December 2025

# School Performance Data 2025

# St Pius X Catholic Primary School

**System and Australian Government accountability regulations require that each school reports to its community on school performance in a number of key areas.**

## 1. Contextual Information

St Pius X is a co-educational Catholic primary school providing education for students from Pre-Kindy (3-Year-Old Program) through to Year 6. With Christ and our students at the centre of all we do, our school community works collaboratively to nurture the development of the whole child—emotionally, spiritually, socially, cognitively and physically. We are committed to recognising and celebrating each student's unique gifts, and to supporting every child in reaching their full potential. Our school motto, *Faith and Friendship*, guides us in creating a culture where all students feel a strong sense of belonging and are safe, valued and respected.

Our dedicated and enthusiastic staff employ contemporary, evidence-based teaching practices to ensure the needs of all learners are met within a supportive and engaging environment. Clear learning intentions, explicit success criteria and timely, targeted feedback are consistently used to enable students to take ownership of their learning. Twenty-first century skills—including critical thinking, problem solving, collaboration, communication, creativity and Christian service—are embedded across the rich and varied learning experiences offered at St Pius X. Students engage in inquiry-driven STEM projects and have access to a wide range of resources such as robotics kits, iPads, Apple computers, virtual reality technologies and Maker-Space materials.

Students participate in specialist classes in Science, Music, Drama, Physical Education, HASS and Italian. Their everyday learning is enriched through additional opportunities including an extension program, literacy intervention through the MiniLit program, instrumental music provided by external specialists, student leadership initiatives, swimming lessons, performing arts, upper-school camps and sustainability projects.

At St Pius X, we value our strong, supportive partnership with parents and our parish community. We view parents as active collaborators in their children's learning and in the ongoing growth and development of our school.

## 2. Teacher Standards & Qualifications

| | |
|---|---|
| Bachelor of Applied Science (Social Work) | 1 |
| Bachelor of Arts | 1 |
| Bachelor of Arts in Communication | 1 |
| Bachelor of Arts in Education | 3 |
| Bachelor of Commerce | 1 |
| Bachelor of Education | 8 |
| Bachelor of Education in Early Childhood | 3 |
| Diploma in Teaching | 1 |
| Graduate Diploma in Humanities | 1 |
| Master of Education | 3 |
| Master of Teaching | 2 |

## 3. Workforce Composition

The composition of staff consisted of:

| | |
|---|---|
| Teaching Staff | 13 Female & 2 Male |
| Non-Teaching Staff | 13 Female & 1 Male |
| Indigenous Staff | 0 |

## 4. Student Attendance at School

Student attendance is recorded on SEQTA. Unexplained absences are followed up by phone calls and emails to parents from the office daily. Non-attendance is managed by staff who request parents to bring in a written Absentee Note.

| Year | Attendance Percentage |
|---|---|
| **K** | 93% |
| **PP** | 93% |
| **1** | 87% |
| **2** | 92% |
| **3** | 95% |
| **4** | 94% |
| **5** | 91% |
| **6** | 93% |
| | School overall = 92.25% |

## 5. NAPLAN Information

Please refer to website – www.myschool.edu.au

## 6. Parent, Student & Teacher Satisfaction

**Parent Satisfaction**

Level of parent satisfaction at St. Pius X is high based on the following:

- Strong support in all school functions and activities
- Strong level of parental involvement in the education program
- Strong school/home partnerships
- Extremely positive parental interaction with staff
- Recommendations from current parents to prospective parents.
- Excellent attendance at Parent/Teacher meetings
- Excellent response when assistance for school events is requested
- Positive results in School Climate Survey

**Student Satisfaction**

Students at St Pius X work and play in a happy, safe and friendly environment.

High level of student satisfaction based on the following:

- Minimal incidents of negative interaction amongst students in and out of class
- There is a strong level of engagement in various learning programs
- High level of cooperation with staff
- Consistent progress from students
- Inclusive of all nationalities
- Nurturing attitude towards each other
- Willingness to participate
- Strong evidence of collaboration amongst students as noted by various class teachers and staff
- Positive School Climate Survey data

**Teacher Satisfaction**

St. Pius X fosters a wonderful working environment. Our high retention rate demonstrates the many quality relationships that exist between the staff.

