
St Pius X Primary 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 improvement589.19 Tm[and)]JETBT/F2 14.67 Tf0.4.67 Tf0.75 0 0

It is my pleasure to present the Annual report for 2022 for St Pius X Primary School, Windale. This school is a Kindergarten to Year 6 systemic school of the Diocese of Maitland-Newcastle. St Pius X is a Christian school in the Catholic tradition with a rich heritage from the Sisters of St Joseph and strong sense of community.

We are part of Jesus the Good Shepherd Parish East Lake Macquarie.

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 programs. Our aim is to provide a sound educational framework that will equip pupils with the skills and values 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.

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.

Steve Pryde
Principal

2022 started out with a great deal of promise and excitement. We welcomed new staff as well as a new Religious Education Coordinator Chris Tanchevski who formed a new leadership team consisting of the REC and Principal. We have continued our very successful relationship with our Paediatrician who visits the school to assist with the needs of our students. Unfortunately, Covid-19 continued to impact on the involvement of parents at the school. As we slowly welcomed our parent community back on site, to be a part of various celebrations, our social platform – Facebook, as well as the school newsletter continue to be a great source of engagement and communication.

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 2022 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

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 2022: Additional information can be found on My School website.

22	22	9	44

* Language Background Other than English

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.

The average student attendance rate for 2022 was 82.99%. Attendance rates disaggregated by Year group are shown in the following table.

85.26	76.41	81.17	86.03	88.12	88.39	75.52

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.

The following information describes the staffing profile for 2022:

Total number of staff	18
Number of full time teaching staff	4
Number of part time teaching staff	8
Number of non-teaching staff	6

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 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 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.

The following PD was undertaken throughout 2022:

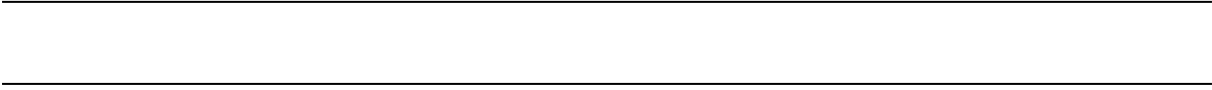
-
-
-
-
-
-
-
-
-
-
-
-
-

spaces in the classrooms and staff room. Throughout the year students were part of the Sacramental Program run led by Fr Gerard.

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

Religious Education and Curriculum.

