

2022

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ

**WINDALE
St Pius X**



St Pius X Primary School

2 Lake Street, WINDALE 2306

Principal: Stephen Pryde

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

About this report

St Pius X Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. 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 Annual report for 2022 for St Pius X Primary School, Windale. This school is a Kindergarten to Year 6 systemic school of the Diocese of Maitland-Newcastle. St Pius X is a Christian school in the Catholic tradition with a rich heritage from the Sisters of St Joseph and strong sense of community.

We are part of Jesus the Good Shepherd Parish East Lake Macquarie.

The school gives new meaning to "child centred" and recognises the uniqueness of each child and strives to fulfil the specific needs of every child through the formation and imparting of appropriate educational programs. Our aim is to provide a sound educational framework that will equip pupils with the skills and values to make a worthwhile contribution to society and ultimately achieve personal development.

The school is proud of all students for their performance and participation in school, system and state-based initiatives.

This document will assist you in looking at our achievements as well as our plans for the future. Our school website allows far greater information and access to aspects of our school life. St Pius X Windale is a school where children are loved and nurtured.

Our school is a gift to the Windale Community and Parish and is based on the Gospel values of life, hope and truth.

Steve Pryde
Principal

Parent Body Message

2022 started out with a great deal of promise and excitement. We welcomed new staff as well as a new Religious Education Coordinator Chris Tanchevski who formed a new leadership team consisting of the REC and Principal. We have continued our very successful relationship with our Paediatrician who visits the school to assist with the needs of our students. Unfortunately, Covid-19 continued to impact on the involvement of parents at the school. As we slowly welcomed our parent community back on site, to be a part of various celebrations, our social platform – Facebook, as well as the school newsletter continue to be a great source of engagement and communication.

Student Body Message

At St Pius X Windale all children in Year 6 each year are designated as leaders. The Year 6 students were inducted as School Leaders at our Opening School Mass in February 2022 where they are presented to the community. Students, on a rotation basis, perform the duties that would normally be assigned to school captains eg: greeting and welcoming visitors, reading and leading our school community in Liturgies and School Masses. Our leaders give speeches of welcome and thanks to any special visitors or events that occur at school. Our Blue class also had the opportunity to represent the school on their excursion to Canberra visiting Parliament House, the War Memorial where students laid a wreath on behalf of the school, the Mint and the very popular AIS.

Children from Year 6 act as role models for the younger members of the school community and have represented St Pius X School in the wider community on many occasions. Our Year 6 children were part of a transition program with St Mary's Catholic College Gateshead focusing on IT skills required in high school. This program was student led with Year 9 and 10 students from St Mary's mentoring our Year 5 and 6 students. This program was hugely successful and a great way to build friendships with students and help set students up to succeed in their first year of high school.

School Features

History of the school

The school has an interesting history dating back to 1958. Prior to that date, the Catholic children of Windale (called Surprise Town until 1951), were educated at the local state school, or travelled to neighbouring schools at Charlestown or Adamstown. Originally the school was conducted in the present church building, incorporating 3 classrooms separated by partitions - which was opened in 1959. Three sisters of St Joseph formed the first staff, residing at Swansea convent and travelling to and from Windale daily, until July of 1959 when the adjoining St Joseph's convent was opened. Additional buildings were built in 1993 to accommodate the growing demand and to provide the school with suitable classroom and administration spaces. Further buildings (a new Library and Hall) were built in 2011 under the National Pride Funding provided by the Australian Government allowing the school to utilise even better spaces for its educational endeavours. A deck was built in 2018 and an improved entry into the school and in 2019 a further decking area was constructed, and the student toilets were refurbished.

Location/Drawing Area

St Pius X draws its students predominantly from the suburbs of Windale, Gateshead West, Tingira Heights and Mount Hutton with a number of families travelling from Gateshead, Belmont North, Valentine and Warners Bay. Pupils leaving Year 6 at the end of 2022 started their High School studies at St Mary's Catholic College Gateshead, Hunter Sports High and Hunter Performing Arts.

