

# ANNUAL SCHOOL REPORT

# 2015

SERVICE † LEADERSHIP † JUSTICE  
*Together in Christ*



## St Pius X Primary School, WINDALE

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## About the Annual School Report

St Pius X Primary School is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

## Messages from Key School Bodies

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### Principal's Message

It is my pleasure to present the Annual report for 2015 for St Pius X Primary School, Windale. This school is a Kindergarten to Year Six systemic school of the Diocese of Maitland-Newcastle. St Pius X is a Christian school in the Catholic tradition with a rich heritage and strong sense of community.

Through a dynamic partnership between students, parents, staff, parish members and the wider community, we challenge and support one another towards growth and full potential.

The school gives new meaning to "child centred" and recognises the uniqueness of each child and strives to fulfil the specific needs of every child through the formation and imparting of appropriate educational programmes. Our aim is to provide a sound educational framework that will equip pupils with the skills to make a worthwhile contribution to society and ultimately achieve personal development.

The school is proud of all students for their performance and participation in school, system and state based initiatives.

The school is indebted to the many parents and volunteers who give so freely of their time and efforts to support the staff and students in all ongoing initiatives.

I would like to acknowledge the staff for their ongoing commitments to the students and their families. It is this collaborative partnership that ensures that St Pius X will continue to grow as a learning community.

This document will assist you in looking at our achievements as well as planning for the future.

St Pius X Windale is a school where children are loved and nurtured.

Our school is a gift to the Windale Community and Parish and is based on the Gospel values of life, hope and truth.

### Parent Body

The St Pius X Parents and Friends (P & F) endeavour to meet at 9.00am on the 1st Monday of the month during each term to discuss current issues regarding day to day school activities and to decide on and plan future endeavours such as fund raising events.

Being a small community our structures are informal and we meet in an informal manner throughout the year. Our P&F is coordinated by the Principal which ensures all parents have equal say in the running of St Pius X Primary School Windale.

### Student Body

At St Pius X Windale all children in Year 6 each year are designated as leaders. Following a Leadership Day they are inducted as School Leaders at our Opening School Liturgy where they are presented to the community.

Students, on a rotation basis, perform the duties that would normally be assigned to school captains eg: greeting and welcoming visitors, reading and leading at Liturgies and School Masses. Speeches of welcome and thanks are made by our leaders to any special visitors to the school.

Children from Year 6 act as role models for the younger members of the school community and have represented St Pius X School in the wider community on many occasions.

## SCHOOL FEATURES

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### History of the school

The school has an interesting history dating back to 1955. Prior to that date, the catholic children of Windale (called Surprise Town until 1951), were educated at the local state school, or travelled to neighbouring schools at Charlestown or Adamstown. Originally the school was conducted in the present church building, which was opened in 1959.

Three sisters of St Joseph formed the first staff residing at Swansea convent and travelling to and from Windale daily, until July of 1955 when St Joseph's convent was opened.

Additional buildings were built in 1993 to accommodate the growing demand and to provide the school with suitable classroom and administration spaces.

Further buildings ( a new Library and Hall) were built in 2011 under the National pride Funding provided by the Australian Government allowing the school to utilise even better spaces for its educational endeavours.

### Location/Drawing Area

St Pius X draws its students predominantly from the suburbs of Windale, Tingara Heights and Moun Hutton with a number of families travelling from Gateshead, Gateshead West, Belmont North and Warners Bay.

Pupils leaving Year 6 at the end of 2015 started their High School studies at St Mary's High School Gateshead.

## Catholic Identity and Mission

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### Catholic Imagination and Spirituality

During the 2015 school year regular liturgical celebrations were held. Annual highlights are the opening and closing of the school year Liturgies. At our Opening Liturgy our Year 6 Leaders received their badges of office and our new students received a welcome gift. During the final liturgy our Year 6 Pupils were acknowledged for their leadership throughout the year and graduate from St Pius X Windale.