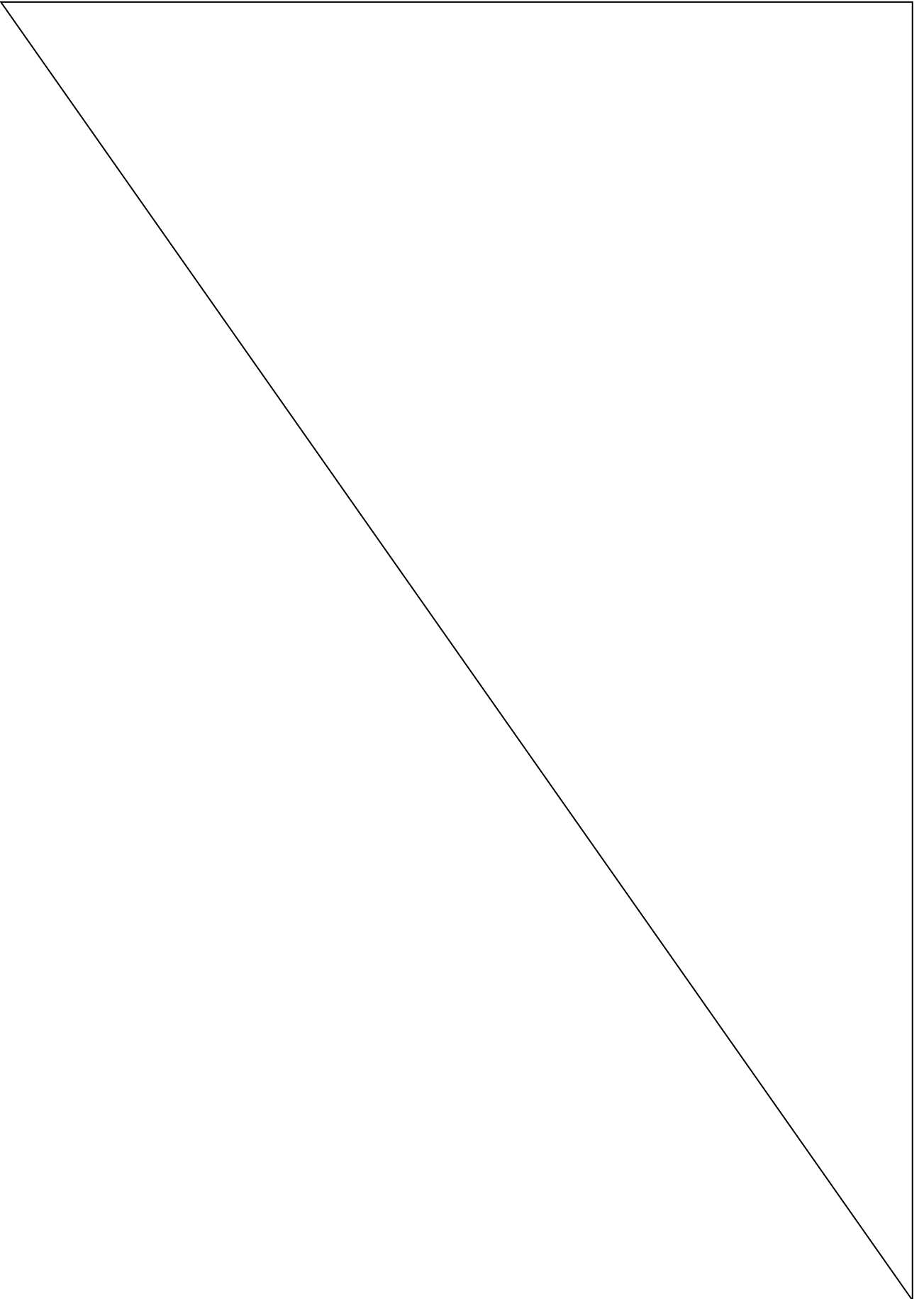
The Diocesan K-12 Religious Syllabus is implemented in all grades. The support from the staff of the Religious Education and Spirituality Team of the Catholic Schools Office and links directly to this syllabus was beneficial. Each class has a structured lesson each day that



Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

		40%	52%	0%	12%
		0%	54%	0%	11%
		25%	50%	25%	7%
		20%	48%	20%	15%
		0%	34%	0%	15%
		25%	31%	0%	14%
		25%	39%	0%	11%
		0%	25%	33%	18%
		0%	37%	50%	14%
		20%	25%	60%	16%



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

-
-
-
-

To improve the quality of differentiated teaching and data analysis.

This was achieved by:

Employment of a Leading Teacher (LNAP Funded), A Pedagogical Mentor (PM) and a Gifted Education Mentor (GEM).

Continual development of students' reading and writing skills with Professional Learning in Noella Mackenzie's strategies for writing and well as PLD Training for all staff.

Continual implementation of MiniLit through Infants group.

Greater opportunity through trained additional staff.

Continual implementation of the MacLit program for Primary. Further training.

Focus on Numeracy (Number focus) through consolidation of NSW syllabus.

Whole school approach to Numeracy.

Use of Maths resources and implementation of Maths **Conversations**

Training for a staff member in Gifted Education.

Professional Learning in PP&D

Implementation of

development of students.

Religious Education

Quality Teaching of Religion:

High quality teaching of Religion –introduction of the new ES 1 Syllabus

Catholic Ethos / Religious Education

Leadership in Religious Education:

Catholic Ethos/Faith Life/Spiritual Formation

School and Community

Commitment to the nature and purpose of Catholic Schools

Academic Performance

To demonstrate growth for all students in reading comprehension and number

To ensure all students have a sound understanding of Number (place value and number operations).

To raise the levels of achievement of Aboriginal and Torres Strait Islander students.

Leadership

Principal as a Leader

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 annually. This data is shared with the school community and contributes to the priorities for future planning.

2022 allowed us to get back to being a welcoming and interactive environment with our community, as COVID-19 restrictions began to dissipate. It was pleasing to see parents back on school grounds and being