A culture of professional respect, friendly cooperation and congeniality is evident within our school.

## 7. School Income

Please refer to website www.myschool.edu.au

## 8. Senior Secondary Outcomes – N/A

## 9. Post-School Destinations

Graduating Year 6 students went to the following schools:

| | |
|---|---|
| Applecross | 1 |
| Aquinas College | 7 |
| Corpus Christi College | 5 |
| Como High School | 1 |
| Court Grammar | 1 |
| Leeming SHS | 1 |
| Santa Maria College | 3 |
| St Hildas | 1 |
| Ursula Frayne | 1 |

# 10. Annual Improvement

## Catholic Identity Goals

**Develop an understanding of and familiarity with the order and parts of the Mass for staff and students.**

- Staff professional learning has been scheduled for Term 4 to deepen understanding of the structure and parts of the Mass.
- Student participation in Parish Family Masses has increased familiarity with the Mass and its traditions.

**Increase parent and student attendance at weekend and weekday Masses.**

- Parish Family Masses have been held each term in partnership with St Pius X Parish, encouraging greater family participation.
- Parish bulletins and Mass information have been regularly shared with families through school communication channels.

## Education

**Design and implement rich learning experiences informed by the CEWA Vision for Learning that foster critical thinking and draw on a diverse range of pedagogical practices to meet the needs of all learners.**

- Key Teachers (Literacy, Numeracy and Digital Technologies) provide classroom observation, feedback, coaching and modelling to strengthen teaching practice.
- Staff consistently engage in the Plan-Teach-Assess cycle to support effective learning and teaching.
- Early Years staff are participating in Inquiry Learning Labs project with Trevor MacKenzie to enhance inquiry-based pedagogical practices.

**Employ evidence-based instructional practices, informed by data, to scaffold and accelerate every student's learning.**

- Staff participate in ongoing data analysis and moderation cycles using whole-school, class and individual student data to inform learning and teaching.
- A coaching model is being developed to foster reflective practice and continuous improvement.

**Staff to explore higher-order thinking skills to extend learning for high-achieving students.**

- Staff are developing their knowledge and application of higher-order thinking strategies through professional learning, reflection and collaborative practice.

## Community

**Continue to provide opportunities for student voice to be expressed, heard and acted upon.**

- Regular circle time is being implemented across all classrooms providing opportunities for students to share ideas, concerns and feedback aligned with BSEM.

- Student voice has informed key school initiatives including input into the new playground design and the development of a new leadership model in collaboration with Year 5 and 6 students.

**Provide a holistic and uniform approach to staff and student wellbeing.**

- Consistent wellbeing practices, including morning circles, check-ins, mindfulness activities and Positive Behaviour Support strategies are being embedded across classrooms.
- Whole-school wellbeing programs, including Kimochis, URStrong and Berry St Education Model continue to support social and emotional development.
- Staff wellbeing data has been collected through the CEWA Assessing Wellbeing in Education Survey to inform future wellbeing initiatives.

## Stewardship

**Continue to develop and embed a Distributed Leadership Model via Key Teachers (Digital Technologies, Literacy and Numeracy).**

- Key Teachers lead regular planning, curriculum alignment and instructional improvement initiatives to strengthen teaching practice across the school.
- A coaching model is being developed to build teacher capacity, collaboration and professional growth.

**Continue to promote and encourage sustainable practices across the school.**

- Sustainability initiatives have been linked to *Laudato Si'* and stewardship through prayer, liturgy and social justice activities.
- Consistent waste management practices, including FOGO, recycling and landfill stations, are being investigated for implementation across the school.
- Students, families and caregivers have actively participated in environmental initiatives such as toy and fashion swaps, School Tree Day and National Clean Up Day.