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 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
22	22	9	44

* 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 and accompanying [Enrolment Procedures](#). It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2022 was 82.99%. 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
85.26	76.41	81.17	86.03	88.12	88.39	75.52

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	18
Number of full time teaching staff	4
Number of part time teaching staff	8
Number of non-teaching staff	6

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

The following PD was undertaken throughout 2022:

- Emergency Care and Anaphylaxis Training
- Literacy – PLD Training for whole staff
- Numeracy -
- Religious Education – Karunpa Spirituality Day
- Annual Induction and Compliance
- Phonemic Awareness
- Literacy Skills
- MiniLit and MacLit
- Professional Planning and Development
- IT Skills
- WHS requirements
- Leading Learning Collaborative whole school improvement led by Lynn Sharrat

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)

Catholic Identity and Mission Catholic Imagination and Spirituality

We were able to successfully celebrate our Opening School Mass where our Year 6 Leaders received their badges of office, and our new students received a welcome gift. We were also able to celebrate the End of Year mass where our Year 6 Pupils were acknowledged for their leadership throughout the year and graduated from St Pius X Windale.

The school continues to maintain a close relationship with the Sisters of St Joseph who were the first educators at St Pius X School. School celebrations were held for St Pius X Feast Day as well as Harmony Day earlier in the year.

The school also held a Mission Day where the school community engaged in fundraising to raise money to donate to Catholic Mission.

Family, Parish and Diocesan evangelising and catechesis

As a Parish school, the spiritual growth and welfare of students was shared by the Parish Priest, Fr. Gerard Mackie, the Principal, staff and parents and the wider parish community. All classrooms have sacred spaces that clearly display the Catholic identity of our school as well as being a focus for prayers and petitions. Symbols depicting our beliefs were prominently displayed throughout the school as proud symbols of our catholic faith including sacred

spaces in the classrooms and staff room. Throughout the year students were part of the Sacramental Program run led by Fr Gerard.

Christian Discipleship

Opportunities were provided on a regular basis for daily formal prayer and liturgical celebrations.

Religious Education and Curriculum.

The Diocesan K-12 Religious Syllabus is implemented in all grades. The support from the staff of the Religious Education and Spirituality Team of the Catholic Schools Office and links directly to this syllabus was beneficial. Each class has a structured lesson each day that develops the knowledge and understanding of our Catholic Faith. The Religious Education Co-ordinator attended all professional development days organised by the Catholic Schools Office. The Co-ordinator shared knowledge gained during this professional development time as well as suggestions to enhance the teaching of Religion in the school. Special celebrations related to the church seasons, our sacramental programmes and liturgies and masses involving grandparents and parents have been highlights of the year. Religion lessons were held daily in all classrooms to ensure that students continued to develop an understanding and knowledge of their faith and Faith Development Programs. A liturgy and event day with Motiv8 Sport was held to celebrate St Pius X Feast Day.

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.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

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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). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	40%	52%	0%	12%
	Reading	0%	54%	0%	11%
	Writing	25%	50%	25%	7%
	Spelling	20%	48%	20%	15%
	Numeracy	0%	34%	0%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	25%	31%	0%	14%
	Reading	25%	39%	0%	11%
	Writing	0%	25%	33%	18%
	Spelling	0%	37%	50%	14%
	Numeracy	20%	25%	60%	16%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

There were changes to the policy in 2022.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO 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 at the CSO website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website.

Initiatives promoting respect and responsibility

- Wellbeing and Partnership
- Student Support Mechanisms that promote Wellbeing and Mental Health
- Further strengthening Partnerships between Home, School and Community
- Reviewing and restructuring the PBL Framework

School Improvement

The School implements the system's review cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Culture and Mission
- Learning

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

Our 2021 School Improvement Plan focused on the following areas:

Staff Spirituality

Cohesive and integrated approach to staff spiritual and theological formation

Faith Development

Dynamic and harmonious relationships among school and parish and pastoral region. There are regular and well planned opportunities which support the spiritual and faith development of students.

Quality Teaching of Religion

High quality teaching of Religion.

Commitment to the nature and purpose of Catholic Schools

PD on the new Early Stage One Syllabus

Academic Performance

To improve academic performance in writing and a Number focus in Mathematics with particular attention to Boys' education, ATSI students, RAP (Reconciliation Action Plan) and Gifted Education.

Early Learning

To document procedures for Kinder Friendly Club and transition to school. Provide interesting play based playground spaces. PD for Kindergarten teachers to implement the Successful Foundations action research project. Successful Foundations provides open ended play for children's learning and well being.

Enhanced Teacher Quality

To improve the quality of differentiated teaching and data analysis.

