

# 2024

## **Annual School Report**

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**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

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St Pius X High School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN). 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

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### Principal's Message

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.

I am thrilled to share that our school has achieved outstanding results in NAPLAN 2024.

St Pius X ranked #209 overall and 7th in Hunter - an incredible achievement that reflects the dedication and hard work of our students, staff, and entire school community.

This success is a testament to the commitment of our students and the exceptional guidance provided by our teachers. We couldn't be prouder!

It is exciting times at St Pius in 2024, as we transition toward becoming a Years 7 to 12 College, with our first intake of Year 11 students scheduled for 2025.

### Parent Body Message

Our P&F voted in 2023 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.

In 2024 the most successful PEG Meeting involved talks from two experts on how to best prepare our students to be safe in the very sexualised online environment that currently exists. We had about 50 parents attend.

The school is well-organised and well-run and provides a safe, student focused educational environment. Parents are very happy with the school. The school is in an exciting phase of transitioning to a 7 to 12 College. These facts are supported by the results of our TTFM survey.

### **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 Features

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### 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.

In 2024, we were in the second year of our transition to Trinity Catholic College, a 7-12 college.

### Location

St Pius X is located in Park Avenue, Adamstown. In 2024 St Pius drew pupils from our Pathway Primary Schools including St Therese's Primary School, New Lambton, St John's Primary School, Lambton, St James' Primary School, Kotara South & St Columba's Primary School, Adamstown.

# 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 2024: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
422	468	139	890

\* 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 2024 was 86.68%. 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
88.79	86.38	85.55	86.01

## 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 Professional Officer for School Enrolment 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

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### Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	108
Number of full time teaching staff	58
Number of part time teaching staff	20
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 at these levels is as follows:

- Conditional 155 teachers
- Provisional 71 teachers
- Proficient 1953 teachers
- 4 Highly Accomplished teacher

Additionally, there are a number of 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.



## Catholic Identity and Mission

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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. Prayer is said every day in Care Group or period 1, at assemblies, House Meetings and at all staff briefings and meetings.

Every Tuesday & Friday 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.

During 2024 aspects of our Catholic Identity have been reviewed and renewed in preparation for Trinity Catholic College, which commences Day 1 2025. Our new motto will be Faith Hope Love.

## Curriculum, Learning and Teaching

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### 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 Key Learning Areas (KLAs) are English, Mathematics, Science, Technological and Applied Studies, Human Society and its Environment, Personal Development, Health and Physical Education, Creative Arts, Languages, and Vocational Education and Training. The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum incorporates a focus on capabilities and priorities, including literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

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.

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 training teachers in Virtual Reality and Augmented Reality educational applications.

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 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.

Our Pedagogical Mentor Teacher is much sought after by our teachers to assist them in fine tuning their pedagogy.

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.

Again, as part of our transition to Trinity Catholic College, we are currently preparing our Stage 6 options. Many of our teachers have Stage 6 experience and we have chosen through merit selection some very experienced Stage 6 teachers.

## Student Performance in Tests and Examinations

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### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

NAPLAN results are reported against proficiency standards with four levels of achievement to give parents and carers, teachers and schools clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Pius X High School for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	61%	61%
	Reading	77%	67%
	Writing	77%	65%
	Spelling	68%	72%
	Numeracy	80%	67%
NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	58%	55%
	Reading	75%	63%
	Writing	73%	61%
	Spelling	68%	72%
	Numeracy	79%	63%

## Pastoral Care and Student Wellbeing

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### 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.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). 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.

## Community Satisfaction

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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 every 2 years. 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 and again in 2024. The survey was not run in 2023.

Also, we involved parents in many consultative processes over 2022 to 2024 in relation to our transition to Trinity Catholic College.

### 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 and again in 2024. The survey was not run in 2023.

Also, we involved existing students in many consultative processes over 2022 to 2024 in relation to our transition to Trinity Catholic College.

### 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 staff data from the "Tell Them From Me Surveys" conducted during 2021, 2022 and again in 2024. The survey was not run in 2023.

Also, we involved staff in many consultative processes over 2022 to 2024 in relation to our transition to Trinity Catholic College.

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 2024 year is detailed below:

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants <sup>1</sup>	\$11,829,813
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$3,090,674
Fees and Private Income <sup>4</sup>	\$3,861,019
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$889,861
<b>Total Income</b>	<b>\$19,671,367</b>

Recurrent and Capital Expenditure 2024	
Capital Expenditure <sup>6</sup>	\$2,944,919
Salaries and Related Expenses <sup>7</sup>	\$14,329,167
Non-Salary Expenses <sup>8</sup>	\$6,067,493
<b>Total Expenditure</b>	<b>\$23,341,579</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.

END OF 2024 REPORT