



ANNUAL REPORT TO THE SCHOOL COMMUNITY

2017

REGISTERED SCHOOL NUMBER: 1526



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Minimum Standards Attestation

I, Barbara Gomez, attest that St Pius X Primary School 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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

21-5- 2018

Our School Vision

'A Catholic Community celebrating acceptance and a lifelong love of learning'

As a learning community our strategic intent is to embed a growth mindset that fully embraces pedagogical change and allows for professional growth and inquiry into new pedagogical practices. We aim to build a shared dialogue, enabling, enhancing and empowering deeper learning for all. Through the effective use of facilitative planning, collaboration and the language of learning, in a critical reflective practice model, we will measure effect size to fully develop our understanding of assessment. Individual teacher professional development plans will be used to drive assessment for learning and the use of data to inform teaching.

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, attracting plenty of bird life, and a vegetable patch and orchard for harvesting. 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.

The community philosophy of the school ensures the school facilities are made available for extra-curricular activities such as Pre-school Playgroup, Montessori Playgroups, After-School Sport, Reading Club, Homework Club, Breakfast Club, Out of School Hours Care, Music Instrumental tuition and various performances and community events. Strong partnerships with our Catholic Secondary Colleges: Parade College, Our Ladies of Mercy College, Marcellin, and Santa Maria College encourage an enriching mentor program for our children.

The school continues to focus on continual School Improvement to:

- enhance the Catholic Identity of our school community.
- challenge and stimulate students to become motivated, reflective and successful learners. - ensure all students experience a sense of wellbeing, connectedness and hope.
- build strong partnerships with families and local community that are reflective and planned to support students' learning.
- embed a strong professional learning culture of mutual trust and support with a focus on sustainable school improvement.

In 2017 the major focus for the school in line with the Annual Action Plan has been involvement in:

- Building teacher capacity to make effective use of data to cater for students' learning at their point of need.
- Strengthening a transparent and trusting home/school partnership that connects and engages parents in student learning.
- Creating learning environments where students will become resilient and self-managed learners who are motivated and embrace challenge.

Improvements have been achieved through:

- Strengthening PLT meetings and facilitate planning sessions to analyse data of learning and for learning.
- Participating in the University of Melbourne Network of Schools (UMNOS) project.
- Developing teachers' understanding of the purpose of assessment to inform teaching and learning.
- Engaging all staff in a critical reflective model
- Promoting and monitor consistency in teams and structures that are organised to ensure: collegial expert teaching teams are planning, moderating, and reviewing teaching pedagogy in light of evidence gathered.
- Promoting effective and confident sharing of teaching practice through class observation, modelling, mentoring and coaching.

Principal's Report

2017-Dare to Dream

There is an exciting momentum at St Pius X as we continue together on our journey of building a learning community. In 2017 we set the goal: Dare to Dream-daring to make a difference at every level, nurturing and supporting the health, development, learning and wellbeing of each child.

We successfully continue to lift the learning to new and exciting heights through empowering students to take every opportunity to lead the learning, use, and understand the power of the language of learning.

St Pius X is a Family Engagement in Learning School. We work in collaboration with parents/carers to engage in their children's learning with regular opportunities for community conversations about Learning & Teaching. The most powerful support a parent can give their child is to be an active partner with them in their learning. By taking the time and interest in what they are learning and striving to achieve, shows them you care and encourages and strengthens them to be the best they can be. Celebrating success together is a powerful experience that builds confidence, supports a 'can do attitude' and develops resilient learners who continue to strive and flourish. The St Pius X teaching staff are very experienced and skilled in working together to maximise the progress of students learning with children assessed and specific programs being implemented to target and support individual needs. The students continue to be a shining example of the capacity our children at St Pius X have, in taking ownership of their learning and ability to be leaders in building our learning community.

Throughout the year, students have led Learning presentations in collaboration with teachers on the language of learning, focusing on the learning process for improvement through goal setting, and developing a growth mindset.

The children across all year levels led learning conversations with their family about the learning process and used digital learning portfolios to celebrate achievements, set learning goals, and show evidence of growth and improvement, which is used by the student in Learning Conversations and Reporting mid-year and end of year.

We are proud of our achievements to date and the fact Melbourne University has acknowledged and recognised the strategic improvement of St Pius X. A key element of the strategic improvement at St Pius X is the dedication of the staff to professional learning and development of their pedagogical practice, to ensure our children have the very best in all aspects of learning and development. There is a large body of research to show the teacher has the biggest impact on student learning. The staff have been very excited to begin the three-year partnership with University of Melbourne Network of Schools (UMNOS).

St Pius X will be working in collaboration with University staff, Researchers and Educational Consultants, as well as networking with Principals and teachers in the Primary and Secondary sector from Government, Catholic and Independent School system. The focus of UMNOS is to develop the capacity of schools to be high performing schools sustaining the optimal levels of

growth and improvement for student learning and outcomes, through collaborative partnerships that develop high impact educational leadership and teaching practice.

