



2023 Annual Report

This report is a requirement of the Commonwealth Government as outlined in the *Schools Assistance Act*

School Features

St Pius X School was founded in 1962 and is a vital part of the Missionary Oblate Parish of St Pius X, Dernancourt. From inception and under the guidance of the Sisters of St Brigid, the school has pursued a policy of responsible management, strong parental involvement and recognition in the community of Windsor Gardens. St Pius X boasts contemporary learning facilities that allow all learning areas to be addressed in a dynamic and stimulating manner. The school's excellent reputation is leading to growth in enrolments and whole new learning and play spaces are being developed to meet this demand. St. Pius X is becoming recognised as a school that meets the educational needs of all learners through its support of children with high intellectual potential (SHIP, gifted and talented) program as well as a comprehensive Synthetic Phonics Program to support all children to become successful readers. Our Reception, Year 1 and Year 2 learners engage in the comprehensive Initial Lit (Macquarie University) program, led by educators trained in this strong phonics approach to reading and comprehension. This approach leads onto similar programs in Year 3-6.

We offer a range of comprehensive specialists' programs including Physical Education, extracurricular sport, Music and Instrumental programs, Inclusive Education, Learning Assistance Program, a Language other than English and Out of School Hours Care/ Vacation Care. The school has the services of a specialised teacher to assist students who speak a language other than English at home. This teacher works with classroom teachers in programming for the children's needs and works with them individually, or in small groups. We are proud that we provide all of these support programs to ensure that all students are supported and challenged to be the competent, thriving learners.

Enrolments (2023 August Census)

Year	Reception	1	2	3	4	5	6	Total
Totals	112	81	83	84	75	63	66	564

Strength & Kindness

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Student Attendance

Term	1			2			3			4			Total
Year Level	F	M	Total	F	M	Total	F	M	Total	F	M	Total	
RE	91.6%	89.4%	90.4%	92.5%	91.2%	91.8%	92.2%	88.7%	90.4%	90.1%	88.1%	89.1%	90.3%
01	93.2%	93.7%	93.5%	90.5%	89.7%	90.1%	93.3%	90.9%	92.1%	91.8%	90.0%	90.9%	91.7%
02	92.3%	90.4%	91.3%	90.8%	94.3%	92.7%	86.0%	92.5%	89.4%	89.2%	91.9%	90.6%	91.0%
03	93.8%	93.8%	93.8%	92.0%	91.0%	91.5%	90.1%	88.9%	89.6%	91.5%	88.7%	90.3%	91.4%
04	95.6%	92.7%	94.0%	90.8%	90.8%	90.8%	94.3%	89.6%	91.7%	89.6%	91.2%	90.5%	91.8%
05	93.5%	95.5%	94.6%	91.7%	91.6%	91.6%	91.1%	90.2%	90.6%	88.0%	91.6%	89.9%	91.8%
06	91.7%	90.4%	91.2%	89.4%	88.5%	89.0%	89.9%	90.0%	90.0%	88.3%	85.0%	86.9%	89.4%
Total	93.1%	92.2%	92.6%	91.1%	91.2%	91.1%	91.0%	90.1%	90.5%	89.9%	89.6%	89.8%	91.1%

Non-attendance Management

School attendance is monitored on a daily basis via the SEQTA platform. In consultation with staff, students who regularly do not attend are followed up. Families are contacted and a discussion takes place to determine the reasons for non-attendance. Appropriate measures are put in place where needed to try and ensure more regular attendance.

Student Learning Outcomes - NAPLAN

Standardised National Literacy and Numeracy Testing

Our student's performance in NAPLAN in 2023 was strong. Our student's average scores were above those of both the State and National Averages in all areas of learning in the NAPLAN Assessment.

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
YEAR 3					
St Pius Ave	424	446	438	444	430
SA Ave	399	407	403	400	396
National Ave	404	417	404	409	407
YEAR 5					
St Pius Ave	497	504	508	517	515
SA Ave	489	469	485	487	475
National Ave	496	483	490	496	488

Staff Profile

Our staff is made up of 24 full-time and 13 part-time Leadership and Teaching staff and 2 full-time and 29 part-time Support Personnel.

Teaching qualifications

Qualification	Number of Staff
Masters	2
Bachelor Degree	34
Diploma	2

Community Satisfaction – Parent, Staff and Student Surveys

In 2023 the parents, students and staff were invited to complete the Living, Learning Leading Surveys that were developed by Catholic Education South Australia. These surveys provided a series of statements around four main themes; Identity, Learning and Wellbeing, Community and Resourcing.

When responding to the survey parents and staff were asked to rate the extent to which they agree with each statement using a 1–6 sliding scale, with 1 being the lowest rating and 6 being the highest rating.

