

2019

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 School 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 in all areas, 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 2019, St Pius X HS had a student population of 1017 in Years 7 to 10, 75 teachers and 30 Support Staff.

Mr Robert Emery

MEdLead BSc(Hons) DipEd DipRE MACEL

Parent Body Message

St Pius X High School has an active P&F. Meetings are held every second Tuesday of the month. All parents and friends are welcome to attend. The P&F provides parents with a forum in which they can raise questions, discuss issues pertinent to the school, make comment and offer suggestions on policy and procedures. The P&F raise much needed funds for the school. Much of these funds are raised through the extremely successful and well-run School Dances held four times through the year. Other activities vary from year to year.

Mr Alan Bond

P&F President 2019

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 and great school dances. 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 Captains

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, St Joseph's Primary School, Merewether and Our Lady of Victories Primary School, Shortland. On completion of Year 10, our students move on to St Francis Xavier's College at Hamilton for Years 11 and 12. Together, all of the schools mentioned here form the Central Cluster of the Maitland-Newcastle Diocese.

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 2019: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
499	525	116	1024

* 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 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 2019 was 87.75%. 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
90.90	88.50	86.10	85.50

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 2019:

Total number of staff	112
Number of full time teaching staff	54
Number of part time teaching staff	28
Number of non-teaching staff	30

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 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 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 was undertaken by Staff in the following areas during 2019:

- Spiritual Development
- Pastoral Care - Wellbeing
- Quality Teaching and Learning - especially differentiation for gifted students
- Use of NSIT to guide school planning
- Religious Studies
- Curriculum resource development
- Courses in curriculum areas, pastoral care and leadership offered by the Catholic Schools Office
- Masters Course units from BBI, ACU and other Universities.
- Studies Coordinator, Student Coordinator, Assistant Principal and Principal Meetings, Conferences and Retreats.
- Contemporary Pedagogy Conferences
- Asthma, Resus, First Aid Training as appropriate

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 aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

Please refer to our school website for detailed information on our [Mission, Vision & Values](#).

Mission Statement

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 experienced many beautiful Liturgies celebrating significant school and Church events. Mass was said each fortnight for a couple of Care Groups on a roster basis. Prayer was said every day in Care Group or period 1, at assemblies, House Meetings and at all staff briefings and meetings.

We held Parish Mass at St Pius in our beautiful Sr Marie Centre every second Wednesday morning.

Students from Year 10 were involved in immersion experiences to Malaysia, the highlight of which was their social justice work for parishes and/or villages.

There were Reflection days for Years 7, 8 and 9 and a three-day Retreat and special Graduation Liturgy for Year 10.

Every Wednesday morning, staff members meet for prayer. They take turns and great care to prepare the material. Post-graduate study in theology and education is both encouraged and subsidised at CSO level, such as MA at ACU, BBI/SCD. Several staff are completing Graduate Certificates & Masters Degrees in various aspects of Religious Studies.

The Catholicity of the school has been nurtured through liturgical celebrations and other forms of worship. There are liturgies to celebrate welcoming staff and Year 7 and their parents, Commissioning of Student Leaders, Ash Wednesday and Holy Week Liturgies, Anzac Day Liturgy, Vinnies' Day Fashion Parade, St Pius X Day Celebration, Year 10 Graduation and Presentation Day Ceremonies (Years 7-9).

There were Reflection days for Years 7, 8 and 9 and a three-day Retreat and special Graduation Liturgy for Year 10.

A Spirituality Day was held for staff.

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 CSO's Statement on Authentic Learning outlines our beliefs about how students learn. It provides a foundation for teachers, school leaders and system leaders as they aspire to enable learning which engages and empowers students to become lifelong learners, who contribute to society, and the wider world, as active and discerning citizens.

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
- Personal Development/Health/Physical Education

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.

Areas of Study

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

- Religious Studies
- English
- Mathematics

- Science
- HSIE
- Technology and Applied Studies
- PDHPE
- 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.