St Pius X is making an explicit commitment through UMNOS to improving the school capacity for: -Engaging and empowering students as highly capable leaders. The appointment of two Learning Success Leaders to build a culture of high expectations through transparency and rigour, will drive a clear, shared instructional focus, utilising assessment and feedback and analysing evidence, to deepen teacher knowledge, skills and capabilities. The strategic use of data will give the evidence. The Success Leaders work extensively with the Melbourne University ICT Team Data Team using Naplan data to create data dashboards. The Dashboards show the growth of cohorts of students as well as individual students and thus is a measure of the effect size the teaching has on the students learning. This is a valuable way of ensuring the teaching is at the point of proximal development for every student to be performing at his or her optimal level for growth and sustained improvement in learning. The use of these tools will drive our professional learning as we strategically focus on the teaching performance to deliver the most effective strategies for student outcomes. A Google+ community is being set up to share the UMNOS learning journey with our parents.

As a school, we strive to have a BE ATTITUDE, and take time to think about what our attitude to learning should be. We will certainly shine together as a community when we have a positive attitude and a growth mindset- this is the greatest gift and learning we can give to our children for their development, wellbeing and life-long happiness.

Parish Priest's Report

Celebrating 2017

With another year almost at an end I want to say how proud I am of the staff, children and parents of St Pius X Primary School Heidelberg West. As pastor of the parish including the school community I thank God every day for the graces and blessings afforded the community in allowing its' members to shine. As the School Motto indicates "Together we shine", communities do not rely on any one individual but on many people to share the responsibilities of building and contributing to places where we want to belong, be part of and places where we want to send our children. Along with the responsibilities we share great rewards, the happiness and contentment of children, their parents and staff.

I have just celebrated my tenth year at St. Pius X Parish, Heidelberg West and there is a great opportunity to share some of my thoughts about the school community, where it has been, where it is in the present and where I see it into the future. There is a tendency to judge ones circumstances in the present. It is important however to understand how we got where we are. We are a small school population. We celebrate the great successes the school community has achieved, the wonderful learning and teaching, the well-being of our children and parents and staff. There are of course many challenges for all stakeholders; the staff multi-task and while that is never easy they do so with great joy and understanding. We have dedicated parents who give their time and talents not only to their own children but to all the children within the School Community. It is our children, their now's and their futures that we are working. With communities there are people leaving and others arriving. That is not without a sense of loss but that is as it should be. Grade 6s moving on to secondary school , their parents leaving along with their children; staff moving on to jobs elsewhere.

Sally Tan – a Learning Support Officer for a number of years - has moved to a school closer to home. Moves are painful not only the people moving but also those they are leaving. However with change there is opportunity for renewal. New teachers came this year – Laura Mansour Grade 3/4; Christine Reed Grade 5/6; Carol Ambesi and Patrizia Battagliotti Learning Support Officers. We have a wonderful group of volunteers who give of their time to help staff with the teaching, learning and well-being of our children. Sharmaine Perera is working with our Montessori Class along with Julie Zaar and Gillian Abraham. Rachel Jordan one of our mothers not only chairs the Parents and Friends Committee but this year is running the Playgroup. This year the Breakfast Club celebrated 10 years in providing breakfast for our children on Tuesday and Thursday mornings. Parishioners have volunteered their time and talents to provide this wonderful service. The Catholicity of the school is fundamental to what we do and who we are. Our Catholic Identity is and should be part of our DNA. With Julie Zaar our RE Coordinator in collaboration with the class teachers the children learn what it means to be Christian and Catholic. We celebrate liturgy on a regular basis – class masses, whole school masses, feast days. This year a number of children made their First Reconciliation and Holy Communion.

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Guided by the principles of our Christian Faith the children are involved in social issues. As always, gratitude is an important virtue and I want to thank Mrs. Barbara Gomez our School Principal for her leadership and example; to the School Leadership Team, to Mrs Efi Cioccio, our School Secretary.

We are living in challenging times. Demographics in the area are changing and enrolments are reflecting that change. With your help we can continue to be a significant presence In Heidelberg West. Please spread the word about what St Pius X Primary School does and can offer. With every blessing, prayer and good wish. Yours in Christ.

Father Wayne Edwards.

Education in Faith

Goal

To enhance the Catholic Identity of our school community.

Intended Outcomes

That the importance students place on their faith experience is strengthened.

That students' engagement in Religious Education improves.

Achievements

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 an 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 hands on environment filled with sensorial 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

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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.

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 Paraliturguy our Easter Celebration and digging up of the “Alleluia banner”.

In 2017 we had a whole-school excursion to the Stations of the Cross in Bacchus Marsh. This is a life-sized display of the Stations and engaged the students and staff in reflecting more deeply on the Passion of Christ.

Advent Assemblies were run by a different class each week.

The end of year Christmas event was a Nativity Play/ Musical this year and was enjoyed by the students and families.

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. A Mass to celebrate the Indigenous cultures of our school community was also attended by the whole school.

Each Year level is also invited to attend one of our Weekend Masses together as a level once a term. Opening School Mass as well as 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..

Fundraising for Catholic and charitable organisations, including Caritas, St Vincent de Paul and Catholic Mission.

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.

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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.

Further exploration and implementation of 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 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

- Catechesis of the Good Shepherd (CGS) Formation Process with a dedicated room.
- Staff Formation utilising elements of CGS and other programs
- Parish / School Connections
- Whole- school excursion to visit to Bacchus Marsh Stations of the Cross
- Parent Child Workshop for the Sacraments
- Classroom and Year Level Masses
- End of Year Nativity Play
- Advent assemblies
- Altar Server Training
- Fundraising for local charities and groups
- Dedicating a whole term to the exploration and practical living out of a particular virtue.
- Retreat Days for the Sacraments of Reconciliation and First Eucharist

Learning & Teaching

Goal

To challenge and stimulate students to become motivated, reflective and successful learners.

