



2019 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 be successful readers. Our Reception and Year 1 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 2-6.

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 (2019 August Census)

Year	Reception	1	2	3	4	5	6	Total
Totals	97	68	74	49	57	52	44	441

Strength & Kindness

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Student Attendance

Year Level	Term 1	Term 2	Term 3	Term 4
RE	94.02%	92.47%	92.04%	92.29%
01	93.73%	92.12%	93.73%	92.72%
02	93.48%	92.09%	93.92%	91.78%
03	91.14%	92.84%	93.78%	91.64%
04	94.87%	93.24%	92.64%	92.44%
05	93.66%	93.24%	92.59%	91.41%
06	95.56%	93.37%	92.42%	89.14%
Average	93.78%	92.77%	93.02%	91.63%

Non-attendance Management

School attendance is monitored on a daily basis via the CESIS program. 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 results indicate that, together with families, we are providing opportunities for our students to achieve beyond state and national averages at the upper end of achievement bands, at all year levels.

Summary of Results

Exempt students are students with severe intellectual or functional disabilities or students from a non-English speaking background who have been learning English in Australia for less than one year are eligible for exemption. These students are not assessed and are deemed not to have met the national minimum standard. School Mean Scores – Proficiency band and % of students who achieved at or above National Minimum Standard (NMS)

Component Year 5	Mean Score			Mean Scores as Proficiency Bands			% of Students who Achieved the NMS		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Reading	516.7	499.9	500.9	6	6	6	100	98	98
Writing	486.6	448	476.4	6	6	5	98	85	98
Spelling	523.4	508.9	489.9	6	6	6	98	97	96
Grammar and Punctuation	526.6	501.2	483.5	6	6	6	100	100	96
Numeracy	500.1	474.4	477	6	5	5	98	100	98

Component Year 3	Mean Score			Mean Scores as Proficiency Bands			% of Students who Achieved the NMS		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Reading	455	427.8	430.8	5	5	5	98	100	100
Writing	416.5	413.4	417.8	4	4	4	100	98	100
Spelling	423.9	441.1	422.5	4	5	4	100	100	100
Grammar and Punctuation	438	437.9	432.7	5	5	5	94	98	100
Numeracy	417.1	404.1	385.3	4	4	4	100	100	98

Staff Profile

Our staff is made up of 16 full-time and 14 part-time Leadership and Teaching staff and 1 full-time and 18 part-time support personnel.

Teaching qualifications

Qualification	Number of Staff
Masters	3
Bachelor Degree	26
Diploma	1

Community Satisfaction – Parent, Staff and Student Surveys

Our community (parents, staff and students) were surveyed via the Curtin University, Western Australia

School Income Sources

Commonwealth Government	\$3,504,034
State Government	\$1,088,307
State Government Capital Grant	\$500,000
Fees (income minus discounts from R&E)	\$788,217
Building Levy	\$65,808
Resource Fee	\$449,245
Administration (interest, rent and enrolment fees)	\$51,060
P&F	\$10,000

School Improvement

Deepening relationships between students, staff, community

- To continue implementation of the 'Be You' National Strategy to support community emotional and social well being
- To provide the methods, tools and support for parents and carers, health services and the wider community, to nurture happy, balanced students

- Promoting student voice; building awareness and promoting action towards environmental sustainability

Providing exemplary teaching and learning through design, implementation and delivery of contemporary, inclusive and engaging curriculum leading to greater growth and improved outcomes

- To further the literacy whole school approach to reading and writing and continue improved whole school outcomes against the national average in this area
- To develop data tracking processes that enables educators to map learning progress of each child.
- To develop effective interventions for all students identified as making insufficient progress
- To create and provide enrichment opportunities for children with gifts and talents
- To develop and implement a whole of school Numeracy plan 2020-2021
- To increase number of students in higher NAPLAN Bands in Writing

Expressing and witnessing our Catholic Identity by connecting faith, life and culture

- To bring the community to a deeper understanding of our charism and Vision through negotiated 'School Theme'
- To continue involvement in the Leuven project, using survey data to analyse and formulate strategies to further our Catholic Identity as a school

Creating safe and vibrant learning and play spaces and deepening ecological conversion of the community

- Establish a physical environment that inspires and maximises learning
- Complete Stage 1 C including 8 new learning spaces, Nature Play, Community carpark, break out spaces for out of class learning