



2016 ANNUAL REPORT

TO THE SCHOOL COMMUNITY

St Pius X School Heidelberg West



REGISTERED SCHOOL NUMBER: 1526

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Minimum Standards Attestation

I, Barbara Gomez, attest that St Pius X Heidelberg West is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Vic) and the Schools Assistance Regulations 2009 (Vic)

22 May 2017

Our School Vision

Motto and Vision Statement

“Together we Shine”

“A Catholic community celebrating acceptance and a lifelong love of learning.”

School Overview

St Pius X School Heidelberg West opened in February 1954. It is located on the same site as the Church, about 10 kilometres north of the city of Melbourne. The Missionary Sisters of the Most Sacred Heart of Jesus (MSC Sisters) were in charge of the school from its opening until 1985 when the first lay principal was appointed. The school has an interesting history dating back to the time of the 1956 Olympic Games, with many athletes and their families remaining in the local area. The school population at this time swelled to 1,200.

Over the years many of the families have remained living in the area resulting in three generations attending the school. This has led to strong foundation and well connected Parish school community, many who continue to support the school in their senior years as volunteers. At present the school population consists of a variety of different nationalities. The 3081 area of Heidelberg West, Heidelberg Heights and Bellfield is undergoing enormous change demographically, with many new housing developments underway resulting in young families moving into the area on a weekly basis.

The school buildings are all of brick construction including a Reading Recovery Training Centre, which is accessed regularly by teachers from schools throughout the Melbourne Archdiocese, a Library, Performing Arts, Visual Arts, Hall and Gymnasium. The grounds are exceptional, providing a natural environment for exploration and discovery play. There is an Indigenous Garden to enjoy, as well as a multipurpose artificial turf playground. There are large green spaces with mature trees, plenty of bird life, and a vegetable patch and orchard. Each week the children participate in the 'Foodweb Education' Program, a science for sustainability program that teaches ecology through food gardening. The children also are responsible for the daily maintenance of our chickens that free range on the playground. Water tanks and solar panels are also installed through the school.

The connections to the local and wider community, partnerships with City of Banyule Council and Banyule Community Health Centre enables a wide range of exceptional programs and experiences, involving talented artists, on offer to the children and parent community. Information Computer Technology (ICT) is a priority in building student's capabilities to become effective users of ICT. The use of the Google Drive, Google apps and Wi-Fi access throughout the school. All students have access to networked computers, iPads as well as personal Laptop computers for Year 5/6. All learning areas have digital flat screens and interactive whiteboards. ICT learning and teaching is supported by an external ICT Consultant well as providing ongoing professional development for staff. There is a strong focus on emphasis on STEM education and Digital Technologies curriculum assisting students to become confident creators of digital solutions in Design Thinking, Systems Thinking, and Computational Thinking.

St Pius X has undergone significant change in order to enhance the school and empower the community, with the re-design of the School Logo, creation of a school song, introduction of a new school uniform and vision driven by the belief 'Together we can do great things'. Adding to this the school facilities have undergone refurbishments, including painting and purchase of new contemporary classroom furniture.

The community philosophy of the school ensures the school facilities are made available for extra-curricular activities such as Pre-school Playgroup, After-School Sport, After School Reading Club, Breakfast Club, Out of School Hours Care, Music Instrumental tuition and various performances and community events. Many community clubs, organisations and sporting groups also use the facilities on a regular basis.

The school continues to focus on continual School Improvement to:

- Deepen and enrich the Catholic faith experience for our school community
- improve student learning through contemporary teaching practices and high expectations for all
- *Ensure all students experience a sense of wellbeing and positive engagement with school*
- *strengthen and sustain a staff culture that is characterised by shared vision, a strong sense of teamwork and a focus on continuous improvement.*
- *Strengthen the partnerships and communication within the school and the wider community*

In 2016 the major focus for the school in line with the Annual Action Plan has been involvement in:

- Deepening and enriching the Catholic faith experience for our school and parish community through the Year of Mercy- focussing on simple acts of kindness to nurture and grow a culture of respect, inclusion and acceptance- allowing every individual to shine and be their 'true self'
- Building a Learning Community- actively engaging students and parents in learning process
- Developing a planning structure to support student learning through an evidence based approach -Assessment for Learning
- Building capacity of teachers through a critical reflective model
- Purposeful use of data to measure the effectiveness of teaching practice, strategies that value add to student performance and growth
- Actively engaging families in student's learning through student led learning conversations, students setting learning goals and using 'I can' statements, showcasing achievements and success through Learning Expo's
- Teachers and students engaging in a reflective practice model for continual improvement in Mathematics in partnership with Mary Immaculate Primary School Ivanhoe
- Collectively designing a support structure for Google Drive to enable, empower and enhance learning and teaching
- Enhancing students learning experiences through community partnerships and participation in events
- Enabling a 'calm and peaceful' learning environment through students, parents and teachers engaging in partnerships with Austin Health- CASEA to develop emotional coaching skills and self-regulation strategies.

In addition, the School Improvement Review took place during the 2016 school year. This involved the entire school community in a self-reflective process evaluating the School Improvements from 2012-2015. An external reviewer provided feedback in the School Review Report including advice on strategic intent and recommendations for future actions in each sphere of school improvement. (Details see School Review Report)

Parish Priest Report

Celebrating 2016

Another year marked by significant events, new opportunities and identifying challenges into the future. The school community has almost completed a review, i.e. looking back at the last four years and planning for the next four years. The review data has shown that there has been significant improvement in all areas of the school. Our Naplan results i.e. children's learning in Literacy and Numeracy has improved across the school population. It tells me that all stakeholders – the children, their parents and school staff are dedicated to the task of teaching and learning and wellbeing. I want to thank the parents and school staff for the support they have given to the school community in helping the children to shine. When the children shine all stakeholders shine. We are holding the current numbers of students into next year and with a slight increase in the numbers of those starting school future numbers are trending upwards.

We are looking at ways of offering early learning opportunities for pre-schoolers. Our Play Group on a Wednesday continues to thrive under the able supervision of Mrs Renee Hynes. Mrs Julie Zaar has started a pre-school Catechesis of the Good Shepherd on Thursday mornings. Some of our parents expressed interest in starting a Montessori Program for pre-schoolers and with the help of Julie Zaar and the parents they started the program on Tuesday mornings. All of these initiatives could not have taken place without the interest of all our stakeholders.