Intended Outcome

That rates of learning growth will improve

Achievements

There are a number of features which have enabled the facilitation of positive learning opportunities across the Victorian Curriculum domains in all areas of the school: Back to back planning for all levels. 2017 saw the continuation 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, modeling and coaching in the classroom.

2017 saw the beginning of a three year partnership with Melbourne University - SPX became a member of the UMNoS (University of Melbourne Network of Schools). The end goal being to improve writing at SPX and be an active, collaborative and collegial partner within the network.

UMNoS has been a substantial monetary commitment with three staff members attending professional learning days at Melbourne University, and then returning to school to upskill staff.

To accompany the staff on their UMNoS journey, leadership employed an external consultant, Helen Goode. Helen's role was to build leadership capacity around the language of challenge and to build critical reflective practices within the larger staff group.

The school worked in partnership with Helen Goode to develop an UMNoS plan focussing on building the capacity of all teachers around sound pedagogical practice and assessment knowledge in writing and reflective practice.

Staff meetings and PLTs (Professional Learning Teams) focused on building capacity in both literacy and numeracy with a specific focus around building staff capacity in writing.

Teachers continued to embed Learning Intentions into their planning documentation and in the classroom.

The staff continued to embed feedback throughout all lessons using Success Criteria that often translated into 'I can' statements. These success criteria were reported on in the mid and end of year reports.

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.

LLI - Learning Literacy Intervention - has continued to be used as a resource for intervention and in the classroom by classroom teachers.

All children were assessed using the BAS (Benchmark Assessment System) upon reaching Level 5. This ensured a more accurate and comprehensive picture of a child's reading ability and how to better meet their needs.

The Fountas and Pinnell Literacy Continuum was purchased for use in each classroom to support next step teaching based on data from the BAS and classroom learning.

Laura Mansour was employed as the new middle school teacher and Maths Leader.

Whole school Maths Planners were updated to include the Victorian Curriculum.

The staff spent considerable time in PLTs exploring the new area of the Maths Curriculum *Patterns and Algebra* and best practice for implementation in the classroom.

Updated online database for Maths and reviewed current assessment methods to be included in to the database.

ICT access is available throughout all learning areas, with hardware located in, or able to be accessed in all classrooms: 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 digital technologies and the use of coding. Each class has a Google classroom, where students can access their work in or out of school. Parents were also able to see what their children were working on in school community.

The school further committed to 'Building a Learning Community' nights, bookmarking one date in each term to support family engagement in learning. Topics explored in 2017 were 'ICT and Digital Technology', 'Developing a Grit and a Growth Mindset', 'Learning Conversations' and 'Celebrating our Learning'.

After receiving feedback from our community and staff a change was made to our reporting structure. New reports were introduced as were student led Learning Conversation (replacing Parent/Teacher interviews). Both were positively received by the parent **READING RESULTS:**

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

2017 Foundation Students:

All foundation students reached minimum standard in reading.

71% of Foundation students reached the recommended benchmark and 50% exceeded the benchmark.