The school continues to maintain a closer relationship with the Sisters of St Joseph who were the first educators at St Pius X School, and who still live in close proximity to the school.

Other liturgical activities are held for Ash Wednesday, Catholic Schools Week, Anzac Day and St Pius X Feas Day as well as on special occasions to pray for those affected by natural disasters. Mother's and Father's Days are recognized both by liturgy and secular events.

The staff were involved in a spirituality afternoon based on The Beatitudes led by Mrs Bernadette Gibson from the Catholic Schools Office.

### Family, Parish and Diocesan evangelising and catechesis

As a Parish school, the spiritual growth and welfare of students was shared by the Parish Priest, Fr. Gerard Mackie, Deacon Camillus, Principal, staff and parents and the wider parish community. Initial meetings were held for a Sacramental Program in which the families showed great enthusiasm - further developments are yet to be made.

All classrooms have sacred spaces that clearly display the Catholic identity of our school as well as being a focus for prayers and petitions. Symbols depicting our beliefs were prominently displayed throughout the school as proud symbols of our Catholicism including sacred spaces in the classrooms and staff room.

### Christian Discipleship

Year 6 leaders attended the Project Compassion Launch, the Diocesan Catholic Schools Week Mass and Diocesan Year 6 Leadership Day at Kotara and the Diocesan Mission Mass.

Pupils from Saint Francis Xavier Hamilton, Saint Paul's Booragul and Saint Joseph's High School, Aberdeen visited and interacted with the students. The whole school travelled to Aberdeen to visit Saint Joseph's pupils in an overnight trip in November.

Opportunities were provided on a regular basis for daily formal prayer and liturgical celebrations.

### Religious Education and Curriculum

The Diocesan K-12 Religious Syllabus is implemented in all grades.

The support from the staff of the Religious Education and Spirituality Team of the Catholic Schools Office and links directly to this syllabus was beneficial. Each class has a structured lesson each day that develops the knowledge and understanding of our Catholic Faith.

The Religious Education Co-ordinator attended all professional development days organised by the Catholic Schools Office. The Co-ordinator shared knowledge gained during this professional development time as well as suggestions to enhance the teaching of Religion in the school.

Special celebrations related to the church seasons, sacramental programmes and liturgies involving grandparents and parents have been highlights of the year. Religion lessons were held daily in all classrooms to ensure that students continued to develop an understanding and knowledge of their faith and Faith Development Programs. A liturgy followed by an excursion was held to celebrate St Pius X Feast Day.

### Initiatives Promoting Respect and Responsibility

The provision of a safe and supportive school environment was continually emphasised in 2014. Respect for one another as well as being responsible citizens of our community was also promoted through our Positive Behaviour Support Program. Through this Program the students are encouraged to *Be Respectful, Be Responsible and Be A Learner*.

The school community raised funds for the Missions, Caritas and St Vincent de Paul. A Green Day was held in Term 1 for CARITAS and Harmony Day was also celebrated. A Mission Day was held in early Term 2 to raise money for Children's Mission as well as money for the St Vincent de Paul Winter Appeal.

The school distributed hampers to families at Christmas.

Staff support overseas schools and communities via teachers helping teachers.

## Student Profile

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The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
0	8	30

\*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

### Enrolment policy

St Pius X Primary School follows the guidelines provided by the Catholic Schools Office *Enrolment Policy 2013*. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. 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 and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

### Actual Enrolments 2015

Scholastic Year	Number of Students
K	6
Year 1	8
Year 2	11
Year 3	6
Year 4	6
Year 5	9
Year 6	6
Total	52

### Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2015

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
89	88	88	87	86	86	87	87

## Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student's educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school - based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

## Pastoral Care and Wellbeing

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### Student Welfare Policy

The Pastoral Care Policy was reviewed in 2011. The Bullying and Teasing Policy's was reviewed in 2012. Both policies aim at developing a sense of self-worth and fostering the personal development of all children, reflecting the National safe Schools Framework and the generic values presented in the Values for Australian Schooling statement. Both policies are available on the school website. These ensure a safe and supportive environment for students in 2015.

