



2022 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 which 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 (2022 August Census)

Year	Reception	1	2	3	4	5	6	Total
Totals	107	80	84	70	60	69	45	515

Strength & Kindness

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Student Attendance

Term	1			2			3			4			Total
Year Level	F	M	Total										
RE	93.6%	93.9%	93.8%	91.3%	92.2%	91.8%	94.7%	93.8%	94.3%	92.5%	93.6%	93.0%	93.3%
01	94.5%	94.5%	94.5%	91.9%	91.8%	91.9%	94.1%	95.4%	94.7%	94.6%	93.8%	94.2%	93.8%
02	94.5%	93.0%	93.7%	95.2%	93.3%	94.2%	96.3%	94.6%	95.4%	92.8%	94.2%	93.5%	94.2%
03	93.7%	95.7%	94.8%	94.3%	95.2%	94.8%	92.1%	95.4%	94.0%	94.9%	94.0%	94.4%	94.5%
04	95.1%	95.0%	95.0%	92.4%	94.8%	93.5%	94.2%	95.4%	94.7%	92.1%	93.6%	92.7%	94.1%
05	93.6%	91.8%	92.8%	94.5%	93.5%	94.0%	93.2%	93.9%	93.5%	91.9%	90.3%	91.2%	92.9%
06	93.1%	94.0%	93.5%	93.8%	89.9%	91.9%	93.2%	90.8%	92.1%	89.1%	88.7%	88.9%	91.7%
Total	94.2%	94.1%	94.1%	93.1%	93.0%	93.1%	94.1%	94.3%	94.2%	92.7%	93.0%	92.9%	93.6%

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. In extreme cases contact is made with DECS support officers.

Student Learning Outcomes - NAPLAN

Standardised National Literacy and Numeracy Testing

Our student's performance in NAPLAN in 2022 was very strong. Our students 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 and Punctuation	Numeracy
YEAR 3					
St Pius X Average	487	451	462	481	428
SA Average	426	412	413	420	389
National Average	439	422	419	435	401
YEAR 5					
St Pius X Average	534	513	537	532	513
SA Average	504	472	498	489	479
National Average	510	485	506	500	489

Staff Profile

Our staff includes 27 full-time and 7 part-time Leadership and Teaching staff and 2 full-time and 26 part-time Support Personnel.

Teaching qualifications

Qualification	Number of Staff
Masters	5
Bachelor Degree	29

Community Satisfaction – Parent, Staff and Student Surveys

In 2022 parents, students and staff were invited to complete the Living, Learning Leading Surveys that were developed by Catholic Education South Australia. The 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 high 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 below 4.5 would indicate that this area is an area of growth.

Parent Survey:

85 parents responded to the 32 questions in the Survey and I will summarise the main findings. The themes that were identified by parents as areas of strength included -

- Children feeling safe at school
- Families feeling welcomed and respected by staff
- Families feeling that their cultural background is respected
- Children's enjoyment of school
- Teachers being respectful of children
- Teachers believing children can succeed
- Children encouraged to help those in need.

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

- Parent involvement in school decision making
- School's partnership with families
- School's grounds providing a stimulating environment
- School supporting children with time management and organisational skills
- Topic taught in Religious lessons helping children to think about their own life

On balance the perceptions of parents were generally positive with no aggregate ratings being below 4.19.

Teacher Survey

29 teachers completed the Survey using the same 1-6 scale as the parent survey and were presented with similar but different statements, with the focus being on their perception of teaching within the school. Teachers were presented with 62 statements.

The themes that were identified by teachers as areas of strength included –

- Teacher's perception of their teaching abilities and confidence in their teaching pedagogies.
- Perceptions around faith development and the importance placed on enhancing the Catholic Identity of the school
- Staff modelling gospel values
- Students are taught to recognise the effects their actions have on others
- Teachers having opportunities to collaborate and plan together.
- A welcoming culture at the school

- A strong sense of inclusion and respect for family cultures
- Good behaviour policies and processes

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

- Strong partnership with the wider community
- Students have agency over their learning and a say in what is taught
- Students are involved in bringing about changes within the school
- Students tracking their own learning growth.
- Children participate in a range of social justice activities
- Time is made for teachers to reflect on and improve their teaching practices

Overall teachers general perceptions were very positive.

Student Survey

Students used a 1-5 rating scale. Any aggregate above 4 is seen to be positive, aggregates below 4 would be seen as areas for improvement. 285 children from Years 2-6 were presented with 43 statements.

The themes that were identified by students as areas of strength included –

- Children feel welcome and supported
- Care for the environment is promoted
- The importance of helping others is promoted
- Teachers are good at teaching subjects and providing help to students.
- Teachers want me to do my best and believe I can succeed.
- The classrooms are good places to learn
- Students are proud to be part of the school community.

The themes for areas of growth as rated by the students include -

- Students having a say in their learning
- Students helping the teacher to decide what they learn in class.
- Student perceptions of their organisation skills
- Students feeling like they can challenge their teacher about what they are learning.

