



2024 Annual Report

This report is a requirement of the Commonwealth Government as outlined in the
Schools Assistance Act

School Features

St Pius X School was founded in 1962 and is a vital part of the Missionary Oblate Parish of St Pius X, Dernancourt. From inception and under the guidance of the Sisters of St Brigid, the school has pursued a policy of responsible management, strong parental involvement and recognition in the community of Windsor Gardens. St Pius X boasts contemporary learning facilities that allow all learning areas to be addressed in a dynamic and stimulating manner. The school's excellent reputation is leading to growth in enrolments and whole new learning and play spaces are being developed to meet this demand. St. Pius X is becoming recognised as a school that meets the educational needs of all learners through its support of children with high intellectual potential (SHIP, gifted and talented) program as well as a comprehensive Synthetic Phonics Program to support all children to become successful readers. Our Reception, Year 1 and Year 2 learners engage in the comprehensive Initial Lit (Macquarie University) program, led by educators trained in this strong phonics approach to reading and comprehension. This approach leads onto the Playberry program in Year 3-6, which is based around the same Science of Learning and Synthetic Phonics principles.

We offer a range of comprehensive specialists' programs including Physical Education, extracurricular sport, Music and Instrumental programs, Inclusive Education Programs, a Language other than English and Out of School Hours Care/ Vacation Care. The school has the services of a specialised teacher to assist students who speak a language other than English at home. This teacher works with classroom teachers in programming for the children's needs and works with them individually, or in small groups. We are proud that we provide all of these support programs to ensure that all students are supported and challenged to be the competent, thriving learners.

Enrolments (2024 August Census)

Year	Reception	1	2	3	4	5	6	Total
Totals	121	84	82	82	86	72	60	587

Strength & Kindness

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Student Attendance

Term	1			2			3			4			Total
Year Level	F	M	Total	F	M	Total	F	M	Total	F	M	Total	
Reception	94.5%	92.8%	93.6%	92.0%	88.6%	90.2%	92.2%	89.2%	90.5%	88.8%	90.9%	89.9%	91.0%
Year 1	93.5%	91.5%	92.4%	91.1%	88.0%	89.4%	89.2%	92.3%	90.9%	91.1%	90.7%	90.9%	90.9%
Year 2	93.3%	91.6%	92.4%	94.2%	91.6%	92.9%	90.2%	89.8%	90.0%	91.7%	88.8%	90.3%	91.5%
Year 3	92.9%	95.3%	94.0%	90.6%	93.1%	91.8%	90.4%	87.2%	88.8%	90.6%	92.8%	91.7%	91.6%
Year 4	94.3%	92.6%	93.6%	94.2%	87.8%	91.5%	90.8%	91.1%	90.9%	90.8%	87.7%	89.5%	91.5%
Year 5	93.3%	91.8%	92.5%	93.4%	90.0%	91.6%	93.5%	82.8%	87.8%	90.4%	87.9%	89.1%	90.3%
Year 6	91.4%	87.6%	89.5%	92.1%	89.3%	90.7%	91.3%	92.6%	92.0%	84.3%	89.5%	87.0%	89.9%
Total	93.4%	92.0%	92.7%	92.6%	89.7%	91.1%	91.1%	89.3%	90.2%	89.9%	89.9%	89.9%	91.0%

Non-attendance Management

School attendance is monitored on a daily basis via the SEQTA platform. In consultation with staff, students who regularly do not attend are followed up. Families are contacted and a discussion takes place to determine the reasons for non-attendance. Appropriate measures are put in place where needed to try and ensure more regular attendance.

Student Learning Outcomes - NAPLAN

Standardised National Literacy and Numeracy Testing

Our student's performance in NAPLAN in 2024 was strong. Our student's average scores were well above those of both the State and National Averages in all areas of learning in the NAPLAN Assessment.

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
YEAR 3					
St Pius Ave	437	454	437	453	443
<i>SA Ave</i>	<i>395</i>	<i>411</i>	<i>400</i>	<i>399</i>	<i>396</i>
National Ave	404	416	402	409	404
YEAR 5					
St Pius Ave	520	513	525	536	514
<i>SA Ave</i>	<i>481</i>	<i>477</i>	<i>482</i>	<i>488</i>	<i>477</i>
National Ave	491	485	486	498	489

Staff Profile

Our staff is made up of 26 full-time and 10 part-time Leadership and Teaching staff and 1 full-time and 29 part-time Support Personnel.