Mr Rick Hynes our Senior School Teacher along with his teaching duties and skills has been working closely with Parade and Marcellin Boys Colleges and the local Banyule Council and other Community partnerships to create a Garden space – in front and beside and behind the Parish House – for people from the wider community of Heidelberg West to come and share in the treasure that is the Parish and School Community of St Pius X. These initiatives have been undertaken by all of you in a variety of ways. I want to thank the school staff, children and parents under the leadership of our principal Mrs Barbara Gomez. We want to raise the profile of St Pius X even higher than what has been achieved so far, as a place people want to send their children to and want to engage with themselves.

We are a Catholic School and all of us need to understand what that means. It is about the Catholic Identity of the school but that can only be realised by those who engage in the school. The question of Catholic Identity must be relevant in and to our lives given we choose to send our children to St Pius X. That raises many questions and that is a good thing though somewhat challenging. Why do we send our children to St Pius X Primary School? Is it because we offer a safe and caring environment while providing an education for our children? Is it because of the values taught and espoused? Certainly all those things are important but we have to ask ourselves why are they important. At the end of the day it is about connecting with and to people, and this can only lead to better results for all stakeholders and for all of our physical, psychological and spiritual health. Our children continue to shine and when they shine we shine too.

Yours in Christ

Father Wayne Edwards

Principal's Report

Creating Bright Futures: 2016 has certainly been an exciting and purposeful year as together we continue to build as a team, working together for our children's wellbeing and learning. We set ourselves two essential goals: To work together to create bright futures; and to live out the words of our new school song- *Together We lift each other up to reach our dreams* And we certainly have had a very successful year, with loads of fun!

Key to our success has been the collective effort of teachers and parents partnering with students in the learning process. Learning is the key to success for all, and we are becoming a true learning community. How have we built our learning community?

By valuing learning and engaging in the learning together: Our open door policy is an invitation to parents to learn and understand the learning process and then celebrating the learning achievements which gives recognition of effort and motivation to strive for continual improvement. Through collaboration: Students, parents and teachers learning together at every opportunity. Families are fully supporting the learning and engaging in meaningful learning conversations with their children on a regular basis through: Google classroom; Understanding the Inquiry learning process; Students teaching parents Google Apps for Education; Students Showcasing work; Students leading learning conversations using; I can statement; and Celebrating learning through Learning Expos.

Wellbeing is at the core of everything we do at St Pius X to ensure each and every individual member of our school community is happy, confident and able to shine!

Happiness is the key to good health and development. And happy kids learn!

There is a calmness across our school, which is continually nurtured through simple acts of kindness and in giving and accepting compliments. We are proudly a Catholic School and this is clearly evident in the way the members of our community relate to each other with respect and understanding. Emotional coaching has also enabled positive articulation and expression of emotions. We embrace and celebrate difference and diversity, which allows everyone in our community to be their 'true self'.

What evidence are we seeing for our collective efforts?

Students feel cared for and supported; Targeted teaching focused on meeting individual needs; Positive teamwork; Improved Naplan results; Valuable collaborations; Parent engagement in school life; Community projects; and Enrolments of new families across the school.

I am very proud of our entire school community who are totally committed to ensuring St Pius X is the 'first school of choice' in every aspect of childhood development and wellbeing. We look towards a very exciting time for St Pius X as we enter into a new School Plan for continual improvement and 'Dare to Dream.' The 2016 School Improvement Review process conducted throughout the year with input from the entire community, provides the basis for forward planning and strategic development of the 2017-2020 School Improvement Plan.

Let us continue to work together as a team building a positive future for our school, full of magical moments for all in our community to shine!

Education in Faith

Goals & Intended Outcomes

Goal: To deepen and enrich the Catholic faith experience for our school community

Outcome: That students are more engaged in the RE program through the use of contemporary practice

Key Achievements

Key Strategy of the Religious Education at St Pius X for 2016 is to:

- Embed a deep understanding of whole school vision and translate what it means for curriculum design and teaching and learning
- Enact our Catholic culture and values in all we do as a school.
- Implement a model of strong and distributed leadership that is workable in the context of a small school.
- Build teachers' capacity and skills to implement effective contemporary teaching and learning

Education in Faith at St Pius has many different facets: we celebrate, explore and learn about our faith through Liturgical Celebrations, the Parish Community, the RE Curriculum and the Atrium Program.

This has been achieved in:

- Integrating inquiry approach to the planning and teaching of Religious Education (RE)
- Integrating Catechesis of the Good Shepherd program into the planning and teaching of RE
- RE Leader as a member of the School Leadership Team
- RE Leader building a close working relationship with Parish Priest
- RE Leader given time to support classroom teachers in planning, moderating and assessment and reporting on students learning progress in RE
- RE Leader guiding teachers in the planning of school and class masses encouraging deeper involvement of students in Liturgy
- RE Leader encouraging the integration of Atrium with classroom program
- Facilitating staff development opportunities in partnership with Eastern Region Office-Religious Education Support Staff (ERO-RES). CEM support for Religious Education Leader and presence at RE Network meetings.
- Communicating to the school community issues related to Religious Education in the Newsletter
- Promoting family involvement at class and whole school masses.
- Assisting with the school's focus of engaging families in the children's learning in Religious Education
- St Pius X has a dedicated space within the school called an "Atrium". This is a unique hand on environment filled with sensorally rich materials for the children's faith formation. The materials are focused on scripture and liturgy and based on the Montessori Method of Education. The program is known as the Catechesis of the Good Shepherd and can be found in many parishes throughout the world. Although St Pius X is the only school in Melbourne where all the students come to the Atrium on a weekly

basis. The Atrium complements and sits alongside our regular Religious Education program.

