

2024

Annual School Report

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TOGETHER IN CHRIST



St Pius X Primary School

2 Lake Street, WINDALE 2306

Principal: Mr Stephen Pryde

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

About this report

St Pius X Primary 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

Principal's Message

It is my pleasure to present the Annual School Report for 2024 St Pius X Primary School, Windale. Our school is a Kindergarten to Year Six systemic school of the Diocese of Maitland-Newcastle. We are situated in the Lake Macquarie region, in between the tranquil shores of Lake Macquarie and the beautiful beaches of Redhead and Dudley.

St Pius X is a Christian school in the Catholic tradition with a rich heritage and a strong sense of community. The school was founded in 1958 on the traditions and strong foundations of the Sisters of St. Joseph and St Mary Of The Cross' call for people they "never see a need without doing something about it."

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. Our teachers work in collaboration to ensure high-quality programs are taught and to ensure differentiation across the curriculum to suit all learners. We are inclusive of all and provide quality support for students with additional needs in safe and supportive classrooms.

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. To assist this process, we have engaged a Paediatrician who visits the school each term to work with staff and families to ensure this process. We aim 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 continues to grow as a learning community.

This document will assist you in looking at our achievements as well as our plans for the future. Our school website allows far greater information and access to aspects of our school life. 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.

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

Warm regards,

Steve Pryde
Principal

Parent Body Message

2024 started with a great deal of promise and excitement. We welcomed major building renovations, two demountable buildings and a new playground for the students. Our leadership team consists of Principal Steve Pryde and Religious Education Coordinator Chris Tanchevski. We have continued our very successful relationship with our Paediatrician, who visits the school to assist with the needs of our students. Our parent community were a part of various celebrations, including the launch of our second picture book 'Torn Apart', which was co-created with author/illustrator Sami Bayly. Our social platform – Facebook and the school newsletter- continue to be a great source of engagement and communication.

Student Body Message

At St Pius X Windale all children in Year 6 each year are designated as leaders. The Year 6 students were inducted as School Leaders at our Opening School Mass in February 2024 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 our school community in Liturgies and School Masses. Our leaders give speeches of welcome and thanks to any special visitors or events that occur at school. Our Blue class also had the opportunity to represent the school on their excursion to Canberra, visiting the Electoral Commission, the War Memorial, where students laid a wreath on behalf of the school, the National Museum and the very popular AIS.

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. For the second year running, our whole student body co-created another picture book with author/illustrator Sami Bayly. It was an amazing experience.

School Features

History of the school

The school has an interesting history dating back to 1958. 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, incorporating 3 classrooms separated by partitions, 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 1959, when the adjoining 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. A deck was built in 2018, and an improved entry into the school and in 2019 a further decking area was constructed and the student toilets were refurbished. In 2021, our carpark was upgraded, and building works have just been completed. The building works involved a redesign of the playground as well as two new buildings.

Location/Drawing Area

St Pius X draws its students predominantly from the suburbs of Windale, Gateshead West, Tingira Heights and Mount Hutton, with a number of families travelling from Gateshead, Belmont North, Valentine and Warners Bay. Pupils leaving Year 6 at the end of 2024 started their High School studies at St Mary's Catholic College, Gateshead.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. 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
26	27	8	53

* 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 82.73%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
80.17	83.44	84.16	83.32	82.86	86.80	78.34

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

Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	15
Number of full time teaching staff	6
Number of part time teaching staff	4
Number of non-teaching staff	5

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 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

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)

Catholic Identity and Mission Catholic Imagination and Spirituality

We were able to successfully celebrate our Opening School Mass, where our Year 6 Leaders received their badges of office, and our new students received a welcome gift. We were also able to celebrate the End of Year mass, where our Year 6 Pupils were acknowledged for their leadership throughout the year and graduated from St Pius X Windale.

The school continues to maintain a close relationship with the Sisters of St Joseph, who were the first educators at St Pius X School. School celebrations were held for St Pius X Feast Day as well as Harmony Day earlier in the year.

The school also held a Mission Day where the school community engaged in fundraising to raise money to donate to the Catholic Mission.