Teaching qualifications

Qualification	Number of Staff
Masters	3
Bachelor Degree	35
Diploma	1

Community Satisfaction – Parent, Staff and Student Surveys

In 2024 the parents, students and staff were invited to complete the Living, Learning Leading Surveys that were developed by Catholic Education South Australia. These surveys provided a series of statements around four main themes; Identity, Learning and Wellbeing, Community and Resourcing.

When responding to the survey parents and staff were asked to rate the extent to which they agree with each statement using a 1–6 sliding scale, with 1 being the lowest rating and 6 being the highest rating.

The school received a report showing the number of responses in each level for each question and each question was then given an aggregate score between 1 and 6 based on the average responses.

- An aggregate score of above 5 would indicate that there is a very strong perception of the school's performance in relation to the given statement.
- A score between 4.5 – 5 would indicate a solid perception of the school's performance in relation to the given statement.
- An aggregate score between 4.0 - 4.5 would indicate that this is an area to be monitored.
- Any aggregate score below 4 would signal a need for improvement in this area.

Parent Survey

50 parents responded to the questions in the survey. Overall, the survey results indicated that parents were generally happy with the school's performance in all areas. The main findings are summarised below.

The themes that parents identified as our strongest areas with an aggregate of 4.90 and above included

- Children being encouraged to care for their environment – 5.17
- Children being encouraged to care for those in need – 5.20
- Teachers believing children can succeed – 5.13
- Family's culture being respected at school – 5.42
- Staff being welcoming of families – 5.23
- Parents feeling respected by everyone in the school - 5.09
- My children feel safe at School – 5.20
- School's facilities and grounds are well maintained – 5.13
- Adults creating an environment that helps children feel safe – 4.91
- School facilities meet the needs of my children – 4.96
- School facilities provide a stimulating and welcoming environment – 4.94
- Teachers communicate with my children respectfully – 4.90

The areas from parents that rated an aggregate of less than 4.5 in the survey included:

- In general my children learn time management and organisation skills – 4.29
- In general at school my children learn effective ways to learn – 4.48
- Teachers engage my children in making self-assessments about their learning – 4.38
- In general at school my children learn skills that will prepare them for the future – 4.39

There were no areas in the survey with an aggregate score of less than 4.29.

Teacher & Education Support Officer's Survey

17 teachers and 10 ESO staff completed the survey using the same 1-6 scale as the parent survey and were presented with similar but different statements to parents, which focussed on their perceptions of the school.

The themes that staff identified as areas of strength included –

- Significant liturgical events are prioritised throughout the year – 5.24
- School supports the dignity of each person through words and actions 5.00
- Catholic Symbols and rituals being an important part of the school's identity – 5.00
- Data are used\ shared to provide in depth analysis of teaching practices – 5.24
- There is a whole school approach to curriculum delivery and the practice of assessment – 5.06
- The school has strong partnership with families – 5.35
- The school has structures, policies and procedures to strengthen family involvement and engagement – 5.00
- The schools' facilities and infrastructure attract parents looking to place their children in school – 5.00
- Improving infrastructure and facilities is a priority at the school – 5.18
- The school plans well for capital development – 5.06
- All 7 statements relating to teacher and ESO perception of their competence, effective pedagogy and assessment were all rated in the range of 4.88– 5.13 indicating that they have confidence in their professional practices.
- All Statements pertaining to a strong sense of community, students feeling safe and a respectful culture and a welcoming community were rated very highly by staff with an average rating scale of 5.41 – 5.76 for the 7 statements provided.

The themes that were identified by staff as areas for improvement included –

- The school promotes dialogue about Catholic Identity in a way that is meaningful within our contemporary culture – 4.16
- Staff collectively reflect on what Catholic education entails 4.19
- 3 statements about students planning and structuring learning, making decisions about learning and directing their own learning were rated 3.7 – 3.94
- School's infrastructure meets the needs of students – 3.88
- Decisions about capital infrastructure are developed through broad consultation 4.0

Overall, the staff's general perceptions of the school were very positive, with focus areas for improvement centred around student agency in decision making around their learning, staff reflection on Catholic identity and consultation around infrastructure meeting the needs of the children.

Student Survey

Students used a 1-5 rating scale. Any aggregate above 4 is seen to be positive, aggregates below 3.5 would be seen as areas for improvement. 346 children from Years 2-6 were presented with a series of statements about the school and asked to rate these statements based on the extent to which they believed the statement was accurate.

The themes that students identified as areas of strength with ratings above 4.5 included –

- Children feel welcome and supported at school.
- There was a strong sense of safety and a strong feeling that the school is a welcoming place to be.
- Students believed that teachers had high expectations of them and wanted them to succeed.
- Children learn that Jesus and God are important.
- Children learn to care for their environment.
- Children are taught the bible stories are important.
- There was a strong feeling that helping others in need was a strong priority at the school.
- Children believe that the teachers are good at what they teach.
- Teachers provide extra help when I need it.
- Children feel that teacher help them to improve their school work.
- Children feel they are encouraged to have a go before seeking help from others.