- In 2016 we celebrated the Year of Mercy with our Mercy door, an introduction to various Saints of Mercy and an exploration of the Corporal Works of Mercy. This has informed much of work this year with contribution from staff, students, families and the wider community contributing to the Catholic Culture of St Pius X.
- Our staff were guided by the scripture passage “Arise and shine, your light has come, the glory of the Lord shines upon you.”
- We endeavour to make explicit the links between student wellbeing, gospel values and virtues and explore them from the perspective of our Catholic Faith Tradition.
- The liturgical year has been highlighted by the burning of the old palms at the beginning of Lent and Ash Wednesday Mass with the “Burying of the Alleluia”, Holy Week Paraliturgies our Easter Celebration and digging up of the “Alleluia banner”.
- Advent Assemblies were run by a different class each week.
- The end of year Christmas event included carols and a Nativity Presentation.
- A movable life-size Christmas scene developed in the Quadrangle during the Advent Season that the school children moved as we journey toward Christmas together.
- Each class attends Mass of a Friday at least once each term. We have a number of whole school masses to celebrate special feasts such as the feast of the Sacred Heart, St Mary Mackillop, the Feast of the Assumption and of course our Patron, St Pius X. Each Year level is also invited to attend one of our Weekend Masses together as a level once a term.
- End of Year School Mass and Graduation Mass with Families.
- Our School choir performed Christmas carols and songs at a number of places including Bunnings and our local aged care facilities.
- Some of our Yr 5 and 6 students received and celebrated the Sacrament of Confirmation. Preparation included a parent/ child workshop and a Retreat Day for students. The students also had a visit from Bishop Mark Edwards.
- In October - the month of the Rosary the whole school participated in a “Living Rosary”. With each prayer, a helium balloon was added to make a giant rosary.
- Fundraising for Catholic and charitable organisations, including Caritas, St Vincent DePaul and Catholic Mission.
- School Closure Day for Staff to explore the history of St Pius X school/ parish and exploration of our vision for the future building on these foundations.
- Prayer begins our day at St Pius with each class responsible for their prayer time together.
- Formal and informal Altar Server Training for students to be involved in school and weekend Masses.
- Our Parish Priest Fr Wayne’s continued involvement in school, attending meetings, professional development, functions and events.
- We are blessed to have a Parish with life- long connections to our school. Parishioners take an active interest in the students at St Pius, supporting them through initiatives such as the Breakfast Club, and Reading Club. We strive to connect students with Parish life.
- Beginning to explore and implement the new RE Framework Horizons of Hope
- Our Catholic philosophy has extended into the commitment to provide spaces for early years learning with two spaces in the school being made available for Montessori groups for children and their parents aged 0-3 years and a pre-school space for 3-5-year-old children.

VALUE ADDED

Celebration and exploration of the Year of Mercy, particularly the corporal Acts of Mercy and Saints of Mercy.

ERO-REL supporting staff in planning, moderating and assessment and reporting in RE

Whole Staff Reflection Day exploring the history of St Pius and future vision.

Opportunities for Parish to partner with children throughout the Church Liturgical Year

Learning & Teaching

Goals & Intended Outcomes

Goal: To improve student learning through contemporary learning practice and high expectations for all

Intended Outcome: That literacy and numeracy outcomes will improve

Achievements

There are a number of features which have enabled the facilitation of positive learning opportunities across the Austell's domains in all areas of the school:

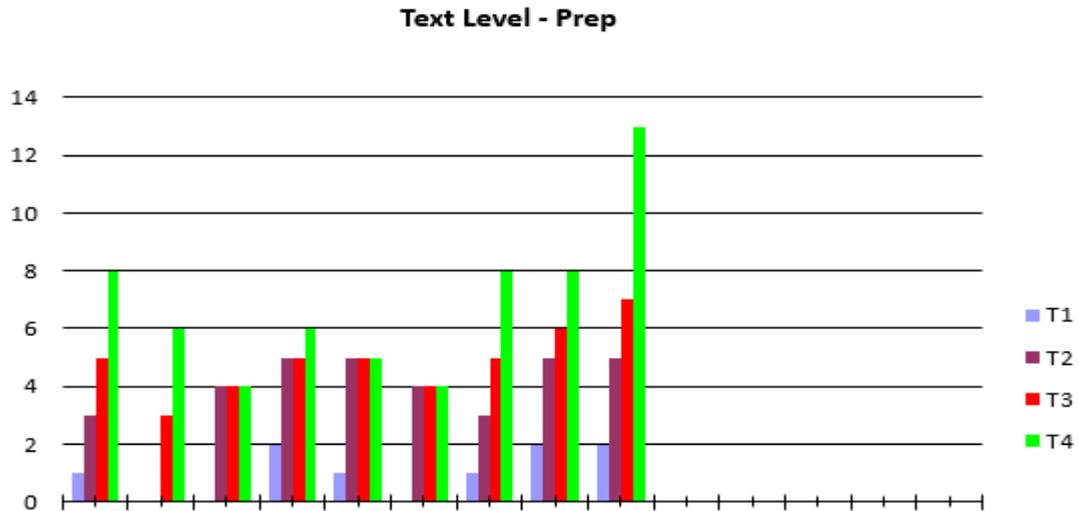
- Back to back planning for all levels. 2016 saw the introduction of LSO's (Learning Support Officers) and any other teacher who works with students e.g. Reading Recovery teacher to attend all planning sessions to work in collaboration with the classroom teacher and Learning and Teaching leaders to ensure that all students' needs were being met
- The school has well-qualified Learning and Teaching, Literacy and Numeracy Leaders who work closely with classroom teachers, assisting with planning, reflection, feedback, professional dialogue, assessment practices, modelling and coaching in the classroom
- Staff meetings and PLTs focus on building capacity in both literacy and numeracy with a specific focus around assessment knowledge and practice.
- Teachers introduced the language of Learning Intentions (what the students will learn in the lesson) and Success Criteria (what the students will be able to do/achieve by participating in the lesson)
- A new planner was introduced across the school, to ensure consistency of planning and to ensure that there was a common language being used in all classes
- The school has sustained its focus on literacy as foundational learning for Years P- 6 across all levels of the school. It has a strong belief in all children's' ability to learn and having high expectations for all students. The school continued to ensure that there were 2 hours dedicated to explicit Literacy teaching each day.
- The SIL project allowed the school to work with an external consultant who worked with staff, focusing on goal setting and collaboration.