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, the Principal, staff and parents and the wider parish community. All classrooms have sacred spaces that 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 catholic faith, including sacred spaces in the classrooms and staff room. Throughout the year, students were part of the Sacramental Program run and led by Fr Gerard. As a parish of schools, we came together to celebrate the Assumption Mass.

Christian Discipleship

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, which 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 coordinator 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, our sacramental programmes and liturgies and masses 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 and event day was held to celebrate St Pius X Feast Day.

Curriculum, Learning and Teaching

The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education and Languages.

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 Primary School, Windale, provides high-quality educational programs to honour its commitment to quality Catholic education and enable each child to reach their full potential.

Our highly qualified and passionate team of educators is dedicated to tailoring their teaching methods to meet the individual needs of each student. We recognise that every child learns differently, and we embrace this diversity by implementing a range of engaging and innovative teaching approaches that inspire a love for learning.

The curriculum at St Pius X, is based on that of the NSW Education Standards Authority (NESA). Students receive instruction in all key learning areas.

Key Learning Areas

St Pius X offers a complete set of study areas to its students. For more information, click on the areas below:

- English
- Mathematics
- Religious Education
- Science and Technology
- Human Society and its Environment (HSIE) History, Geography
- Creative Arts
- Personal Development/Health/Physical Education (PDHPE)

Inclusive Practices

Inclusive Practice values the uniqueness and diversity of our children and focuses on being able to provide educational opportunities that may require adjustments and modifications in the school setting.

Identified children are categorised into three areas – PLP (Personalised Learning Plan), ILP (Individual Learning Plan) and Support Plan students.

St Pius X has a Learning Support Teacher whose role is to work collaboratively with educators, children, parents and various outside agencies to support the process of providing inclusive practices in our classrooms.

Indigenous Education

At St Pius X Primary School, Windale we provide opportunities for members of the school community to enhance their appreciation and knowledge of Aboriginal Australia and Aboriginal Spirituality. Our Aboriginal and Torres Strait Islander Education teacher, Georgia Kirkland, provides additional support to Aboriginal and Torres Strait Islander students through their education and assists them in developing their full potential, targeting the Key Learning Areas of Literacy and Numeracy.

Gifted Education

To ensure the realisation of our vision, we have a dedicated Gifted Education Mentor (GEM) Kerrie Murphy. We firmly believe in differentiating the learning experiences in all classrooms, ensuring that every student receives the targeted support they require to thrive.

Learning Hub

The heart of St Pius X Primary School is our Learning Hub. Led by our Teacher Librarian, Kasey Gibbs, and supported by Library Assistant, Shelly Baker, our library serves as the central hub of our educational journey.

Each Thursday, classes visit the learning hub to participate in lessons focused on Literacy and Technology.

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).

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 Primary School for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	43%	54%
	Reading	86%	66%
	Writing	29%	68%
	Spelling	43%	61%
	Numeracy	57%	63%
NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	80%	51%
	Reading	40%	50%
	Writing	40%	56%
	Spelling	40%	47%
	Numeracy	40%	55%

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.

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

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

Our online engagement continued and has been extremely well received by our parent community. Families enjoy the various celebrations throughout the year and celebrate student success. The whole student body became co-authors and co-illustrators of our second picture book, 'Torn Apart', a major highlight of the school year.

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.

I would like to acknowledge the staff for their ongoing commitment 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.

Student satisfaction

From anecdotal comments made by the students, it would be correct to say that the students enjoy attending St Pius X Primary School, Windale. They greatly value the care and compassion of the staff and being able to be with their friends in a safe and supportive environment.

A number of new families joined our community in 2024 and their comments regarding the children's happiness reflect the strong care and support provided by our school and staff.

Teacher satisfaction

In 2024, there were some changes in staffing. Two new Learning Support Teachers and two new temporary classroom teachers. Throughout 2024, staff were highly satisfied with their valued roles, reflected in their support of one another and anecdotal comments.

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 ¹	\$1,889,196
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$516,584
Fees and Private Income ⁴	\$371,971
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$15
Total Income	\$2,777,766

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$18,073
Salaries and Related Expenses ⁷	\$1,861,251
Non-Salary Expenses ⁸	\$1,207,797
Total Expenditure	\$3,087,121

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