCHOOL	STATE
GRAMMAR AND PUNCTUATION	%	%
Exceeding	26.3	14.0
Strong	57.9	46.9
Developing	14.5	23.6
Needs Additional Support	0	14.0
Exempt	1.3	1.5
SPELLING		
Exceeding	26.3	19.4
Strong	59.2	49.0
Developing	11.8	20.8
Needs Additional Support	1.3	9.3
Exempt	1.3	1.5
NUMERACY		
Exceeding	25	11.3
Strong	65.8	56.3
Developing	7.9	21.9
Needs Additional Support	0	9.0
Exempt	1.3	1.5
READING		
Exceeding	50	16.8
Strong	42.1	53.2
Developing	5.3	19.2
Needs Additional Support	1.3	9.2
Exempt	1.3	1.5
WRITING		
Exceeding	25	7.4
Strong	68.4	56.3
Developing	5.3	24.8
Needs Additional Support	0	10.1
Exempt	1.3	1.5

YEAR 7	SCHOOL	STATE
GRAMMAR AND PUNCTUATION	%	%
Exceeding	25	15.5
Strong	61.2	45.3
Developing	10.1	23.3
Needs Additional Support	3.7	14.7
SPELLING		
Exceeding	41.0	24.5
Strong	51.1	48.8
Developing	6.9	18.0
Needs Additional Support	1.1	7.5
NUMERACY		
Exceeding	28.6	14.4
Strong	64.9	53.4
Developing	4.9	20.7
Needs Additional Support	1.6	10.4
READING		
Exceeding	39.4	18.1
Strong	53.2	49.2
Developing	4.8	21.4
Needs Additional Support	2.7	10.1
WRITING		
Exceeding	25.0	15.7
Strong	59.0	47.3
Developing	14.4	25.2
Needs Additional Support	1.6	10.7

YEAR 9	SCHOOL	STATE
GRAMMAR AND PUNCTUATION	%	%
Exceeding	33.7	16.8
Strong	52.9	43.0
Developing	11.2	27.3
Needs Additional Support	1.6	11.7
SPELLING		
Exceeding	30.5	19.2
Strong	57.8	54.8
Developing	9.1	18.4
Needs Additional Support	2.1	6.3
NUMERACY		
Exceeding	25.1	12.5
Strong	70.1	58.3
Developing	3.2	20.0
Needs Additional Support	1.1	7.9
READING		
Exceeding	41.7	19.0
Strong	49.2	51.7
Developing	7.5	21.2
Needs Additional Support	1.1	6.9
WRITING		
Exceeding	44.9	22.9
Strong	39.6	41.5
Developing	13.4	25.2
Needs Additional Support	1.6	9.1

2025 Year 12 Results

RESULTS	
Students who achieved WACE	99.4%
Students with 95+ ATAR (top 5% in the state)	18.8%
Students with 90+ ATAR (top 10% in the state)	41%
Highest ATAR achieved	99.75

Senior Secondary Outcomes

PARTICIPATION IN VOCATIONAL EDUCATION AND TRAINING (VET)	
Number of Certificates achieved (Certificate II or higher)	28

Post School Destinations

CLASS OF 2025 DESTINATIONS	STUDENTS	PERCENTAGE
University	123	74%
Gap year	21	13%
Full-time employment	5	3%
TAFE of other training organisation	2	1%
Deferred study	4	2%
Apprenticeship/Traineeship	1	1%
Australian Defence Force	3	2%
Other	7	4%

UNIVERSITY PREFERENCES	STUDENTS	PERCENTAGE
University of Western Australia	69	56.1%
University of Notre Dame Australia	26	21.1%
Curtin University	17	13.8%
Edith Cowan University	9	7.3%
Murdoch University	1	0.8%
Flinders University	1	0.8%

Parent, Student and Teacher Satisfaction

Parent Satisfaction

A strong sign of parent satisfaction is the high level of parent engagement and volunteering evident in the College. The dedicated Parent Association and parent volunteers have given many hours of service to various committees, camps and events, and is evidence of the high levels of parental engagement. So too is high parent attendance at College events and functions, indicating strong engagement and satisfaction.

Student Satisfaction

Students at John XXIII College continue to report high levels of satisfaction regarding the care and quality of learning at the College. Data collected from student surveys reveal a strong sense of belonging among peers and supportive relationships with teachers. Student involvement in the Student Representative Council and associated activities, and the high number of students who return to the College as sporting coaches, Magis mentors and for employment opportunities are all indicators of a student body that is highly satisfied with the offerings at the College.

Teacher Satisfaction

A workforce survey conducted in July 2025 provided all staff with the opportunity to share feedback about what is working well at the College and where the potential opportunities for growth may be. The anonymous survey aggregated the data within the following domains which are then benchmarked against other independent schools across Australia. Catholic systemic schools are not part of the data set.

Engagement

Engagement represents the level of job satisfaction and staff commitment to the organisation. The survey data showed that Engagement for the College is high.

Progress

Progress reflects staff perceptions about organisational performance. The survey data shows that Progress for the organisation indicates staff respondents are satisfied with the College's progress and success in delivering outcomes.

Wellbeing

Wellbeing reflects the emotional wellness of staff at work, and their ability to successfully manage job stress. The survey data shows that staff respondents feel well at work.

School Income

Financial information for the past year can be found on the My School Website www.myschool.edu.au

School Improvement Plan

STRATEGIC INTENT	2025 INITIATIVES
Enriching our Catholic Community of Faith	Respect our Ignatian and Loreto heritage through enacting the Memorandum of Understanding.
	Enhance our faith and mission opportunities to pursue our commitment to social justice and improving the lives of marginalised people.
	Deepen our Ignatian spirituality understanding and experiences.
Inspiring Educational Excellence	Identify and provide students with personalised learning pathways.
	Enhance our contemporary teaching and learning offerings and delivery across all pathways.
	Develop, inspire and empower our staff to lead, innovate and teach for impact.
	Enrich staff and student experiences through our education networks (including JEA, LML, CEWA and AISWA) and external partners.
	Develop reporting/data that informs and evaluates education excellence.
Cura Personalis <i>(Care for the whole person)</i>	Value and develop each student and staff member.
	Deliver a contemporary wellbeing program for the College community.
	Nurture a safe and inclusive environment.
Nurturing an Inclusive Community	Strengthen the communication and engagement with the College community – past, present and future.
	Enrich our College’s community’s diversity and inclusion.
	Enact our commitment to Reconciliation.
	Enrich our decision making by ensuring effective stakeholder engagement (including student agency).
Sustainability	Ensure financial sustainability.
	Provide accessible and affordable education.
	Ensure effective governance and reporting.
	Strengthen campus future planning for contemporary PreK-12 education (inspirational environment).
	Strengthen human resource management capability.
	Strengthen systems and processes.
	Explore ways to care for our common home and to preserve and enhance our natural environment.