

2023



St Pius X High School









# 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 2023: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
452	486	133	938

\* 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:

- i Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- j Establish a common, consistent approach in enrolment
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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	108
Number of full time teaching staff	62
Number of part time teaching staff	16
Number of non-teaching staff	30

### Total number of teaching staff by NESA category

Teachers at this School are either accredited or registered by the NSW Teacher Accreditation Board (TAB). Accreditation at the levels of Provisionally Accredited, Accomplished and Lead Teacher is required for all teachers. The number of teachers within the Diocesan Schools System (system-wide) at these levels is as follows:

- Conditional
- Provisionally Accredited
- Proficient
- Highly Proficient
- Lead Teacher

Additionally, the school website lists teachers who are currently actively engaged in the submission process for accreditation. Teacher status at individual schools can be sourced directly from the school website.

### Professional Learning

The ongoing professional development of each teacher is a priority for the school. The school is committed to providing professional learning opportunities for all staff. (NSW Education Standards Board, 2015, p. 58) (Provisi. 9.7)



## Summary of professional learning at this school

In 2023, Professional Learning focussed on continuation of our Leading Learning Collaborative working with Dr Lyn Sharratt on using her 14 Parameters for system & school improvement to increase the effectiveness of teaching and learning at the school.

We introduced high impact teaching strategies taught at PL by Michael McDowell.

Focus on Writing & Reading strategies.

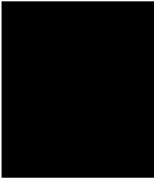
Staff also attended a Spirituality day, A Curriculum & Pedagogy Day, A Wellbeing Day and a professional learning Staff Meeting each week focussed on various aspects of our Strategic Improvement Plan 2023.

Two teachers have attained the Highly Accomplished level of NESA accreditation.

# 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



## 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 "GCSE".

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

#### Curriculum

St Pius X has designed a program of study that allows students to meet mandatory NSW Education Standards Authority (NESA) requirements while also providing them with the flexibility to follow their own program of study to meet their future employment requirements.

Students study a range of courses in Year 7 and 8 (Stage Four) in addition to the core subjects, to enable them to make informed elective choices for Years 9 to 12. Students at St Pius X are required to study across eight areas of study over Years 7 to 10.

Five of these areas of study are studied in each of Years 7 to 10. These are:

- English
- Mathematics
- Science
- Human Society and Its Environment (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.

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

- Religious Studies
- English
- Mathematics

- ; Science
- ; HSIE
- ; PDHPE
- ; Technologies
- ; Creative and Performing Arts
- ; Languages

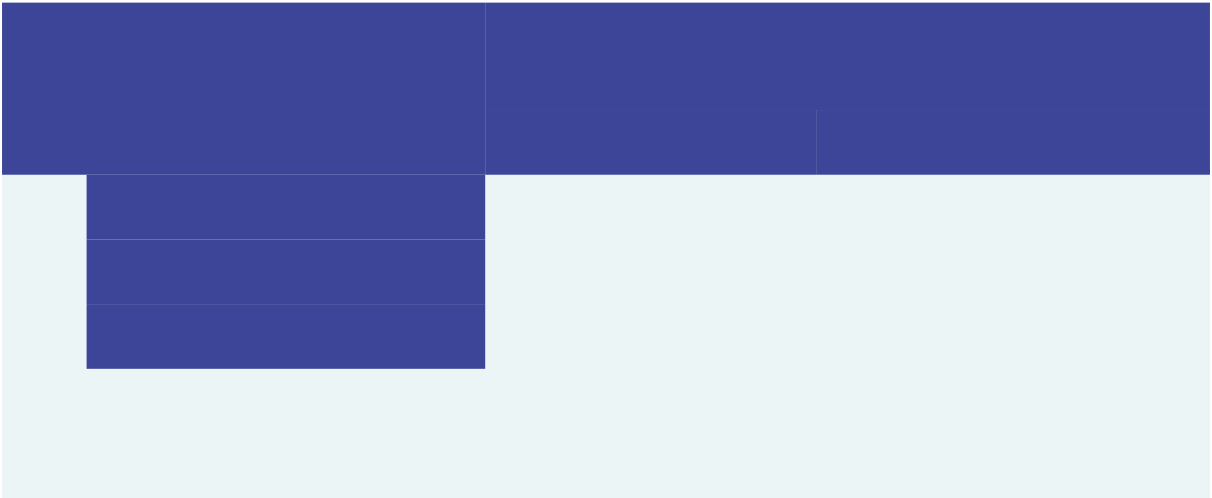
We offer an excellent Accelerated Mathematics program starting in Year 7 and timetabled into the normal day. We offer extensive opportunities in STEM education within our Science, TAS and mathematics courses and our specialist iSTEM Elective in Years 9 and 10. We are also currently planning the training of teachers in Virtual Reality and Augmented Reality educational applications with a view to implementation in 2024.

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 also provide gifted students in Years 7 and 8 the opportunity to take part in the Diocesan Virtual Reality Program. There is more about our Gifted Education program on our website. Our Gifted Education Mentor Teacher is responsible for overseeing this program.

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 to ensure assistance is ongoing in all lessons.



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NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	75%	56%
	Reading	73%	63%
	Writing	70%	58%
	Spelling	85%	71%
	Numeracy	80%	64%

#### Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record 3 4nNTms 70aymF2 14.67 Tf00.75 129.79 497.28 Tm[NSW )]TJETBT/F2 7.28 Tm

## 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.

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### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student Wellbeing and Pastoral Care Policy](#) and to the [Suspension](#),

## 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







## 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 annually. 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. The "Tell Them from Me Survey" will be run again in Term 2 2024.

### 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. The "Tell Them from Me Survey" will be run again in Term 2 2024.

### 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 teacher data from the "Tell Them From Me Surveys" conducted during 2021 & 2022. There is also very good collaboration and team work on staff that suggests that teachers are satisfied with the school.



Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants <sup>1</sup>	\$12,578,711
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$3,341,686
Fees and Private Income <sup>4</sup>	\$3,625,216
Interest Subsidy Grants	\$0
Other Capital Income	\$0



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