2017 Grade One Students:

90% of students reached the minimum benchmark

90% were above the benchmark

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

2017 Grade Two Students:

66% met the minimum benchmark

66% exceeded the benchmark

2017 Grade Three Students:

41% of students reached the expected benchmark

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

2017 Grade Four Students:

76% of students were at the expected level

14% of students are working towards independent reading with comprehension

2017 Grade Five Students:

90% of students have reached the minimum benchmark

90% of students are independent readers

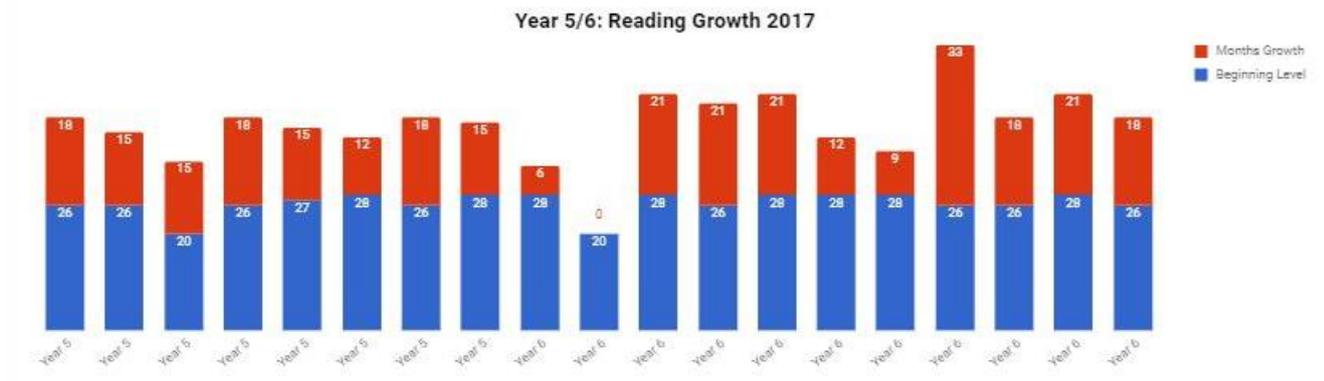
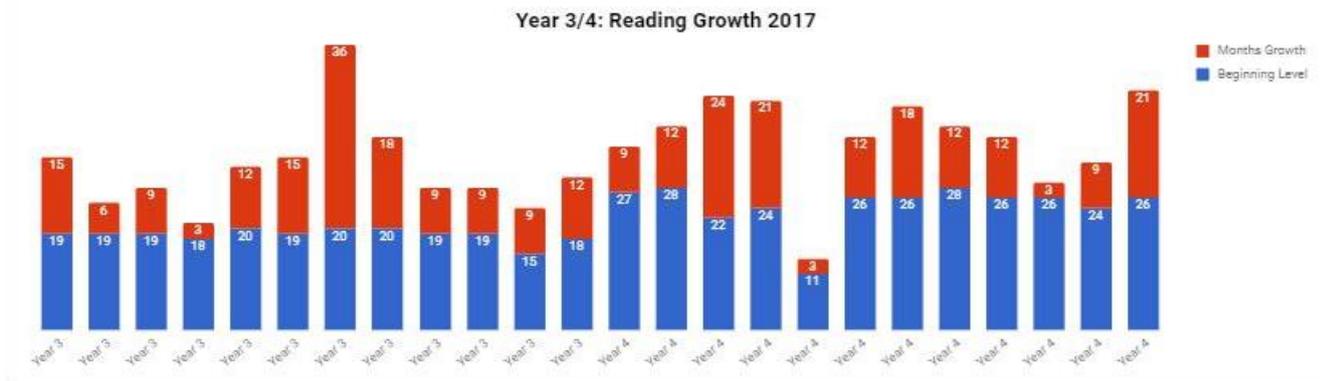
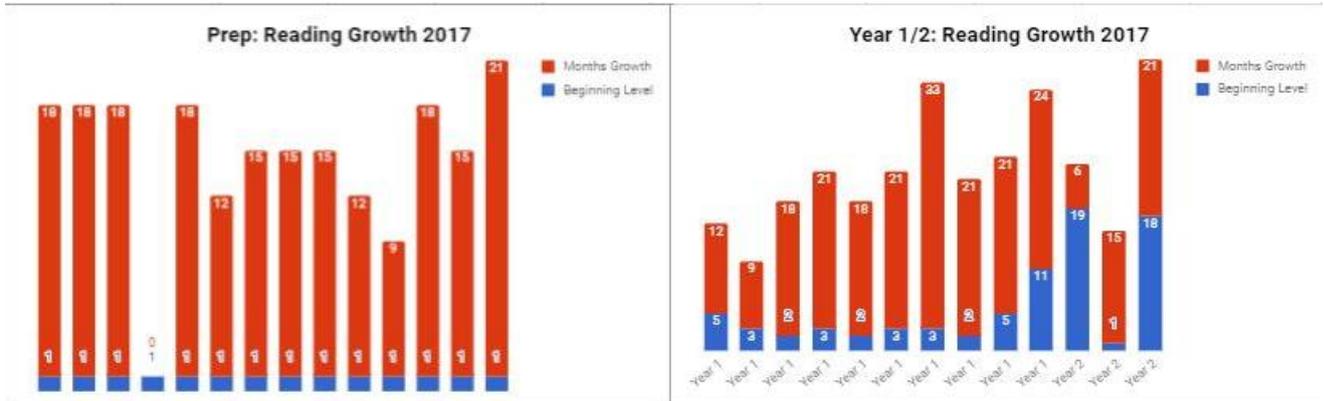
2017 Grade Six Students:

90% of students have reached the minimum benchmark

90% of students are reading independently

Below is a collection of graphs for each class demonstrating months of growth made in reading from April to December.

ST PIUS X PRIMARY SCHOOL HEIDELBERG WEST



STUDENT LEARNING OUTCOMES

NAPLAN: 2017 SPX NAPLAN results were very good with all areas examined above the National and State mean

Growth measured from Grade 3 - Grade 5 2017 - 40 points is equal to one year of growth in a calendar year

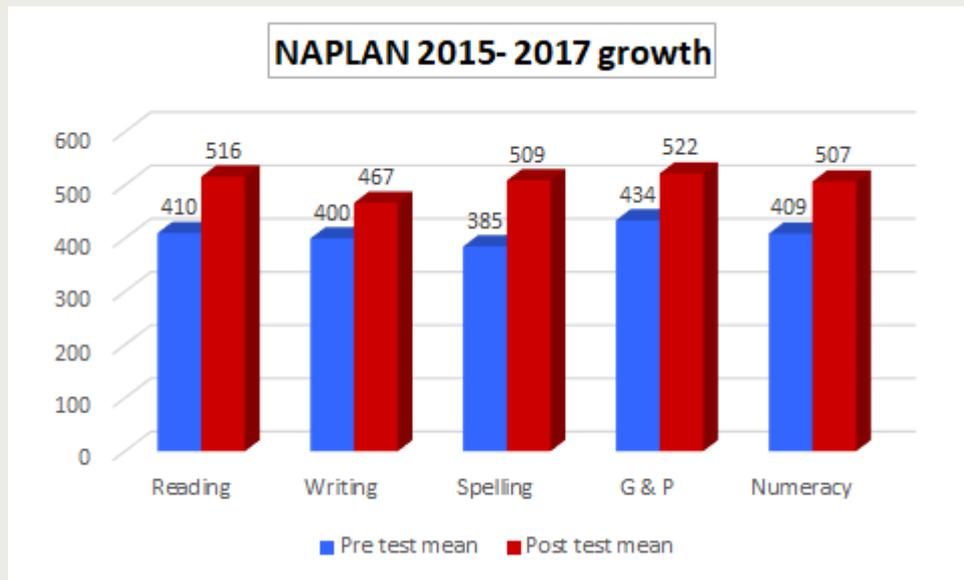
Reading: Growth of 106 points - exceeded the expectation of 2 years of growth