- A new CEM SIL coach was appointed to further consolidate learning for all staff around assessment. As a result, the Learning and Teaching Leaders attended a series of professional Learning Days, 'Assessment Capabilities' to support staff back at school in this endeavour.
- The school worked in partnership with the literacy coach to re-develop the School Improvement Literacy plan focussing on building the capacity of all teachers around sound pedagogical practice and assessment in literacy.
- LLI - Learning Literacy Intervention - was extended from an intervention only program to a resource for use by all classroom teachers. LLI books and lessons were used by classroom teachers to explicitly teach Literacy.
 - All children were assessed using the BAS (Benchmark Assessment System). This ensured a more accurate and comprehensive picture of a child's reading ability and how to better meet their needs.
- ICT access is available throughout all learning areas, with hardware located in, or able to be accessed in all classrooms: interactive whiteboards, iPads, laptops, notebooks, PCs etc. Anthony Holihan – "the computer tutor" worked with both students and staff to upskill their use of technology across all areas of the curriculum, including experimentation with and use of coding. The school continued to explore ways to work within 'the cloud' including the use of Google Drive (Docs, Forms, Slides and Sheets), Gmail, Google Communities and Google Classroom
 - A Google classroom was set up for each grade where students can access their work in or out of school. Parents are also able to see what their children were working on in school.
- 2016 was the last year of the partnership with Mary Immaculate PS with a focus on extending pedagogical knowledge around the teaching of Mathematics.
- To allow for a smooth transition from preschool to primary school SPX introduced a straight Grade Prep class. The Prep teacher planned with the Grade 1/2 teacher. In the second semester the two teachers collaborated to team teach in both writing and Inquiry to ensure all student needs were being met.
- As an extension to the planning structure that was introduced at the beginning of 2016, Grades 3 to 6 started using a team teaching model for Reading. This allowed for students to be grouped according to needs and for any other available staff members (in addition to the classroom teacher) to be in the classroom to work with groups or individuals for support or extension.

There have been excellent growth at SPX as demonstrated in Reading Levels and NAPLAN results across the school.

2016 Foundation Students:

- All foundation students reached minimum standard in reading.
- 58% of foundation students reached the recommended benchmark and 50% exceeded the benchmark.

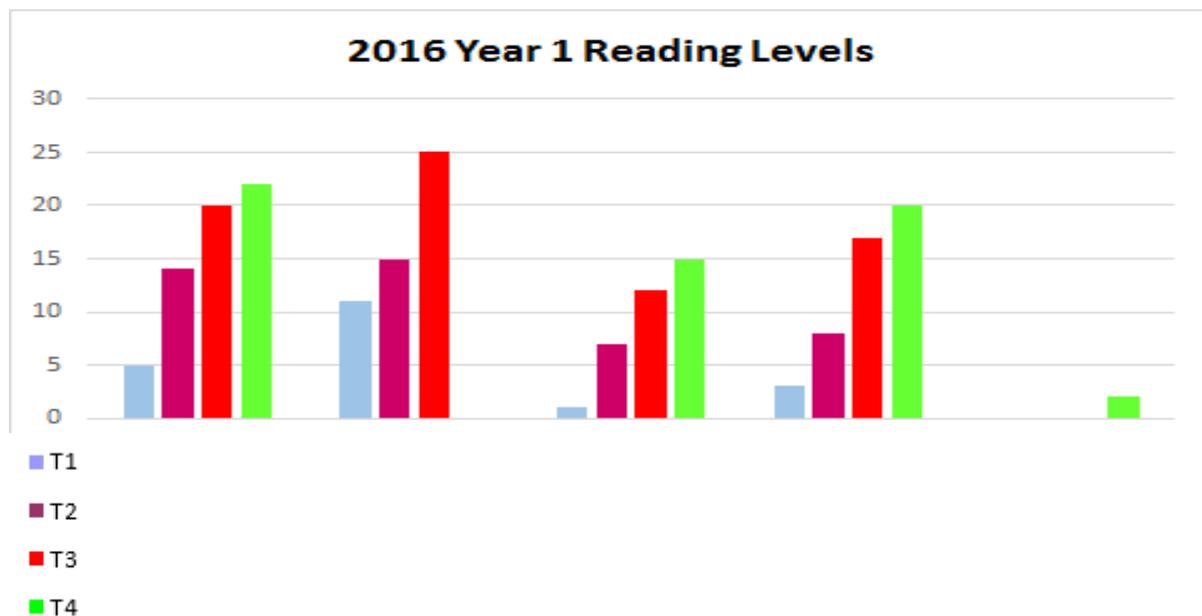


2016 Grade One Students:

80% of students reached the minimum benchmark

60% were above the benchmark

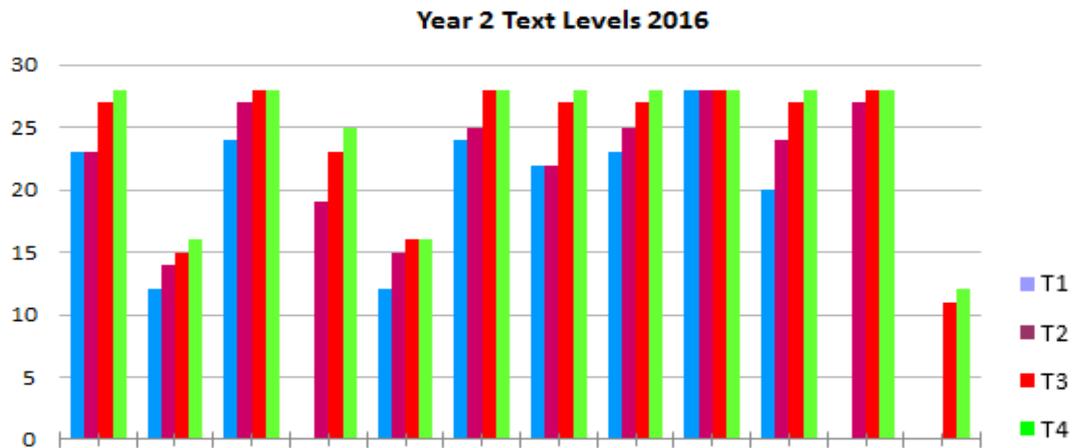
All students who were placed in the Reading Recovery program made significant progress