The school received a report showing the number of responses in each level for each question and each question was then given an aggregate score between 1 and 6 based on the average responses.

- An aggregate score of above 5 would indicate that there is a very strong perception of the school's performance in relation to the given statement.
- A score between 4.5 – 5 would indicate a solid perception of the school's performance in relation to the given statement.
- An aggregate score between 4.0 - 4.5 would indicate that this is an area to be monitored.
- Any aggregate score below 4 would signal a need for improvement in this area.

Parent Survey

32 parents responded to the questions in the survey. Overall the survey results indicated that parents were generally happy with the school's performance in all areas. I will summarise the main findings.

The themes that parents identified as our strongest areas with an aggregate of 4.90 and above included

- Children being encouraged to care for their environment – 5.23
- Children being encouraged to care for those in need – 5.23
- Teachers believing children can succeed – 5.13
- Family's culture being respected at school – 5.23
- Staff being welcoming of families – 5.16
- Parents feeling respected by everyone in the school - 5.0
- School's facilities and grounds are well maintained – 4.97
- Adults creating an environment that helps children feel safe – 4.91
- Education encourages children to develop their faith – 4.90
- Masses being made interesting a relevant for children – 4.93
- Children learn about Jesus and Catholic Religion in interesting and relevant ways - 4.90

There was only one area rated below an aggregate of 4.5 by the parents who completed the survey.

The areas from parents that rated an aggregate of less than 4.7 in the survey included:

- In general my children learn time management and organisation skills – 4.39
- In general my children look forward to school days – 4.55
- Teachers engage my children in making self assessments about their learning – 4.62
- Teachers understand my children's needs – 4.63
- Teachers are skilled at meeting my children's needs – 4.63

Teacher & Education Support Officer's Survey

31 teachers and 14 ESO staff completed the survey using the same 1-6 scale as the parent survey and were presented with similar but different statements to parents, which focussed on their perceptions of the school.

The themes that staff identified as areas of strength included –

- Significant liturgical events are prioritised throughout the year – 5.42
- Staff model Gospel Values – 5.10
- Catholic Symbols and rituals being an important part of the school's identity – 5.03
- Students are encouraged to care for the environment – 5.32
- Students are taught about the effects their actions have on others – 5.32
- Teachers collaborate in planning, reviewing and assessing the curriculum – 5.16
- All 7 statements relating to teacher and ESO perception of their competence, effective pedagogy and assessment were all rated in the range of 5.17 – 5.50 indicating that they have confidence in their teaching ability and practices.
- All Statements pertaining to a strong sense of community, students feeling safe and a respectful culture were rated very highly by staff with an average rating scale of 5.16 – 5.77 for the 12 statements provided.

The themes that were identified by staff as areas for improvement included –

- Student voice and agency being embedded into the school's improvement culture – 4.35
- Students influencing the way they are taught – 4.33
- Students directing their own learning – 4.06
- Students actively engaging in planning, structuring and assessing their own learning – 4.13
- Time made for teachers to reflect on and improve their professional practice – 4.27
- Staff collectively reflecting on what Catholic Education entails – 4.35

Overall the staff's general perceptions of the school were very positive.

Student Survey

Students used a 1-5 rating scale. Any aggregate above 4 is seen to be positive, aggregates below 3.5 would be seen as areas for improvement. 339 children from Years 2-6 were presented with a series of statements about the school and asked to rate these statements based on the extent to which they believed the statement was accurate.

The themes that students identified as areas of strength included –

- Children feel welcome and supported at school.
- There was a strong sense of safety and a strong feeling that the school is a welcoming place to be.
- Students believed that teachers had high expectations of them and wanted them to succeed.
- There was a strong feeling that helping others in need was a strong priority at the school.
- Students felt that the facilities, resources and classroom spaces were welcoming and helped them with their learning.

- Students rated themselves highly for their own personal learning skills of organisation, persistence and self-efficacy.
- Students felt proud to be part of the school community.

The themes for areas of growth with a rating of under 4 by the students included -

- Students having a say in their learning
- Students helping the teacher to decide what they learn in class.
- Students feeling like they can challenge their teacher about what they are learning.
- The children also provided a rating of 3.95 for their enjoyment of Mass and finding Masses meaningful. Whilst this area is still low, it has risen significantly from the 2022 survey data.

The majority of the student ratings were very high and indicated that their perceptions of the school were very positive.