Writing: Growth of 67 points - 20 months of growth

Spelling: Growth of 124 points - Over three years of growth

Numeracy: Growth of 94 points - exceeded the expectation of 2 years of growth

Grammar and Punctuation: Growth of 88 points - exceeded the expectation of 2 years of growth



Pre-test Mean
407.6
Post test Mean
504.2

Student Wellbeing

Goal

To ensure all students experience a sense of wellbeing, connectedness and hope.

Intended Outcome

That the student wellbeing improves with an emphasis on student confidence, motivation and engagement

Achievements

The programs and initiatives we have used at St Pius X over the last few years have seen a sense of calm and positivity envelop and permeate the community. Students are visibly happy and confident in interacting across year levels. There is a genuine sense of care and empathy amongst the students.

Our Buddy program continues to give our new prep students an immediate connection with the school. Weekly activities designed to support their social and academic learning have provided the platform for great friendships.

Our students took part in the Clean Up Australia Day project with gusto and enthusiasm, not only cleaning up our grounds but the vicinity surrounding the school property.

As part of the *One Million Stars To End Violence Project* students wove ribbon stars during lunchtimes. Over two hundred of our stars joined with thousands of others across Australia to complete an art installation at the Commonwealth Games in Brisbane. This project was established as a way to support people experiencing violence and to show that people do care.

Our students are encouraged to support and participate in community events outside. These are recognised at school assemblies and rewarded with *Citizenship* points. Individual points for House Teams are collated and the winning House is presented with a perpetual Citizenship Shield at the end of the year.

St Pius X continues to liaise closely with the CAMHS team at the Austin Hospital to further assist individual students and their families. A CASEA (CAMHS and School Early Action) group was formed with 7 students from Prep and Year 1 taking part in the 8 weeks of sessions. This proved to be a positive platform for teachers to use and reinforce strategies learned back in the classroom. Parents reported the student's use of strategies at home as well.

As a community we revised our school rules and behaviour expectations with an addition to accommodate the issue of the bystander. Looking on and not standing up to negative behaviour is not acceptable here at St Pius X.

In Term 2 we offered Dental Screenings by Banyule Health with an invitation to parents to utilise the free service offered for further treatment.

The positive relationships we enjoy with many of our feeder/secondary schools meant that we were able to utilise the sports facilities at Parade College, Bundoora. This day was full of fun and activity and a subsequent student survey supported this.

The Wellbeing team continues to meet once a term to “check in” with families of students who need that little bit extra support, whether it be for their social and or academic wellbeing. This is an opportunity to maintain positive relationships with parents and carers in supporting and nurturing their children. We also ensure support services in the community are accessed where necessary.

Our Year 5/6 students thoroughly enjoyed their camp to Anglesea in Term 4. This is always a wonderful opportunity for students to enhance and develop relationships in a non-school setting. It was decided an even better idea would be to have the 2018 camp earlier in the year.

Once again, our chickens were awarded first prize in the Schools Poultry Competition at the Royal Show. This project has continued to be a positive addition to life at school. Not only is there the shared responsibility of caring for these pets but it also offers students an alternative activity when at play.

Year Level Average Attendance

Prep - 89.4%	Year 1 - 93.3%	Year 2 - 93.2%	Year 3 - 93.1%	Year 4 - 90%	Year 5 - 92.5%	Year 6 - 87.2%
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- Contacting families by phone
- Term Wellbeing meetings to support families
- Official letter of non-attendance total above recommended
- Working with outside support agencies where applicable
- Staff informing the administration re- student non- attendance- class attendanc

VALUE ADDED

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

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

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

Student motivation to learn remains high in the top 25% of Australian Primary Schools.

The students have continued to focus on learning regardless of the unforeseen staff changes at the beginning of the 2017 school year and again at the end of Term One 2017. (slight decrease from 97 in 2016 to 94 in 2017) This demonstrates the high level of resilience and leadership capacity of our students as St Pius X builds as a Learning Community. The Year 5/6 students successfully led Community Learning Conversations and Workshops in collaboration with the Learning & Teaching staff.

Students clearly expressed their needs in Emotional Wellbeing and the importance of Teacher Relationship (Teacher Empathy, Purposeful Teaching and Stimulating Learning) to the effectiveness of the learning environment.

Child Safe Standards

Goals and Intended Outcomes

Our mission at St Pius X is to:

To provide within a Catholic community a positive, challenging and value rich learning environment that encourages all students to strive and develop a lifelong love of learning.