2016 Grade Two Students:

66% met the minimum benchmark

66% exceeded the benchmark



2016 Grade Three Students:

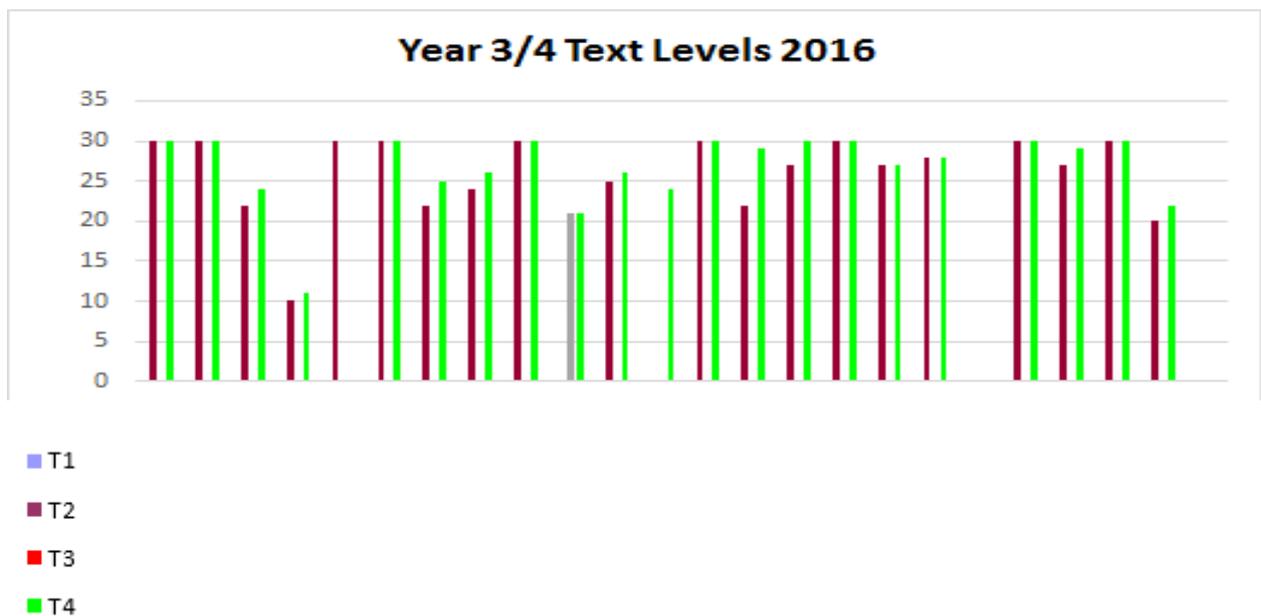
50% of students reached the expected benchmark

Significant progress was made by students who were placed on intervention programs

2016 Grade Four Students:

100% of students were at the expected level

13% of students are working towards independent reading with comprehension



2016 Grade Five Students:

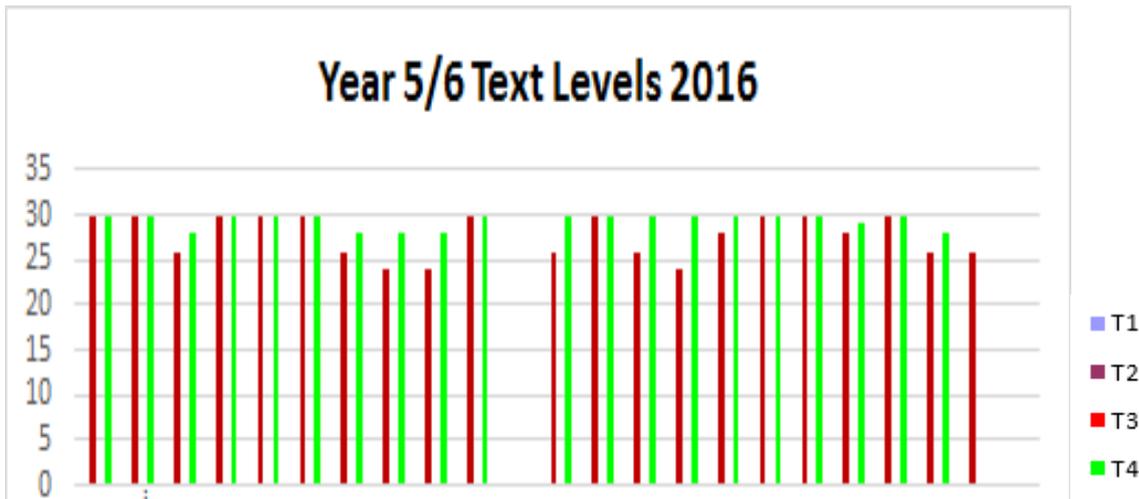
100% of students have reached the minimum benchmark

60% of students are independent readers

2016 Grade Six Students:

100% of students have reached the minimum benchmark

81% of students are reading independently



NAPLAN Growth measured from Grade 3 - Grade 5 2016 - 40 points are equal to one year of growth in a calendar year

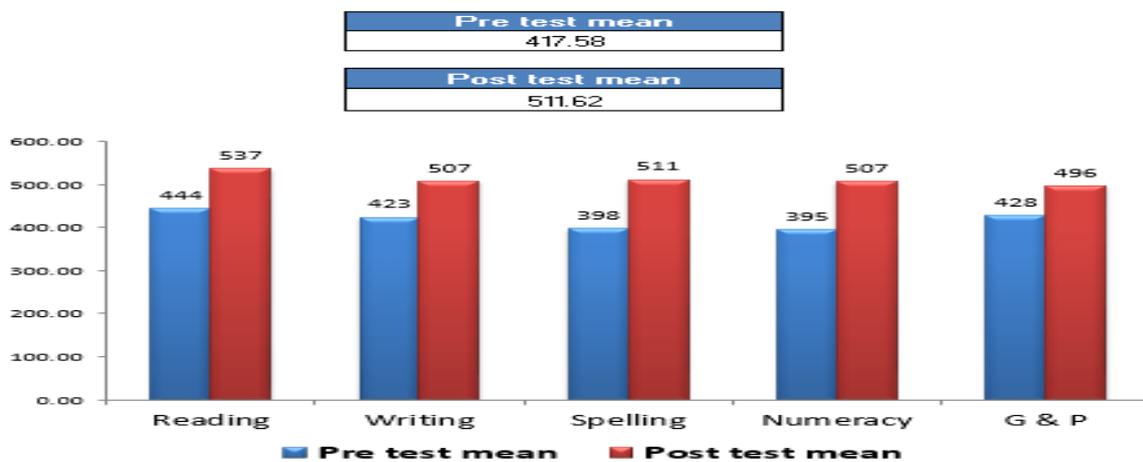
Reading: Growth of 93 points - exceeded the expectation of 2 years of growth

Writing: Growth of 84 points - exceeded the expectation of 2 years of growth

Spelling: Growth of 113 points - exceeded the expectation of 2 years of growth

Numeracy: Growth of 112 points - exceeded the expectation of 2 years of growth

Grammar and Punctuation: Growth of 68 points - Over 18 months of growth



Student Wellbeing

Goals & Intended Outcomes

Goal: To ensure all students experience a sense of wellbeing and positive engagement with school.