During 2014 the school further developed a behaviour management system called "Positive Behaviour Support" (PBS). This program enables staff to reward pupils with a 'high five card' for positive behaviours as (1) a learner (2) being responsible (3) being respectful. Pupils are able to spend their banked 'high fives' at the PBS shop. Further rewards were added to the PBS Shop which proved highly successful in 2015.

Pastoral care initiatives included awards for the student who showed exemplary service to the school, either on the playground or in class achievements. Academic, cultural, citizenship and sporting achievements were recognised through these awards and in the school bulletin.

### Discipline Policy

The Schools Pastoral Care and Discipline Policy covers both classroom and playground behaviours and provides clear expectations of acceptable behaviours and school associated consequences.

The Positive Behaviour Support Program is the main anchor of our discipline policy.

All policies relating to discipline are based on procedural fairness and are available from administration as well as from the school website.

In compliance with the N.S.W. Reform Act of 1990, corporal punishment is not used at St Pius X for the management of students. Neither are parents able to use corporal punishment of their child/children at this school.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

### Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *St Pius X Primary School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

The Bullying and Teasing Policy continued to be enforced. Classroom lessons supported this policy, especially in the area of Values Education integrated across separate key learning areas, with emphasis on students resolving conflict in a non-violent, co-operative manner.

### Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

## School Improvement

### School Improvement Plan

Our 2015 School Improvement Plan focussed on the following areas:

- Employment of a Leading Teacher (SAP Funded)
- Continual development of students' reading and writing skills through Focus on Reading implementation and sequential development of writing skills
- Continual implementation of MiniLit through Infants group. Greater opportunity through trained additional staff.
- Focus on numeracy through implementation of NSW syllabus – ongoing support of staff development - attendance at CSO Numeracy Day
- Appointment of Leader of Maths.
- Whole school approach to Numeracy – PD day funded
- Use of Maths resources (2014 SIP funded)

### School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>As a result of School Assistance Program (SAP) funding, the school has been able to accelerate development and growth in language.</p> <p>Diagnostic and Normative testing indicates outstanding growth by many pupils well in excess of the chronicle growth in age.</p> <ul style="list-style-type: none"> <li>■ Language Assessments.</li> <li>■ Intensive language programs</li> <li>■ PAL reading</li> <li>■ Grammar and Punctuation - NAPLAN 2015 results</li> <li>■ Focus on reading activities</li> <li>■ Individual education plans</li> <li>■ Ants in the Apple Spelling Programs</li> <li>■ Normative a diagnostic assessment of student progress</li> <li>■ Individual Education Plan Meeting</li> </ul>	<p>Literacy Based Improvement focus:</p> <ul style="list-style-type: none"> <li>■ Continual development of students' reading and writing skills through Focus on Reading implementation and sequential development of writing skills. Staff to attend Writing PD provided by CSO in Term 1.</li> <li>■ Purchase of additional resources to support writing skills.</li> <li>■ Continual implementation of MiniLit through Infants group. Staff training for Leading Teacher and LST</li> </ul>

<p>As a result of the focus on Mathematics the following areas of improvement were noted:</p> <ul style="list-style-type: none"> <li>▪ Greater training and up skilling of teachers in the area of teaching of Mathematics in relation to the new syllabus.</li> <li>▪ Appointment of a Leader of Maths</li> <li>▪ Greater focus and structure on Maths block of 1 hour per day.</li> <li>▪ Improved math's results in all students recorded through diagnostic testing.</li> <li>▪ NAPLAN results for show significant improvement in Mathematics. 80% of Year 3 students were in the top 3 bands</li> <li>▪ Tracking of students in all classes against Maths Continuum</li> </ul>	<p>Numeracy Based Improvement focus:</p> <ul style="list-style-type: none"> <li>▪ Focus on numeracy through implementation of NSW syllabus – ongoing support of staff development –</li> <li>▪ Whole school approach to Numeracy – PD day funded</li> <li>▪ Use of Maths resources</li> </ul>
<p>Teacher professional development and ongoing support in the development and maintenance of Literacy and Numeracy blocks which support the students' growth in these areas.</p>	<p>Staff Development Focus:</p> <ul style="list-style-type: none"> <li>▪ Greater emphasis given to Professional Learning Communities with a major focus on Literacy and Numeracy across stages.</li> </ul>