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	\$4,765,419
State Government	\$1,442,230
Fees (income minus discounts from R&E)	\$1,187,865
Building Levy	\$131,885
Administration (interest, rent and enrolment fees)	\$41,983
Staff Government Capital Grant	\$388,230

School Improvement

St Pius X School began the 2022 school year a new Principal and Deputy Principal and the following improvement initiatives were undertaken -

Catholic Identity

2022 saw our school continue to focus on the teaching of the Catholic tradition. A focus was on improving our RE-LAT results for children in Year 4. RELAT assesses our children's understanding of the Catholic traditions, social teachings and gospel stories. Our children performed better than the state average in RE-LAT which is an improvement on our 2021 results.

Our school's APRIM continued to work with staff and classes on different forms of prayer ensuring a strong connection between the Parish and the School.

Re-Engagement of Community – after a lack of community involvement in school activities in 2020 and 2021 due to COVID-19, deliberate attention was turned to re-engaging our parent community with our school. As St Pius X was celebrating its 60th Anniversary, this occasion was used to re-ignite community spirit. Some of the events held included:

- Welcome to Reception Picnic
- Whole School Harmony Day
- Outdoor Holy Week celebrations
- 60th Anniversary School Mass
- 60th Anniversary School Dinner
- Parent Breakfast and Open Morning
- Book Week Dress-Up Parade
- Two-day Sports Day event
- Whole school picnic to Point Malcom Reserve at Semaphore
- Student disco outside of school hours
- 60th Anniversary School Concert at the Influencers Church theatre at Paradise
- Morning Tea's for new parents

These events were well received by the parent community and brought a sense of life and parental engagement back to the school.

Restructure and re-start of Playgroup - birth to 5 years

As part of the re-engagement of community the school re-structured and re-launched its Playgroup and two dedicated staff were appointed to coordinate the program and engage families with children. Playgroup attendance grew in numbers from previous years with 35 families attending in a single week.

Re-launch of the Parents and Friends Committee

During COVID-19 times the Parents and Friends Committee dwindled to only a handful of helpers and a deliberate attempt was made to re-form the committee. The school allocated a staff member for community events to support the work of the P&F and be the link between the parents and the school. Over 40 parents offered support for the P&F Committee which in turn supported the morning tea events, Mother's and Father's Day Stalls, the School Disco and the whole school picnic.

Teaching and Learning

In 2022 we continued to focus on the whole school programs which had been successful in previous years and review existing teaching structures and practices in order to identify potential areas for improvement.

The Initial Lit program continued to be taught in the Junior Primary Years and data from the assessment of the children over the year has indicated that this literacy program is achieving the desired approach. The Mini Lit and Mac Lit intervention programs continued to be offered to support children who were experiencing difficulties in Literacy.

In 2022 we reviewed Junior Primary Pedagogical practices and introduced inquiry-based learning approaches in the afternoons to promote student agency and creative thinking. This work will continue in 2023.

Staff undertook some professional formation in reading of PAT data and how they could use this to identify trends in learning cohorts. This work will continue in 2023 and the data will be used to inform both our teaching and learning programs and future professional learning needs for staff.

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

At the beginning of Term 3 we introduced a long transition program for children commencing Reception at the beginning of 2023. The program was named SPARX (**S**tudents **P**repared **A**nd **R**eady for St Pius **X** school) and a qualified teacher and ESO were appointed to deliver the program. SPARX is held on a Wednesday and Friday morning with families having the option for their child to attend one of these sessions. The sessions focussed on helping children become familiar with the school environment and on helping them to 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 be offered again in 2023.

In addition to the SPARX program we introduced a second Mid-Year Reception class to cater for the demand for Reception positions. The Mid-year Reception program offered children a good connection between Kindergarten and school. The children engaged in a balance of explicit teaching programs, including the Pre-Lit program as well as a focus on hands on and play-based learning.

Resourcing and Building

The start of 2022 saw the opening of Stage 1D of the building project and consisted of 7 classroom learning spaces, 2 breakout spaces, a large undercover outdoor learning terrace and a new toilet block. The plans for Stage 2 were refined to suit the needs of the school including a second Mid-Year Reception class.

Building commenced on the two-storey building which will provide two Reception classrooms, a large music teaching and performance area and 4 tuition rooms for our instrumental music program. Completion of Stage 2 is forecast for June 2023.

Students and staff were involved in a consultation process with landscape architects Outerspace, to design the outdoor learning and play areas. Work has commenced on the drawing of plans and the staging of the project to meet the needs of our growing school community.

Planning also commenced the for the final stage of the building project – Stage 3 which will see a re-design of our front office, administration spaces and an extension of the staff rooms on the ground level of the building. The top storey will see the development of a new Library and Inclusive Education space and a re-designed learning space for our LOTE program.

All building plans are being developed with the future needs of the school in mind.