

2022

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St Pius X High School

Park Avenue, ADAMSTOWN 2289

Principal: Mr Robert Emery

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

About this report

St Pius X High 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

The community of St Pius seeks to provide an education grounded in the Gospel values of love, justice and truth. The School aims for excellence, providing a range of opportunities to enable all students to experience success.

Through the implementation of our Pastoral Care system we endeavour to make our school specifically Catholic in philosophy and practice and to foster community through student, parent, staff and parish involvement. The school's Care Classes and House System ensure that students experience high quality pastoral care and that parents are genuine partners in their children's education. The school has a strong school spirit. Our students love their school.

The school has a high standard in all educational areas and makes special provision both for gifted and talented students as well as for students with learning difficulties. As well as the Religious Studies program, we have daily student prayer, whole school Liturgies to celebrate special occasions, Parish and Care Class Masses, staff prayer and retreats, reflection days for Years 7, 8 and 9 and a three day retreat for Year 10. All of these events aim to meet the spiritual needs of staff and students.

In 2022, St Pius X HS had a student population of 1000 in Years 7 to 10, 79 teachers and 35 Support Staff.

Parent Body Message

Our P&F voted to disband the P&F at St Pius in favour of meeting as a Parent Engagement Group (PEG).

The parents at the first PEG meeting expressed our appreciation of the new format. It was informative and productive and less formal than a P&F Meeting. There were many more people present (about 30) than would normally turn up to a P&F Meeting.

The school is well-organised and well-run and provides a safe, student focussed educational environment. Parents are very happy with the school. The school is in an exciting phase of transitioning to a 7 to 12 College.

Student Body Message

Students have a very strong school spirit and enjoy their time here at St Pius. They appreciate and respect the safe and inclusive environment the school provides. Students highly value the teachers' diverse teaching methods and supports offered, the many

opportunities for student leadership, variety of electives, great resources, extensive sporting opportunities and equipment, canteen food, music and drama performances. Excursions, overseas immersion visits, Year 10 Retreat, Year 9 Snow Trip and Year 8 Canberra Science Trip are also valuable extra-curricula activities that are greatly appreciated at St Pius.

School Leaders

School Features

History

On January 27 1959, St Pius X College, staffed by Diocesan Priests, commenced at Tighes Hill. In 1960, the then Bishop of Maitland, Bishop Toohey, exercised tremendous courage and vision in acquiring the old Lustre Hosiery Factory in Adamstown and converting the existing building into a school. The School opened at this new site on 5 December 1960. The official opening of the College and the blessing of the new building was performed by Bishop Toohey on Sunday, 19 March 1961. In that year the school badge was also adopted, incorporating the Coat of Arms and Crest of St Pius X.

If you would like to read a more extensive history of the school please visit the History page of our website: <http://www.adamstownsp.catholic.edu.au/about-us/school-history/>

Location

St Pius X is located in Park Avenue, Adamstown and draws pupils from the local Catholic primary schools including St Therese's Primary School, New Lambton, St John's Primary School, Lambton, St Patrick's Primary School, Wallsend, St James' Primary School, Kotara South, St Columba's Primary School, Adamstown, Holy Family Primary School, Merewether Beach and St Joseph's Primary School, Merewether.

Student Profile

Student Enrolment

The School caters for students in Years 7 – 10. 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
476	514	131	993

* 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 84.07%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group			
Year 7	Year 8	Year 9	Year 10
85.49	84.09	83.22	83.49

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	102
Number of full time teaching staff	58
Number of part time teaching staff	16
Number of non-teaching staff	28

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

Professional Learning focussed on continuation of our Leading Learning Collaborative working with Dr Lyn Sharratt on using her 14 Parameters for system & school improvement to increase the effectiveness of teaching and learning at the school.

Focus on Writing across the curriculum which has led to increase in NAPLAN performance in this area.