School Income Sources

Commonwealth Government	\$5,730,429
State Government	\$1,566,608
State Government Capital	\$359,784
Fees (income minus discounts from R&E)	\$1,312,117
Building Levy	\$79,800
Administration (interest, rent and enrolment fees)	\$81,858
P&F	\$30,911

School Improvement

Catholic Identity

2023 saw our school continue to focus on our teaching of the catholic tradition and on strengthening our School Moto of Strength and kindness. In Term Two, recognition awards for students were re-introduced for children showing strength (high levels of integrity, honesty, strong academic work output, resilience and strength of character) & kindness (including others, compassion, caring for others and the environment, supporting people in need). The introduction of these awards assisted children to understand the school's moto which is based on the Brigidine charism.

A new Parish Priest, Father John Sebastian, was appointed to the St Pius X Parish at Dernancourt in April. At the same time, a new Assistant Principal Religious Identity and Mission Leader (APRIM) Rita Campbell, was appointed to the school following the appointment of James Lloyd to Catholic Church Office. The School and the Parish are working towards establishing new relationships and exploring ways of establishing stronger connections between the Parish and School communities.

In 2023, our Year 6 retreat was held at the St Pius X Church at Dernancourt for the first time which helped strengthen the connection between the school and church.

The students at St Pius X also continued to engage in supporting the work of Catholic Charities and St Vincent De-Paul through various fundraising opportunities.

Community

Following on from a very successful 60th Anniversary year in 2022, the focus on community continued to evolve in 2023.

For the first time in several years, we held our annual Sports Day event as an R-6 event at Bridgestone Athletics Centre at Salisbury. This event was attended by a large number of parents, grandparents and community members in term one and was very successful.

We once again held parent breakfasts for both Mother's Day and Father's Day in which both events were attended by over 500 people and culminated in parents being invited into the classroom to view children's work.

A number of classes had open mornings and also started community prayer sessions where parents were invited in to be part of their children's learning and prayer experiences.

This year the Parents and Friends Committee also hosted a Colour Run as a fundraising event for the school. This event was very successful with the children having a wonderful time. As a community \$25,000 was raised to support the acquisition of resources for the students in the School Library.

The School's Playgroup program continued to grow with over 140 families registering for this service. A book swap program was developed for Playgroup and has been very well received by families.

The survey results from Parents, Staff and Students, all indicate that there was strong satisfaction in the community feel at St Pius X School in 2023.

Teaching and Learning

In 2023 the Literacy coordinators worked hard to develop a new Literacy Agreement from Playgroup through to Year 6. This agreement focussed on developing a consistent approach to teaching Literacy across the school. The agreement is based on research on the Science of Learning and provides all teachers with a structure to teach Literacy across the school so that all children regardless of which class they are in receive quality instruction in literacy. This agreement was launched in Term 4 of 2023 and will be implemented from the beginning of 2024.

The Junior Primary team continued to undertake professional development around inquiry based learning approaches to complement the explicit teaching approaches in order to promote student agency and creative thinking. This work will be ongoing in 2024.

In 2023, Matt Richards was employed to support teachers in integrating digital technology into their teaching and learning programs. This work saw the development of Podcasts, the use of drones to develop rescue plans for bushfire areas and augmented reality as a way of presenting learning. The focus of this work was on embedding technology more effectively into the existing learning programs.

The new STEM area was also developed which saw new furnishing, the purchase and use of 3D printers and the installation of a TV, Speakers, Blinds and a Podcasting room in order to make this space more flexible, user-friendly and support the introduction of quality STEM experiences for children across the school.

Long Transition Program for children in the year before they commence Reception.

The Long Transition program for children in the year before they commenced school continued in 2023 with a full-year program being introduced. The sessions focussed on helping children become familiar with the school environment and on helping children build confidence with the environment, develop relationships with other children and teachers and engage in activities to support their emotional, social and academic well-being.

The program was very successful and feedback from parents was positive. The program will continue to be offered in the coming years.

Resourcing & Building

2023 saw the opening of Stage 2 of the building project. This stage involved the construction of a new, two-storey building which contains two new Reception classroom learning spaces that were connected to the previous two Reception classrooms and a new Junior Primary toilet block on the ground level. On the upper level a new large Music room and storage space, along with four instrumental rooms for children to learn musical instruments along with an access toilet. This space was opened at the beginning of Term 3 in 2023.

2023 also saw the school purchase another house on 18 Acton Avenue in order to prepare for the future expansion of play space in the coming years.

In the second half of 2023, a lot of time was devoted to planning for the Stage 3 Building project. This Project will include the restructuring of the internal staircase in our original admin building (Brigidine Building) to create more space both upstairs and downstairs. This work also includes the re-development of the staffroom, staff toilets and some staff offices to cater for the growing number of staff due to enrolment increases. On the top level of the Brigidine building, the current classroom spaces are no longer required and will be modified to include a new Library, Inclusive Education Learning spaces, a Multipurpose Meeting and SHIP room and a new Italian classroom. This work will commence in January, 2024.