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. We offer a gifted education program and a very experienced learning support team. 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

Analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show The percentages of students who achieved particular skill bands in numeracy and The aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	41%	29%	9%	19%
	Reading	42%	29%	6%	15%
	Writing	16%	15%	15%	28%
	Spelling	35%	31%	8%	16%
	Numeracy	47%	34%	4%	15%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	21%	19%	16%	25%
	Reading	26%	21%	11%	21%
	Writing	11%	13%	20%	38%
	Spelling	24%	21%	8%	20%
	Numeracy	31%	24%	6%	16%

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 2019, the number of students issued with a RoSA was 249.

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 Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, 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.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2019.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [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 at this link.

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 at this link.

Initiatives promoting respect and responsibility

Student respect and responsibility is promoted as a natural part of the ethos of the 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, student leaders travel to Sydney to attend the "Just Leadership Day" run by Caritas global education officers. They return inspired to embark on the annual "Project Compassion" appeal on Ash Wednesday. In 2019 our students raised over \$17,000.00 for Caritas during Lent. In 2019 Year 10 students attended an immersion experience to Malaysia. These students were actively involved in building projects for parishes and villages.

A number of out-of-uniform days have been organised and the money raised was given to local charities. As mentioned previously, our St Vincent de Paul group is very active in social justice.

School Improvement

The School implements the systems 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 Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

Our School Improvement Plan (SIP 2019) had the following major priorities:

Domain 1 - Catholic Formation & Mission - Faith Encounter

Domain 2 - Learning - Writing & Differentiation

Domain 3 - Leadership - Nurturing Leadership

Domain 4 - Service & Governance - Community Wellbeing

For Teachers & Students: Gifted education programs were enhanced - further development of Virtual Academy (for profoundly gifted students). Accelerated Mathematics program was timetabled into the day rather than existing outside the timetable. PD in Gifted Education continued for all staff. Steps taken towards specific differentiation for each individual gifted child.

For Teachers: Professional Practice & Development (PP&D) program continued & expanded. This aims to ensure continuous improvement in teaching & learning.

Another very successful focus for the year was in the area of wellbeing. Our Wellbeing Program continued across the school. Lesson material was presented in a number of Long Care Group sessions throughout the year. Special guest speakers were utilized at various times. A Staff Wellbeing day was run. The implementation of the program was evaluated at the end of the year. This provided clear evidence that the program was being successful in helping to improve student & staff wellbeing. It also provided relevant feedback which helped enhance planning for the program for 2020.

Review of school culture resulted in a vastly improved, more formal and more regular Assembly program. This in turn assisted to improve school culture.

Priority Key Improvements for Next Year

Re-invigoration of Professional Learning Teams.

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

Establishment of a Data Team.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving 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. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Extensive parent surveys conducted during the 2017 COSI (Continuum Of School Improvement) Self-Review, clearly indicate a very high level of parent satisfaction with the school. This seems to have continued throughout 2019.

Student satisfaction

There is a very high level of student satisfaction with the school as exemplified by the high level of school spirit and student participation in all aspects of school life. The message from the School Captains earlier in this report is further evidence of high student satisfaction with the school. We conduct Year 7 Transition and Year 10 Exit surveys. These are used to review and adjust our programs and structures when and where necessary.

Teacher satisfaction

There is a very high level of staff satisfaction with the school as exemplified by the high level of dedication and enthusiasm that staff bring to their vocations. The school has procedures in place to enable staff who are not satisfied with aspects of school life to bring this to the attention of the appropriate person or people.

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 2019 year is detailed below:

Recurrent and Capital Income 2019	
Commonwealth Recurrent Grants ¹	\$10029112
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2938953
Fees and Private Income ⁴	\$3043983
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$642455
Total Income	\$16654503

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$36983
Salaries and Related Expenses ⁷	\$11587125
Non-Salary Expenses ⁸	\$3961336
Total Expenditure	\$15585444

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 2019 REPORT