Outcome: That student wellbeing will improve

Key Achievements

The approach to enhancing the wellbeing of our students and families has continued to be one of many facets. Learning and Teaching practices ensure individual students are catered for and challenged at their point of need with appropriate support. A range of extra curricula activities continue to be offered to stimulate students and cater for their interests. Ensuring that student needs are met in a “wrap around” approach by the whole staff enables students to get on with the business of learning.

- Behaviour policies and expectations were reviewed at the beginning of the school year to ensure common understanding.
- Year 5/6 played a pivotal role in ensuring our Preps felt welcomed and part of the school community. They continued to meet specifically each Monday and at various other times throughout the year.
- CASEA (Camhs and Schools Early Action) team in serviced staff on how students manage feelings and behaviours. This included a Sensory Workshop to discuss how some students require extra sensory stimulation and how we can cater for this. The team conducted an 8 week program with four of our Year 1/2 girls with great success. Although a number of other students and their families were offered the program and chose not to participate, it is a program we will run ourselves in 2017.
- The school athletics day held at Parade College was a great success, weather notwithstanding. Students had the opportunity to use equipment we don't usually have access to and they thoroughly enjoyed it.
- In March we acknowledged and participated in the National Say No to Bullying Day.
- The Year 5/6 students participated in a 3 day 2 night camp at Campaspe Downs. The camp was held in March to assist in fostering positive relationships with the group.
- Each term the SWL attended Modules presented by Berry Street at the CLC. We have since engaged the services of Berry St to work with us in 2018/19 to ensure that the positive practices and programs we have in place will have the strength and support to continue.
- Student voice through our SRC continues to be an important part of St Pius X meeting every fortnight to discuss issues and initiatives raised in the classroom and the best way we can work through and support these.
- Individual acts of citizenship are awarded with points towards the House Citizenship Trophy. This continues to be an important way of recognising students who involve and engage themselves in extra curricula events and activities. Each term prizes are awarded to a student from each year level who has amassed the most points.
- We again supported the Pyjama Angels with a pyjama day in July. These Angels are support adults for children in foster care.
- Our chickens continue to be held in great regard and are a source of pride and affection. We successfully participated in the Schools Poultry Competition at the Royal Show, winning all 3 sections. Our chicken monitors featured in a Channel 9 clip and in a story for the Leader Newspaper, promoting National Chook Health Day.

- We engaged the services of *Classroom Connections* to conduct a parent workshop Building Better Resilience in August. This was extremely well received and would be worthwhile repeating.
- Students from Years 2-6 were surveyed in August and then again in November regarding their safety within the school environment. Students were asked questions regarding unacceptable behaviour they had witnessed or been exposed to in the classroom and playground. The numbers of students engaging in unacceptable behaviour has continued to decrease as has the seriousness of the behaviours.
- The swimming program was conducted at the beginning of term 4. This continues to be a valuable part of our Physical Education program.
- Following the swimming program students in Year 3-6 participated in a Bike Ed program. Bikes were sourced from the Eltham Men's Shed and helmets provided to us for cost price from the Eltham Bike Shop. This program had a profound and positive effect on our students. It was agreed that students could ride their bikes at first lunch with the yard duty teacher keeping close supervision.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	84.57
Y02	90.54
Y03	84.19
Y04	92.67
Y05	93.04
Y06	88.14
Overall average attendance	88.86

A description of how non-attendance is managed by the school.

- Contacting families by phone
- Official letter of non-attendance total above recommended
- Working with outside support agencies where applicable
- Staff informing the administration re- student non- attendance- class attendance book

VALUE ADDED

The school provides “**Value Added**” extra – **curricula activities** such as:

- *School Camp for Year 5/6
- * Excursions & Incursions
- *School Community Garden program
- * Breakfast Club
- * Leadership program for Year 6 students
- * Catechesis of the Good Shepherd
- * Student Representative Council (SRC)
- * Big Buddy program (OLMC)
- * Inter school sport program-athletics
- * Christmas concert/event
- *Lunchtime Social Games
- * Swimming program

Out of School Activities:

- After School Reading Club
- School choir
- Family curriculum workshops
- School Mini Fete
- Breakfast club
- Breakfasts – Mother’s Day & Father’s Day
- Family Film night
- Family Fun Evenings
- After School Homework Club

STUDENT SATISFACTION

Our Student Wellbeing Aggregate Index has continued to improve over the 12 months with a score of 91.8 compared to 83.7 in 2015.

The overall Student Wellbeing score has increased from 83.72 in 2015 to 91.77 in 2016.

Students are feeling more connected with school with the score going from 87 to 93 and Peer Connectedness has increased from 76 to 87.

Our students are happy and connected to school and their peers and this gives the motivation for students to engage successfully in a range of learning opportunities. Our students feel safe and confident in the knowledge that all stakeholders have their best interest at heart.

However, the effort given to a strategic Whole School Approach to the wellbeing of students is significant- resulting in student safety, classroom behaviours, and connectedness to school data falling within the range of the top 25% of Australian Schools.

Teacher relationships with students has also seen a remarkable improvement with Teacher Empathy up from 87 to 95 Purposeful Teaching up from 90 to 96 and Stimulating Learning up from 88 to 93.

Engagement in Learning has seen great improvements with Learning Confidence up from 78 to 87. These results are reflected in the leadership emphasis on student wellbeing and learning and the community engagement.

Leadership & Management

Goals & Intended Outcomes

Goal: To strengthen and sustain a staff culture that is characterised by shared vision, a strong sense of teamwork and a focus on continuous improvement.