Our Mission is guided by our VALUES AND BELIEFS ABOUT LEARNING:

- Learning is a journey that can be tracked, celebrated and shared.
- Working collaboratively with parents/guardians who are engaged with their children's learning, is an effective way to support student development
- Learning must be purposeful and authentic
- Teachers are life-long learners and need to constantly question, update and reflect on their practice and pedagogical tools
- Assessment is the foundation of all learning and teaching. It informs and gives a clear picture of students understandings and needs
- Students should be involved in goal setting and reflecting on their learning

St Pius X is a Child Safe School.

The care, safety and wellbeing of children and young people is fundamental to Catholic Education.

The Catholic Education Commission of Victoria Ltd (CECV) holds the care, safety and wellbeing of children and young people as a central and fundamental responsibility of Catholic education. This commitment is drawn from and inherent to the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the Gospel (CECV 2016).

Child Safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse (Ministerial Order 870)

St Pius X is safe and nurturing community, working together in a 'wrap around' approach to building relational services for the health, wellbeing, learning and development for all children. We uphold the human dignity of all and ensure a 'safe' environment founded on a shared respect which enables learning, living and working together. We ensure children have the right to give their views and opinions about decisions that affect them and to be listened to.

St Pius X has a Zero Tolerance to Child Abuse, Discrimination and Exclusion.

We take specific care in providing support for our vulnerable and disadvantaged families, including children with a disability, children in out of home care/kinship and children from culturally and linguistically diverse backgrounds. We provide a safe environment for all people, where there is no assault, challenge or denial of their identity, of who they are and what they need. This includes the cultural safety of our Aboriginal and Torres Strait Islander children and families, providing cultural opportunities to strengthen identity and wellbeing. At St Pius X we believe together we can create great things; where all things are possible for everyone to shine.

At St Pius X to ensure a Zero Tolerance to Child Abuse, Discrimination and Exclusion:

- We take **deliberate steps** to ensure the care, wellbeing and protection of children and young people.
- Our commitment to child safety is **embedded** within the organisation's culture, policies and practices so that policies are translated into daily practice.
- We take **responsibility** for taking action is understood and accepted by everyone.
- We foster and demonstrate openness in a variety of ways through our 'open door policy' ensuring authenticity and integrity in all programs and operational matters.
- We directly and indirectly **create a culture** in which everyone feels confident, enabled and supported to disclose concerns.
- We facilitate the empowerment and participation of children to enhance a culture of child safety and listening to children, ensuring we follow through on what we say we will do.

- We are respectful, inclusive and welcoming of families from a range of backgrounds.
- We communicate openly and directly with families/carers and relational services and are 'invitational' to all, valuing and building partnerships together.
- We actively look for opportunities for developing knowledge and understanding of cultural and linguistic diverse backgrounds through school activities and community events.

Achievements

The Child Safety Practices are embedded into our school vision and mission statements. These statements guide our daily lived practices at St Pius X. Through our Induction Program at the beginning of the year and scheduled time at staff meeting throughout the year ensure all staff members have an understanding of the Child Safety Standards and practices. The Child Safety Practices are reflected through the fundamental whole school strategic intent of our Religious Education and Wellbeing Programs. The goals in Religious Education and Wellbeing are reflected in all aspects of learning and teaching School Leaders in each curriculum area monitor the adherence to all agreed policies, processes, and procedures in classroom.

○ ***Training of teachers, non-teaching staff and volunteers***

The ongoing training of teachers has been provided throughout the year at Staff meetings and Learning & Teaching Leaders working directly with the meetings. PLT meetings as well as the Learning & Teaching Leaders working directly with classroom teachers to inform their practice.

The opportunity for On-line learning modules are also provided and completed within set time frames.

Student Wellbeing meetings, Learning Conversations and Student Services meetings such as Parent Support Group meetings(PSG's) allow for the opportunity to educate the parents/carers in the Child Safety Standards and Practices. Induction is also provided for the Volunteers and non- teaching staff to fully understand the Child Safety Policy and Code of Conduct at St Pius X. They are provided with a copy of the Child Safety Policy and Code of Conduct and must sign the agreement to be able to work within the school.

Consultation with the community

The Child Safety Standards and the Code of Conduct was presented to the School Advisory Council and the Parish Advisory Council for approval before sending out to the Parish School

Community. Copies are available in the School Office and Parish Office as well as Child Safety statements in all spaces available to community use, such as the Parish Hall.

Ongoing updates on Child Safety is communicated through the School Newsletter and Parish Bulletin.

Building a Learning Community meetings held each term also give an opportunity for ongoing education and consultation of Child Safety standards and practices.

Through ESMART and HEALTHY SCHOOLS St Pius X ensures health, wellbeing and safe on-line practices are regularly reviewed and communicated to the whole Parish School Community. Students, Parents and Staff must sign the St Pius X Safe and Responsible Usage Agreement to be able to use electronic devices or access the internet and school on-line communications. Violation of the agreement results in loss of access.

- ***Human Resources practices***

All employees at St Pius X in a teaching, non-teaching and contractors are expected to have a working with children and police check to be able to be on site.

Contractors engaged for short term for maintenance works are only given access before and after school hours when children are not present.

- ***Student participation and empowerment strategies***

The Building Learning Community meetings give students the opportunity to collaborate with teachers in educating parents and the wider community about Child Safety Standards and Practices. The students are well aware of their rights and responsibilities. They have a strong voice at St Pius X which is encouraged through an outward facing approach as a school engaging with community. Students are empowered through community partnerships to lead change.