The themes for areas of growth with a rating of under 4 by the students included -

- Students having a say about what they learn class.
- Students helping the teacher to decide what they learn in class.
- Students feeling like they have a say in how they learn.
- Children feeling like they have the opportunity to provide feedback to their teacher about what they do well.
- Enjoyment of Masses and Liturgies at school.

The majority of the student ratings were very high and indicated that their perceptions of the school were very positive.

School Income Sources

Commonwealth Grant	\$5,772,970.00
State Government Grant	\$1,741,833.00
Capital Grant	\$2,040,318.00
Tuition Fees (Inc discounts)	\$1,260,212.23
Other Income	\$634,374.00
Building Levy	\$149,039.00
Parents & Friends	\$3,330.00

School Improvement

Catholic Identity

In 2024, our school continued to focus on our teaching of the catholic tradition and on the strengthening our School Moto of strength and kindness.

Staff focussed on learning about the Brigidine traditions with the staff reflection day focussing on increasing awareness of Pope Pius X and Brigidine charism which underpins the foundation of the school.

The students at St Pius X also continued to engage in supporting the work of Catholic Charities and St Vincent De-Paul through various fundraising opportunities. The school's APRIM (Assistant Principal, Religious Identity and Mission), worked with multiple groups of students to focus on initiatives to raise awareness and funds for support of people in our own and broader communities who are less

fortunate than ourselves. There was a great deal of student agency in deciding who funds were raised for and how these funds were to be raised.

The sacramental program which was conducted in partnership with the St Pius X Catholic Church at Dernancourt was well supported with 38 children from our school undertaking the sacrament of Confirmation and Communion. The school staff prepared the children for these sacraments which were celebrated at St Pius X Catholic Church in June.

Community

In 2024 we continued to build on community culture and events at the school.

After a very successful 60th Anniversary concert in 2022, it was decided to host another concert event at the Future's church at Paradise. This event was attended by over 1000 members of school community and was very well received and enjoyed by all of the community.

Our annual Sports Day event was once again held at Bridgestone Athletics Centre at Salisbury. This event was attended by over 500 parents, grandparents and community members in Term One and was very successful.

We once again held parent breakfasts for both Mother's Day and Father's Day in which both events were attended by over 500 people and culminated in parents being invited into the classroom to view children's work.

A number of classes had open mornings and also started community prayer sessions where parents were invited in to be part of their children's learning and prayer experiences.

Teaching & Learning

In 2024 we implemented the Literacy agreement that was developed in 2023. This document is based on research on the Science of Learning and provides all teachers with a structure to teach Literacy across the school so that all children regardless of which class they are in receive quality instruction in literacy. To support this agreement all teaching staff in Year 3-6 were trained in Playberry Literacy program and this program was taught to all classes in Year 3-6 in 2024.

A new explicit approach to teach Maths was implemented across the whole school, with a focus being on explicit instruction and regular review of the content taught. The school started using the Ochre resources to develop a clear scope and sequence for learning in the area of Mathematics. Staff reviewed the success of the program at the end of 2024, and further refinements to this approach will continue in 2025.

Continued development of the school's STEM program continued in 2024. The school worked in partnership with the University of South Australia to implement Virtual Reality technology into the curriculum. The school purchased over \$20,000 in VR technology resources and students were able to create content using this technology. Matt Richards from Apple, continued to work with staff on integrating digital technology into their teaching and learning programs. This work saw the development of Podcasts, the use of drones to develop rescue plans for bushfire areas and augmented reality as a way of presenting learning. The focus of this work was on embedding technology more effectively into the existing learning programs. In September the school were part of a showcase day, where teachers from around the state were invited to come view the work our teachers and children were doing using Apple technology.

Resourcing & Building

2024 saw the completion of the new staffroom and Italian learning area. The construction of a new Library, multipurpose meeting and learning space and an Inclusive Education space also occurred in the later part of 2023 and was completed in early 2024. The building works also included the development of a new stair-case, staff toilets, extra office space and a storage space which was also completed in early 2024.

In 2024, planning took place for the development of a large COLA (covered outdoor learning area) to be erected over the top of the Basketball court. In 2025, the COLA will be constructed and the basketball court will be re-surfaced and new basketball and netball rings will be inserted. Plans are also underway to re-surface the school oval and running track.