Outcome: That staff climate will improve (empathy, clarity, engagement, and learning)

Key Achievements

Leadership commitment to Student wellbeing and engagement in learning has continued to be the key factor for rapid improvement over the last two years at St Pius X. Structures, staffing and resources have been put in place to drive the learning and Teaching vision- 'Together we shine' The results from the Insight SRC data and the School Improvement Report clearly show key achievements in:

- Student wellbeing: Students are feeling happy and safe, connected to peers and school, and happy and confidently engaging in learning
- Strengthened and sustained staff culture characterised by shared vision, a strong sense of teamwork and a focus on continuous improvement
- Teacher capacity to deliver purposeful teaching through Assessment for Learning practices thus meeting student learning needs
- Strengthened teacher relationships with students resulting in motivated students engaged in stimulating learning.
- Critical reflective practice model leading to improved student outcomes through pedagogical change.

As a result, there is clear evidence of:

- Implementing a strategic Leadership model in leading change, inspiring and empowering people, and building a shared vision for continual improvement
- Implementing the SIL Action Plan with a core focus on Assessment to improve learning outcomes and build teacher capacity in Literacy
- Strategic embedding of the Learning & Teaching Vision- L & T Model-Plan Do Review
- Providing structures for Team planning developing a collective responsibility for the learning needs of all students
- Providing key resources and structures for the improvement in Reading- Implementation of P-6 Levelled Literacy Intervention
- Development of a Leadership Team Charter to be accountable to supporting staff in SIL
- Structures and processes to support and encourage an inquiry approach to professional learning - Expert Teaching
- Strong working relationship with CEO support staff - specifically the SIL Coach in building capabilities of leaders through mentoring and coaching
- Pedagogical change through a reflective/feedback learning model with an Educational Leadership Consultant- Helen Goode- Challenging learning conversations
- Providing opportunity for Professional Inquiry Learning to develop capabilities and capacity of lead teachers in Literacy- Assessment Capabilities
- Strong partnerships with other schools for collegial professional development and improving student learning and engagement

The Leadership Team has been instrumental in building a learning community by promoting and supporting the learning, challenging teaching practice and driving pedagogical change.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2016

Professional Learning Undertaken by Whole Staff, School Leaders and Curriculum Leaders:

- Leadership Capacity Building- SIL Leadership Team
- Learning & Teaching team involvement in assessment Capabilities- Melbourne University
- Numeracy –Maths Improvement Plan- Maths Partnership with Mary Immaculate Ivanhoe-Whole Staff
- ICT: Google Applications for Education-Whole Staff- Consultant working directly with staff each fortnight
- ESmart: Training and accreditation as a ESmart School
- Training of Reading Recovery Teacher
- Training a Levelled Literacy Intervention Teacher
- Acquisition of Levelled Literacy Intervention(LLI) resources P-6
- Zone Network Professional Learning& Teaching Meetings- Curriculum Leaders
- Staff Development in Catholic Identity - Re-visioning of St Pius X School
- Training of Student Services Leader
- Induction/mentoring of new staff
- Professional Learning in Critical Reflective Practice- Education Consultant
- Student Wellbeing: CASEA Staff Training

Approx. expenditure per Staff for Professional Learning in 2016 member

\$1775.24

Total Expenditure for Professional Learning in 2016

\$28,408.89

TEACHING STAFF ATTENDANCE RATE	%
Teaching Staff Attendance Rate	99.23%

STAFF RETENTION RATE	
Staff Retention Rate	76.92%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	33.33%
Graduate	16.67%
Certificate Graduate	0.00%
Degree Bachelor	66.67%
Diploma Advanced	66.67%
No Qualifications	0.00%

STAFF COMPOSITION	
Principal Class	1
Teaching Staff	14
FTE Teaching Staff	8.4
Non-Teaching Staff	4
FTE Non-Teaching Staff	4.048
Indigenous Teaching Staff	1

School Community

Goals & Intended Outcomes

Goals: To strengthen the partnerships and communication within the school and the wider community

Intended Outcomes: *That the active engagement of families in student's learning will increase*

Key Achievements

St Pius X continues to be a strong family partnership school. The main focus for 2016 was to build a learning community based on the principle of students, parents and teachers are leading family engagement together. Building capacity to be co-leaders in decision making to become a true community school. Hence the strategic intent was to embed the school motto 'Together we can do great things', empowering parents to connect with the learning in the classroom at a deeper level, to understand curriculum, contemporary teaching pedagogy and student capabilities as a learner.

The Building a Learning Community sessions provided the opportunity to bring families into the learning space, with teachers facilitating and students leading the learning. This approach proved successful in creating a learning culture, focussing on student learning, as well as meeting parent's needs, strengthening teacher parent relationships and giving voice to the community for reflection and evaluation and a real input into decision making in the school.

Developing the ICT capabilities of the students with their family was a major focus in relation to becoming a Google Application for Education school through 2016. The students led their parents in understanding the use of Google Drive, accessing the communication Platform-Google classroom as the central location for parents engaging in the student learning on different digital devices.

Building a Learning Community also was the forum for introducing student led learning conversations. Students shared learning intentions/goals, success criteria and learning achievements using I can statement as well as showcasing their Learning Journals as evidence of their learning. In preparation for the implementation of the Victorian Curriculum in 2017, the students led a 3 way learning conversation with their parents and teachers at mid-year reporting time and sessions were also held with families in gather ideas for the designing of the new reports.

Building a Learning Community sessions occurred each term, along with Student learning expo's in which students showcased their inquiry Learning.

Collecting feedback from students and parents was also a new initiative using Google Classroom and communication via care Monkey was introduced-leading to an on-line communication protocol with parents.

A School Facebook and Twitter account was developed to further promote the school as a community.

Empowering parents to have an authentic voice in the culture and future direction of the school was key to the strategic intent of building a learning community together.