Staff also attended a Spirituality day, A Curriculum & Pedagogy Day, A Wellbeing Day and a professional learning Staff Meeting each week focussed on various aspects of our Strategic Improvement Plan 2022.

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)

St Pius X High School is a Catholic community that nurtures faith, excellence and lifelong learning.

Our school exists as part of the Mission of the Church to provide top class education for our students through the lens of Catholic faith and tradition. Everything we do at St Pius has its foundations in the life and teachings of Jesus Christ. We aim to help every student to develop respectful and ethical ways of relating to people and the world around them. We aim to help every student become the best person they can be.

We are a proudly Catholic school. During the year students and staff experience many beautiful Liturgies celebrating significant school and Church events. Mass is said each fortnight for a couple of Care Groups on a roster basis - although this was limited in 2022 due to COVID & availability of a Priest. Prayer is said every day in Care Group or period 1, at assemblies, House Meetings and at all staff briefings and meetings.

Every Tuesday morning, staff members meet for prayer. Post-graduate study in theology and education is both encouraged and subsidized at CSO level, such as MA at ACU, BBI/SCD.

Several staff are completing Graduate Certificates & Masters Degrees in various aspects of Religious Studies.

Curriculum, Learning and Teaching

Secondary Curriculum

The Secondary Curriculum follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Schools Office (CSO).

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.

Curriculum

St Pius X has designed a program of study that allows students to meet mandatory NSW Education Standards Authority (NESA) requirements while also providing them with the flexibility to follow their own program of study to meet their future employment requirements.

Students study a range of courses in Year 7 and 8 (Stage Four) in addition to the core subjects, to enable them to make informed elective choices for Years 9 to 12. Students at St Pius X are required to study across eight areas of study over Years 7 to 10.

Five of these areas of study are studied in each of Years 7 to 10. These are:

English

Mathematics

Science

Human Society and Its Environment (HSIE)

Personal Development/Health/Physical Education (PDHPE)

At some time during Years 7 to 10 students are also required to study courses in Creative Arts (Music and Visual Art), Languages other than English, and Technological and Applied Studies.

As a Catholic school, St Pius X requires all students to complete courses in Religious Studies each year.

St Pius X offers a wide range of subject study areas to its students:

Religious Studies

English

Mathematics

Science
HSIE
PDHPE
Technologies
Creative and Performing Arts
Languages

We offer an excellent Accelerated Mathematics program starting in Year 7 and timetabled into the normal day. We offer extensive opportunities in STEM education within our Science, TAS and mathematics courses and our specialist iSTEM Elective in Years 9 and 10. We are also currently planning the training of teachers in Virtual Reality and Augmented Reality educational applications with a view to implementation in 2024. Teacher Training will occur in 2023.

We cater for gifted students mainly within the existing curriculum, so that extension work and projects are done within their existing classes on a day-to-day basis. We also provide gifted students in Years 7 and 8 the opportunity to take part in the Diocesan Virtual Academy.

We have a very experienced learning support team which provides both direct assistance to students needing extra help with their learning in our spacious Learning Hub and support to the teachers of these students to ensure assistance is ongoing in all subjects where it is needed.

Our school offers a huge range of opportunities and experiences for students apart from the mandated syllabuses. This is one of the benefits of attending a large school. Our curriculum includes Indigenous education and sustainability programs. Our Retreat and Reflection day programs are greatly appreciated. Our representative and internal sports programs are extensive. We have a well-structured external tutor program in Music that enables students to learn almost any musical instrument. Our Music and Drama performances, our Choir and vocal group, our various bands, our debating and public speaking and participation in Mathematics, Science and Engineering competitions offer students a wealth of options.

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 7	Grammar and Punctuation	30%	24%	10%	21%
	Reading	39%	27%	4%	15%
	Writing	31%	24%	15%	22%
	Spelling	42%	33%	14%	17%
	Numeracy	46%	32%	6%	19%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	28%	22%	16%	28%
	Reading	29%	21%	10%	24%
	Writing	24%	17%	19%	33%
	Spelling	19%	17%	12%	21%
	Numeracy	22%	20%	10%	19%

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2022, the number of students issued with a RoSA was 274.