## Academic Achievements

2015 showed an advancement of every student in academic achievement. The majority showed progress beyond their chronological age with a number of students advancing 2 years in their academic progress. In Religious Education, 3 students received awards for the Year 6 Religious Assessment whilst in Mathematics 3 year 5 students received awards in the Newcastle Permanent Maths Competition. Year 6 students also participated in the Science and Engineering Challenge.

NAPLAN results (although with only a small cohort) show significant growth in all aspects of NAPLAN particularly Reading, Writing, Grammar and Punctuation and Numeracy.

## Cultural achievements

The following cultural activities were held throughout 2015:

- Annual Concert Evening. Children entertain the parish/parents/friends through song and dance.
- Guitar lessons and Guitar groups
- Singing as a whole school activity
- Harmony Day celebrations
- National Sorry Day - Bush Tucker Day
- National Reconciliation Week.
- Overnight visit to St Joseph's Aberdeen
- Year 5/6 excursion to Canberra
- School excursion to Newcastle Maritime Museum and ANZAC Walk

- National Tree Day

## Sporting achievements

The following sporting achievements and activities were made in 2015:

- Weekly Sport Programme - Term 1
- Newcastle Knights back-yard League Coaching Clinics.
- Our school Relay Team participated at the Lakes Region, Diocesan and Polding Athletics Carnivals.
- Diocesan Netball Gala Day
- Year 2 Intensive Swimming Program - Term 3 for 2 weeks
- Sporting Schools participation in Gymnastics, Basketball and Swimming. Close connections were made with Lake Macquarie PCYC which conducted weekly skills programs in Gymnastics (Term 2) and Basketball (term 3). A weekly swimming program was conducted in Term 4.
- School participates in Regional and Diocesan Athletics, Swimming and Cross Country.

## Student Achievements

### Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for student in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An 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 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	40.00%	71.10%	20.00%	12.90%
	Writing	40.00%	75.80%	0.00%	9.30%
	Spelling	60.00%	65.20%	20.00%	16.70%
	Grammar	80.00%	73.20%	0.00%	12.60%
	Numeracy	80.00%	60.80%	0.00%	16.80%

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	33.33%	57.90%	33.33%	20.00%
	Writing	40.00%	52.40%	0.00%	19.50%
	Spelling	40.00%	60.80%	20.00%	14.60%
	Grammar	40.00%	60.90%	20.00%	18.60%
	Numeracy	66.67%	55.80%	33.33%	17.60%

## Staffing Profile

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### Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	9
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	9

All teaching staff are appropriately qualified with a member of staff with Masters Degrees.

### Workforce Composition

Number of Staff	
Total teaching staff	9
Total non-teaching staff	4
Grand total	13
Percentage of teachers who are indigenous	0

### Teacher Attendance

95%

### Teacher Retention

The teacher retention rate from 2014 to 2015 was 90%.

Mr Stephen Ansell retired towards the end of the 2015 year. His position was already filled in a temporary capacity.

Mrs Carmen Allen, Leading Teacher (funded under SAP) retired at the end of the 2014 school year. Her replacement was Mrs Barbara Gibson.

### Professional Learning Undertaken

- During 2015 staff members undertook a range of professional development and learning opportunities. These included. Faith Education Accreditation – Spirituality Day, Anxiety in Children, Autism , Moral Purpose, Sport Accreditation, SAP Assembly Days, Science, English, Writing and Maths Inservicing as well as 21st Century Learning involving One Note Training.
- All members of staff were updated with CPR and First Aide training.