This was achieved by:

Employment of a Leading Teacher (LNAP Funded), A Pedagogical Mentor (PM) and a Gifted Education Mentor (GEM).

Continual development of students' reading and writing skills with Professional Learning in Noella Mackenzie's strategies for writing and well as PLD Training for all staff.

Continual implementation of MiniLit through Infants group.

Greater opportunity through trained additional staff.

Continual implementation of the MacLit program for Primary. Further training.

Focus on Numeracy (Number focus) through consolidation of NSW syllabus.

Whole school approach to Numeracy.

Use of Maths resources and implementation of Maths Conversations

Training for a staff member in Gifted Education.

Professional Learning in PP&D

Implementation of Assessment recording in One Note.

Adoption of Early Learning strategies following Diocesan Policy launch in 2018.

Support for Indigenous education through the appointment of an Aboriginal Education Teacher.

As a result of Literacy and Numeracy Action Plan Program (LNAP) funding, the school has been able to accelerate development and growth in language.

Diagnostic and Normative testing indicates outstanding growth by many pupils well in excess of the chronicle growth in age.

Language Assessments.

Intensive language programs - MiniLit, MacLit, Lexia, Reading Eggs

Reading Scheme Significant growth in Reading, Spelling, Grammar and Punctuation, and Numeracy - NAPLAN results

Focus on writing activities - attendance for staff at PLD training and Noella MacKenzie's writing workshops.

Individual Education Plans and Goal setting for all students

Individual Plan Meeting for students with SWD funding

Priority Key Improvements for Next Year

Catholic Formation and Mission

Catholic Ethos/Spiritual Formation

Staff Spirituality:

Cohesive and integrated approach to staff spiritual and theological formation

Faith Formation with all staff

Faith Life/Religious Education

Faith Development:

Dynamic and harmonious relationships among school and parish and pastoral region.

There are regular and well planned opportunities which support the spiritual and faith

development of students.

Religious Education

Quality Teaching of Religion:

High quality teaching of Religion –introduction of the new ES 1 Syllabus

Catholic Ethos / Religious Education

Leadership in Religious Education:

Catholic Ethos/Faith Life/Spiritual Formation

School and Community

Commitment to the nature and purpose of Catholic Schools

Academic Performance

To demonstrate growth for all students in reading comprehension and number

To ensure all students have a sound understanding of Number (place value and number operations).

To raise the levels of achievement of Aboriginal and Torres Strait Islander students.

Leadership

Principal as a Leader of Learning

Instructional leadership through Principal, PM, GEM, LT

Contemporary Framework for Leadership that Builds Capacity

Ensuring Quality and Accountability through data

Wellbeing and Partnership

Student Support Mechanisms that promote Wellbeing and Mental Health

Further strengthening Partnerships between Home, School and Community

Reviewing and restructuring the PBL Framework

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 annually. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

2022 allowed us to get back to being a welcoming and interactive environment with our community, as COVID-19 restrictions began to dissipate. It was pleasing to see parents back on school grounds and being active in their children's education. Our online engagement continued and has been extremely well received by our parent community.

Through a dynamic partnership between students, parents, staff, parish members and the wider community, we challenge and support one another towards growth and full potential.

I would like to acknowledge the staff for their ongoing commitment to the students and their families. It is this collaborative partnership that ensures that St Pius X will continue to grow as a learning community.

Student satisfaction

From anecdotal comments made by the students it would be correct in saying that the students enjoy attending St Pius X Primary School Windale. They greatly value the care and compassion of the staff and being able to be with their friends in a safe and supportive environment.

A number of new families joined our community in 2022 and their comments regarding the children's happiness reflects the strong care and support provided by our school and staff.

Teacher satisfaction

In 2022 there were some changes in staffing. A new REC, Lead Teacher and EAL/D Teacher, and a new temporary classroom teacher. Throughout 2022, staff were highly satisfied with their valued roles, reflected in their support of one another and anecdotal comments.

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 2022 year is detailed below:

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$1,339,471
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$405,956
Fees and Private Income ⁴	\$47,602
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$17,031
Total Income	\$1,810,060

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$235,415
Salaries and Related Expenses ⁷	\$1,534,953
Non-Salary Expenses ⁸	\$283,176
Total Expenditure	\$2,053,544

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2022 REPORT