St Pius X celebrates the knowledge skills and confidence the students have in leading health, wellbeing initiatives and safety practices. They are being empowered through actively engaging in the community as advocates of inclusivity and connectedness for the good of all.

- ***Child safety - Risk Management approaches.***

Risk Management Assessments are done on an ongoing basis on the grounds and learning environments. A Code system to identify the Risk level (high, medium, low) is used across the School site. Processes and procedures for each identified risk factor are in place. School Staff review the risk areas on a regular basis and time is given at staff meetings to address issues and refresh practices. Evacuation Drills are conducted each term with staff and students to continually familiarize everyone on the correct procedures. Each Evacuation Drill is evaluated

with practices reviewed and improvements made is needed. A Risk Assessment proforma is completed by staff for each excursion including camp and checked off by Leadership.

Leadership & Management

Goal

To embed a strong professional learning culture of mutual trust and support with a focus on sustainable school improvement.

Intended Outcome

That teamwork and empowerment will be strengthened through a process of collaboration, dialogue and feedback

Achievements

The level of engagement in professional learning is definitely a major achievement and key driver of improvement in student learning.

Melbourne University accepting St Pius X into the UMNOS project was a highlight in recognising the growth as a learning community.

Leadership has put structures and processes in place to maximise the effect the use of staff expertise and frequency of support the learning within the classroom.

The learning & teaching leaders continue to facilitate the capacity building of teachers skills through a collaborative teaching team approach. The emphasis on using data as evidence of how teaching practice is effective has been the central focus through the learning and teaching. Developing the language of challenge in dialogue with teachers in how do I know my teaching has been effective is an ongoing practice. Building students as a learner has been the focus of the building a learning community sessions to further parent engagement in learning as a partner.

The consistency and stability in all learning spaces throughout the year regardless of the staff changes showed the collective strength to continue to focus on student learning as the priority. Leaders in rooms co teaching demonstrated the openness to learning, responsibility and accountability to grow all students- these are all our kids. Leadership clearly articulated the focus on Wellbeing which continues to be a central strength as learning community. Staff wellbeing and learning was further supported by external coach.

In 2017 the major focus for the school in line with the Annual Action Plan has been involvement in:

- Building teacher capacity to make effective use of data to cater for students' learning at their point of need.
- Strengthening a transparent and trusting home/school partnership that connects and engages parents in student learning.

-Creating learning environments where students will become resilient and self-managed learners who are motivated and embrace challenge.

Improvements have been achieved through:

- Strengthening PLT meetings and facilitate planning sessions to analyse data of learning and for learning.
- Participating in the University of Melbourne Network of Schools (UMNOS) project.
- Developing teachers' understanding of the purpose of assessment to inform teaching and learning.
- Engaging all staff in a critical reflective model
- Promoting and monitor consistency in teams and structures that are organised to ensure: collegial expert teaching teams are planning, moderating, and reviewing teaching pedagogy in light of evidence gathered.
- Promoting effective and confident sharing of teaching practice through class observation, modelling, mentoring and coaching.

TEACHER SATISFACTION

The Teaching Climate Aggregate Index continued to show growth in from 85.7 in 2016 to 88.2 in 2017

The Teaching Climate is calculated using the following indicators:

Curriculum Processes- Team based Practice (increase from 85 in 2016 to 92 in 2017)

Student motivation (increase from 82 in 2016 to 87 in 2017)

Teacher Confidence Engaging practice and quality teaching (increase from 93 in 2016 to 96 in 2017)

These improvements are the direct result of the focus on School Improvement (increase from 90 in 2016 to 92 in 2017) through capacity building staff in learning & Teaching. Curriculum processes and Appraisal and Recognition supported staff in acquiring new learning to target teaching to improve student outcomes.

Teacher's confidence is a key indicator of readiness and willingness for learning and improving pedagogical practice.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2017

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

- 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
- Zone Network Professional Learning & Teaching Meetings- Curriculum Leaders
- UMNOS Success Leaders- Building Capacity
- Induction/mentoring of new staff
- Professional Learning in Critical reflective Practice- Education Consultant
- Principal Coaching
- Student Wellbeing: CASEA Staff Training

Approx. expenditure per Staff for Professional Learning in 2017 member

\$1789.95

Total Expenditure for Professional Learning in 2016

\$32,219.16

School Community

Goals

To build stronger partnerships with families and local community that are reflective and planned to support students' learning.

Intended Outcome

That parent engagement in learning improves.

Key Achievements

St Pius X continues to build as a learning community based on the principle of students, parents and teachers leading family engagement together. Learning and community conversations about reporting continue our journey of 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. Parent engagement in student learning has been deepened through the 3 way Learning Conversations at the end of each term led by students talking directly about themselves as a learner. A cycle is in place for learning goals to be developed along with the learning capabilities and for students to report on their progress, success and achievements.

The Building a Learning Community sessions are collaborations between students and teachers provided the opportunity to bring families into the learning space and deepen understanding about engagement. Community projects such as KicArts focus on continuing to build the students skills in leading change within their community through the Arts. KicArts structure supported students leading an inquiry with community partners, and working directly with professional artists to showcase key community messages of inclusion and sustainability. The ICT capabilities of the students continues to be a strong focus embedding the use of Digital Technologies as a tool, using Workflows to capture the learning and sharing the processes with their family Engaging parents through online communication platforms continues to be a focus as well led by the students accessing the Google Drive through multiple devices. Seesaw and Google Classroom were used by the teachers as a communication platform encouraging engagement through quick and easy access for parents. STEM projects led to further extension of coding and robotics opportunities for all students Prep- Yr 6, including demonstrations of their learning with students confidently articulating the key concepts and processes used.