- The Principal was involved in Pilgrimage throughout Turkey and Greece (following the Footsteps of St Paul) in Term 3 as part of his Sabbatical.
- Pupil free days were used productively with a focus on Literacy and Numeracy as well as NAPLAN analysis throughout the year. Staff used RFF Days for a similar focus.
- The Principal attended the NSW Catholic Principals' Conference conducted in Term 2 as well as joining with twenty Diocesan Principals and CSO executive to visit the Diocesan schools to explore Contemporary Learning Frameworks.

## Parent, Student and Teacher Satisfaction

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The opinions and ideas of parents, students and staff 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 staff.

### Parent Satisfaction

St Pius X Windale is a quality school in the truest meaning of the word. The extent of the outreach provided by staff to students, parents and families is remarkable. This was evidenced in the support given on the tragic death of a mother within the school in late 2014. The school is a safe, caring and supportive environment for the students and the quality of interaction between the staff and students reflects the wonderful commitment of staff to the welfare of the children. The quality of teaching is high and the students are supported in a variety of ways through the commitment and dedication of staff. The actions of staff, in their support of students and parents, reflect most positively on the nature of St Pius X as a Catholic school.

The above comments have continued to be applicable in 2015 as they were reflected in the survey conducted for the 2012 School Evaluation Documents.

### Student Satisfaction

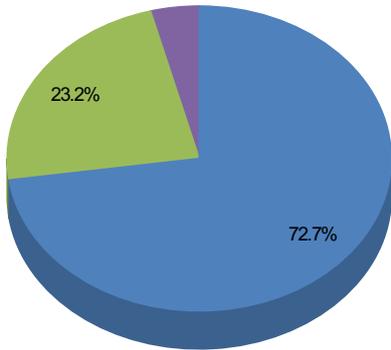
From anecdotal comments made by the students it would be correct in saying that the students enjoy attending St Pius X Primary School Windale. A letter received from a family that moved to another school in early 2015 reflected that their child greatly missed the loving and caring environment provided at St Pius X.

Two indigenous families that had left St Pius X for nearby schools returned in 2015 indicating at the time that they had received a better education at our school and were cared for in a loving manner.

### Staff Satisfaction

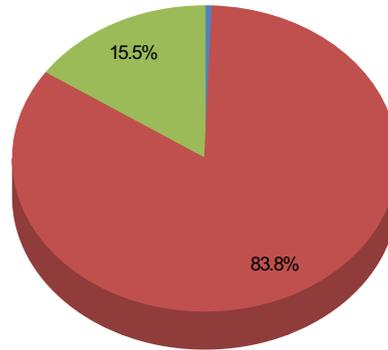
From a review of staff attendance as well as comments made through the Principal's Review in 2015 it is correct in stating that the majority of staff feel valued and have a high degree of satisfaction and feel supported by one another.

Income



- Commonwealth Recurrent Grants (72.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (23.2%)
- Fees and Private Income (4.1%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (0.6%)
- Salaries and Related Expenses (83.8%)
- Non-Salary Expenses (15.5%)

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 2015 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$943,809
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$300,582
Fees and Private Income <sup>4</sup>	\$53,005
Other Capital Income <sup>5</sup>	\$0
<b>Total Income</b>	<b>\$1,297,396</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$7,807
Salaries and Related Expenses <sup>7</sup>	\$1,043,408
Non-Salary Expenses <sup>8</sup>	\$193,433
<b>Total Expenditure</b>	<b>\$1,244,648</b>

**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.

## Report Access and Publication

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This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies Teaching and Educational Standards NSW, The Parent and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

**Mrs Cate Pennington**

**St Pius X Primary School**

**WINDALE**

**Phone: 4948 8467**

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>