Fun and participation continued to be the central focus of all family engagement activities at St Pius X with families attending community events, concerts and performances together. Students also showcased their learning through the Physical Education program such as Circus Skills, Bike Education and Gymnastics. Throughout 2016 the community gathered for:

- Mother's Day
- Father's day breakfast
- Dads and Sons days
- Father's Day Picnic
- Mothers coffee mornings
- Working Bees
- School Advisory Council
- Parent Advocacy Group
- Parents & Friends Association
- St Pius X Playgroup
- St Pius X Little Stars Montessori playgroups
- Family Fun Nights
- Malahang Festival.
- Makers Market
- Car-boot Sale
- Athletics Carnival and
- Celebrating 60 years' anniversary of the Melbourne Olympics
- Reconciliation-Long Walk
- Ride to School Day
- Boite Choir
- Family Friday Reading
- St Pius X Family Star Groups
- Freedom Festival Choir
- Christmas Concert

The St Pius X 2016 Celebration Night is a major celebration of the students learning and achievements throughout the year. In 2016 the students led the night and as well as the choir performing songs and instrumental ensembles showcasing the learning in Performing Arts. The

celebration is attended by school families, parishioners, and community partners including our Federal Ministers Jenny Macklin and Tanya Plibersek.

PARENT SATISFACTION

While the Community engagement aggregate index indicates a slight fall back in Community Engagement during 2016 the true picture is shown in the Student Wellbeing Aggregate Index data, with a significant jump to 91.8. This indicates clearly the strategic intent the school focussed on throughout 2016- to engage parents with children in the learning; the Building a Learning Community strategy.

The Parent Opinion data is showing parents responding positively to all indicators in Staff Engagement (Behaviour Management, Stimulating Learning, Teacher Morale) as well as responding positively to all the indicators in Student Engagement (Students Connectedness to School, Student Motivation); Peer Relations (Social Skills, Connectedness to Peers); and Student Behaviour (Student Safety, Classroom Behaviour).

Parents are responding to the wellbeing of the students and the confidence they have in the leadership and teaching within the school. The children are happily learning in a safe environment, well connected to their peers. They are highly motivated to engage in the stimulating learning being provided by the school.

The data reflects a deliberate shift in the focus of Family Engagement in activities to Family Engagement in learning. The Building a Learning Community strategy has placed an emphasis on parents partnering closely with students and teachers in the learning process with the purpose to build a common understanding of the learning process and empower students to engage to take ownership of their learning.

As a result, the parents have deepened their understanding of being partners in the learning process and the students are flourishing.

VRQA Compliance Data

ATTESTATION CHECKLIST:

Victorian Registration & Qualifications Authority (VRQA) & Department of Education (DOE) COMPLIANCE ITEMS

- Principals should consider the items on this checklist prior to completing the attestation on the 2016 Annual Report. A summary of each compliance item is included below; a full description of each item is available on the CEVN website <http://cevn.cecv.catholic.edu.au> under *Finance, Legal, Operations / VRQA Registration for Schools*.

VRQA Compliance Items:

Curriculum and Student Learning

- ✓ Curriculum Framework
a framework is in place for the organisation, implementation and review of school curriculum and teaching practises which ensures that all eight key learning areas are addressed

- ✓ Monitoring & Reporting on Students' Performance
there is ongoing assessment, monitoring, recording and reporting of each student's performance
- ✓ Student learning outcomes
processes are in place to plan for, and achieve improvement in student learning outcomes. (Senior Secondary only: Deliver course to standards established by awarding body for qualification)
- ✓ (Senior Secondary only) Student Records & Results
maintain accurate student records and ensure integrity of student assessments
- ✓ (Senior Secondary only) Teaching & Learning
staff are qualified and competent to teach & assess the course and there are processes in place to ensure the consistent application of assessment criteria and practises
- **Enrolment**
- ✓ Enrolment Policy
clearly defined enrolment policy that complies with all applicable State or Commonwealth laws
- ✓ Register of Enrolments
enrolment register which is accurate and contains the information required in the standard
- ✓ Student Enrolment Numbers
School has at least the minimum number required by the standard, or as approved by the VRQA

Information on School Performance

- ✓ Annual Report to the School Community
mandatory information about the school's performance is provided to the school community

School Governance

- ✓ Democratic Principles.
programs and teaching in the school support and promote the principles and practice of Australian democracy
- ✓ Not-for-profit
school must be a not-for-profit school
- ✓ Probity
there is a completed Declaration of Good Character on file at the school for principal, parish priest, members of governing body and proprietor (if applicable)
- ✓ School Governance Structure
the governance of a school is structured to enable the school to develop its strategic direction, effectively manage its finances and fulfil its legal obligations
- ✓ Statement of Philosophy
a school must have a clear statement of its philosophy

School Infrastructure

- ✓ Buildings, Facilities and Grounds
buildings, Facilities and Grounds comply with any laws that apply to the school including local laws and building, planning and occupational health and safety laws
- ✓ Educational Facilities
suitable for the programs offered at the school and for the students' age levels

Staff Employment

- ✓ Compliance – Working with Children Act 2005
the requirements of the Working with Children Act 2005 are complied with in respect of the employment of all staff and any others having direct contact with children at the school
- ✓ Teacher Registration
all teachers employed to teach at school are registered or have permission to teach
- **Student Welfare**
- ✓ Attendance Monitoring
monitor daily attendance and identify absences from school or class
- ✓ Attendance Register
maintain an attendance register, record attendance at least twice per day as well as any reason for a student's absence
- ✓ Care, Safety and Welfare of students
policies in accordance with any applicable State and Commonwealth laws are in place. Staff are advised of their obligations under these laws.
- ✓ Student Discipline
policies relating to the discipline of students must be based on principles of procedural fairness and must not permit corporal punishment.
- ✓ (Senior Secondary only) Student Welfare
have policies and procedures in place that are consistent with any relevant legislation to ensure the care, safety and welfare of students and the provision of opportunities for students with special needs to access the course.
- If your school is non-compliant with any of the above items, please contact your Principal Consultant to discuss requesting an exemption.

Department of Education Compliance Items:

- ✓ Participation in National Sample Assessments
in 2016 the school was EITHER selected and took part in national sample assessments (e.g. the ICT Literacy National Assessment Program) OR was not selected to participate
- ✓ Provision of Plain Language Student Reports
school provided parents with 'plain language' student reports as required in the Schools Assistance Regulations 2009
- ✓ Student Background Characteristics
the school holds the required information on background characteristics of students enrolled in 2016
- ✓ Publication of School Annual Reports
the school published the required information about the school for 2016 on the internet by 30 June 2016