The opportunity for collecting Feedback has continued with processes in place for capture parent feedback in a timely and easy fashion. Students are also using the Google Suite to

gather information from the community. This has been a great platform for students to have voice and led change.

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.

Achievements

Throughout 2017 the community gathered for:

- Mother's Day
- Father's Day Breakfast
- Mothers Coffee Mornings
- Sacramental Programs
- Building a Learning Community nights
- Excursions
- Family Film Night
- Working Bees
- Learning Conversations
- KicArts Performance
- 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 , District Cross Country
- Reconciliation-Long Walk
- Ride to School Day
- Boite Choir
- Kids Teaching Kids Forum
- Partnerships with Secondary and Tertiary Institutions as well as building a relationship with Melbourne Polytechnic.

- Freedom Festival Choir
- Christmas Concerts
- Celebrating Learning Night

PARENT SATISFACTION

The Parent Opinion data continues to show growth in Community Engagement especially with Parent Partnerships. The main driver continues to be the Learning Community sessions. Parent Partnerships in relationship with Staff (increase from 84 in 2016 to 85 in 2017) and Parent Engagement in relation to Learning (increase from 84 in 2016 to 85 in 2017)

Students continue to build their voice in leading the learning through Learning Conversations. The involvement of parents working with teachers and students developing the new reports and reporting process has been a positive experience in deepening relationships between staff and parents and a pathway to further engage parents in student learning. This is evident in the data scores for Reporting (increase from 74 in 2016 to 83 in 2017) and Approachability (increase from 85 in 2016 to 90 in 2017) Parents are feeling comfortable in participating in conversations with staff, giving ideas and voicing opinions

Staff Engagement with student management (increase from 81 in 2016 to 85 in 2017) indicating positive relationships with the family in learning, growth and improvement.

Future Directions

St Pius X will continue partnering with Melbourne University in 2018 & 2019 through the Network of School Project further develop teacher pedagogy and embed effective practice for improvement in student outcomes. Students will be empowered to lead their learning through the use of data dashboards displaying the student's level of knowledge skills and understandings and capabilities

Student voice will be a key focus with active participation of students in decision making about their learning to build a greater commitment to learning and development of self-awareness, self-confidence and self-efficacy.

Student led learning conversations will involve the Visible learning journey with students clearly articulating the process undertaken as a learner

High performing school

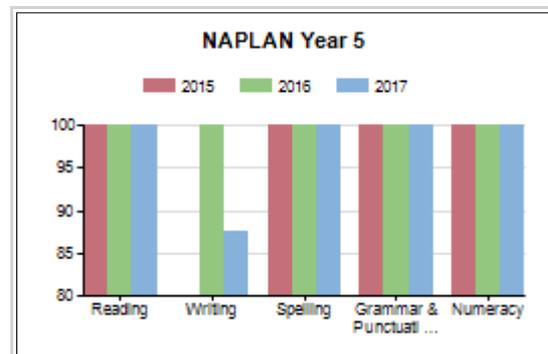
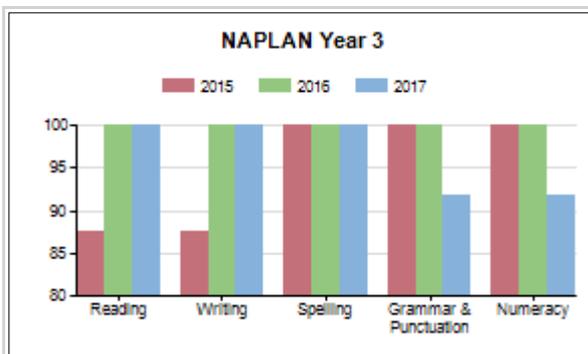
Alongside the students and teachers, parents will play an active role of engagement in the learning process and an authentic voice in the future directions of the school.

School Data

E1178
St Pius X School, Heidelberg West

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	91.7	-8.3
YR 03 Numeracy	100.0	100.0	0.0	91.7	-8.3
YR 03 Reading	87.5	100.0	12.5	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	87.5	100.0	12.5	100.0	0.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	80.0	100.0	20.0	87.5	-12.5



ST PIUS X PRIMARY SCHOOL HEIDELBERG WEST

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	92.42
Y2	90.06
Y3	91.88
Y4	86.45
Y5	90.64
Y6	87.35
Overall average attendance	89.80

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	98%

STAFF RETENTION RATE	
Staff Retention Rate	78.57%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	40.00%
Graduate	20.00%
Certificate Graduate	0.00%
Degree Bachelor	60.00%
Diploma Advanced	80.00%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	1
Teaching Staff (Head Count)	16
FTE Teaching Staff	9.200
Non-Teaching Staff (Head Count)	8
FTE Non-Teaching Staff	3.521

ST PIUS X PRIMARY SCHOOL HEIDELBERG WEST

Indigenous Teaching Staff	1
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NOTE:

The School’s financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au