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

Student respect and responsibility is promoted as a natural part of the ethos of our Catholic school. The School Pastoral Care program, Religious Studies lessons, social justice initiatives, Reflection Day programs and Retreats, Assemblies and Year Meetings are all used to promote strong Christian values among the students. The school more than meets the requirements of the Australian Government's Values for Schools policy.

Social justice is given a high priority at St Pius. Each year our students are involved in raising funds for Caritas through the "Project Compassion" appeal during Lent. We hold several other charity fund-raising events. In normal years we offer Year 10 students overseas immersion visits, part of which sees them involved in hands-on charity work in overseas Parish communities in countries such as Vietnam and Malaysia. This has not been possible these last few years because of COVID.

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 School Strategic Plan 2020-2022 (SSP 2020-22) and our School Improvement Plan (SIP 2022) had the following major priorities:

Domain 1 - Catholic Formation & Mission - Formation in Faith

Domain 2 - Learning - Writing Skills

Domain 3 - Leadership - Nurturing Leadership

Domain 4 - Wellbeing and Partnerships - School Culture

For Teachers & Students: Gifted education programs were enhanced - further development of Virtual Academy (for profoundly gifted students). Further development of specific differentiation for each individual gifted child was offered.

For Teachers: Professional Practice & Development (PP&D) program continued and expanded.

This aims to ensure continuous improvement in teaching & learning. We developed a writing continuum to assist teachers in providing positive effective feedback to students on the next step in improving their writing. All teachers received professional learning on the use of this tool.

Our continuing review of school culture resulted in an "Improving School Culture" team and program. This program resulted in discussions with students especially Year 10, around the issues of equity/equality of the sexes, sexual harassment and sexual consent and then in creating and implementing educational programs for all students in this vital area, here at St Pius.

We introduced the **Yondr Pouches** method of restricting mobile phone use by students at school. Teachers have access to unlocking mechanisms in case they need students to use their phones in class for educational purposes. The Yondr Pouches have drastically reduced the incidents of cyberbullying of students during the school day. It has also resulted in a huge increase in activity of students at break times. This is a healthy change.

Priority Key Improvements for Next Year

Participation in the Leading Learning Collaborative - working with Lyn Sharratt to enhance teacher performance and thereby improve student learning.

Further improving school culture - especially in the area of student resilience.

Focus on reading & comprehension.

Focus on Deep Learning.

Transition to Years 7 to 12 College. First Year 11 students are due in 2025. The school is very busy preparing for this exciting change. A change of school name and the development of a charism are part of this transition process.

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

Extensive parent surveys conducted during the 2020 COSI (Continuum Of School Improvement) External Review, clearly indicate a very high level of parent satisfaction with the school. This is confirmed by the parent data from the "Tell Them From Me Surveys" conducted during 2021 & 2022.

Student satisfaction

Extensive student surveys conducted during the 2020 COSI (Continuum Of School Improvement) External Review, clearly indicate a very high level of student satisfaction with the school. This is confirmed by the student data from the "Tell Them From Me Surveys" conducted during 2021 & 2022.

Teacher satisfaction

Extensive teacher surveys conducted during the 2020 COSI (Continuum Of School Improvement) External Review, clearly indicate a very high level of teacher satisfaction with the school. This is confirmed by the teacher data from the "Tell Them From Me Surveys" conducted during 2021 & 2022. There is also very good collaboration and team work on staff that suggests that teachers are satisfied with the school.

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	\$11,418,772
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$3,023,480
Fees and Private Income ⁴	\$3,373,839
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$909,837
Total Income	\$18,725,928

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$36,415
Salaries and Related Expenses ⁷	\$12,741,692
Non-Salary Expenses ⁸	\$4,925,065
Total Expenditure	\$17,703,172

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