

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

**St Pius X Primary School
HEIDELBERG WEST**



2018

REGISTERED SCHOOL NUMBER: 1178

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Minimum Standards Attestation

I, Barbara Gomez, attest the 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 2017 (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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

<29-4-2019>

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 2018 the major focus for the school in line with the Annual Action Plan continues to be 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

STRIVE TO THRIVE

2018 has certainly been a year of deep engagement in learning together. I am extremely proud of our amazing students who continue to strive to be the best they can be.

Throughout 2018 we set a rigorous learning environment, challenging the capabilities of our students to go deep into the learning pit with grit and determination, applying effort and hard work, demonstrating persistence and perseverance in all aspects of their learning.

How did we go? Our students are leading the way in the school community and within the wider community. They are confident, capable and resilient learners who clearly understand the importance of setting goals and monitoring progress to achieve success.

St Pius X is a strong Professional Learning Community. Teachers constantly monitor the progress of individual students, employing high impact teaching strategies to maximise achievement. Parents are encouraged and supported to actively engage in the learning with their child in the classroom and at home through frequent learning conversations and communication through an easily accessible digital learning platform. Ongoing learning conversations give students the opportunity to further develop their strengths and deepen their understanding of the areas for improvement. St Pius X provides a nurturing, safe and respectful learning environment that supports and challenges students, empowering them to strive to thrive. Student-led Learning conversations each term see a team of teachers, alongside parents listening and questioning students as the curriculum is unpacked, success criteria identified using developmental continuums and learning goals set with clear progress measurements in place. Reflective feedback on the learning process allows for a collective evaluation and assessment of the skills and knowledge learned and further building the capabilities of the learner.

Throughout 2018 students have showcased their abilities to lead, teach and collaborate through a number of various community projects and annual events such as Student Leadership in Sustainability-Kids Teaching Kids at Edendale Farm Eltham, Tournament of Minds at La Trobe University, STEM Making a Difference(MAD) showcasing Inquiry Learning and Finding Common Ground Project working in partnership with Banyule City Council meeting with Councillors in the process to adopting the Victorian Child Friendly Cities and Communities Charter and strategic directions of the municipality.

We are also very proud of our students' leadership in Social Justice. They have actively supported the Winter Appeal, St Vinnies Soup Vans and 3081 Angels. They have worked in partnership with Secondary Colleges and Primary Schools for Reconciliation promoting and facilitating respect, trust and positive relationships between the wider Australian community and Aboriginal and Torres Strait Islander peoples. They have raised awareness of the Human Rights issues of Children in Detention- *Kids off Nauru*, and participated in the *Walk of Witness* supporting the *2018-2019 Australian Catholic Bishops Social Justice Statement 'A Place to Call Home'* on Homelessness and Housing Affordability.

In 2019 we look forward to further developing our holistic philosophy at St Pius X with plans to extend our Montessori Program. Embracing the power of community working together, we will continue to provide a positive happy environment for everyone to have the freedom to enjoy all

life and learning have to offer. The Power of Community is the magic we all need to discover our true best self and what allows us all to shine!

Parish Priest's Report

We must be doing something right. How prophetic the words of our Principal, Mrs Barbara Gomez. Our school community has much to celebrate and much to be proud of. I too am proud of all within our school community - our Principal, Mrs Barbara Gomez, teachers and staff, our volunteers, parents and especially the children. We welcome new teachers - Amelia, Irene, Belinda, Adele - this year. Also with us for a number of years now - Anthony, Computer Tutor, Isobel (Bella) and Kylie, our Garden gurus. All of them partner each other in educating and nurturing our children in preparing and equipping them facing a world of change and great opportunity.

I see the unfolding vision for the School as one that takes a holistic approach to education of the child, i.e. the whole child. I think St Pius X does that very well. Teaching and learning is very important but the days when the three R's - reading, writing and arithmetic - are sufficient, they are not enough. Our children are taught to be self-learners and enquirers. There is much more to learn - social skills where they develop the tools to communicate with others and to develop empathy for the other, to relate well and get on with people. They are given responsibility, e.g. caring for the chickens, feeding, giving them water, collecting the eggs, allowing them to roam outside the coops and then locking them away at the end of the day. Many of the children have given the chickens names. Also recording the progress of the newer chickens and entering them in the Royal Show. Our chickens won! Also activities in social justice and supporting missions of various kinds.

One project children participated in was the creation of a mural depicting the Indigenous people who fought side by side with the Australian soldier throughout the theatres of war during this and the last century. The mural commissioned by Repatriation Hospital and Returned Service people. With Simon the resident artist at the Repatriation Hospital who designed the mural enlisted the help of our children to filling in the design with mosaic tiles. This was undertaken at the school. Our children learned some practical skills but also the period of history when indigenous people had few rights, one being citizenship. It shows that our school community has a collective conscience where we look at people, community and world and seeing how things are - the good and not so good things - and how they can be.

We are a Catholic school and I believe we see Catholic Identity not as a concept but as a reality that is lived out by the school community. There are certainly challenges for us as a school community given our numbers but we are committed to our core activity of education, teaching and learning bound by our Catholic ethos. The challenges facing us must be tackled by all stakeholders - children, parents, teachers, staff and parishioners. The last couple of years we have been exploring Early Learning, e.g. Montessori and Play Groups.

In order to continue the fine work and attract more families need help in marketing ourselves. That is the responsibility of all of us. Please tell others about our wonderful school and the

programs it offers. I am as is Mrs Gomez, teachers and School Board, interested in any ideas you might have in helping us to move from strength to strength. Our school is catholic unreservedly so in tradition and practice. As priest of this community - school, parish, Heidelberg West I am dedicated to your wellbeing. I would like to see more of our families be involved not just in school activity but parish and church also. Christmas and Easter are times when worshipping activity is at its peak. I would encourage all to make an effort to join in our worshipping activity more regularly during the year. Bring yourselves and your children to our weekend church celebrations. I always found growing up that going to church made me appreciate other people, a sense of the other and something bigger than all of us. Grownups and children all need a sense of the divine as well as the human.

We also need your support in practical ways. One way is to help us look after the grounds of the school and parish. We have had working bees in the past. We need to have them more regularly to Garden - weeding, mowing, planting, pruning. We have a lovely property but it is too much for a few to look after. Please help.

With Mrs Barbara Gomez and our accountant we continue to raise issues with the Office of Catholic Education Melbourne concerning the future of the school. We are an important and vital presence within the wider community. We are dedicated to the ongoing care, safety and education of our children and with your ongoing help and participation we will continue to do so.

Thank you for your trust and your hard work over the past 12 months and to our future together. With every blessing.

Fr. Wayne Edwards

Education in Faith

Goals & Intended Outcomes

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 X has many different facets: we celebrate, explore and learn about our faith through Liturgical Celebrations, the Parish Community, and the RE Curriculum and the Atrium Program.

This has been achieved through:

- 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, Sacramental workshops and Retreats
- Assisting with the school's focus of engaging families in the children's learning in Religious Education
- Explicit links between student wellbeing, Gospel values and virtues and explore them from the perspective of our Catholic Faith Tradition.
- Highlighting the Liturgical year by the burning of the old palms at the beginning of Lent and Ash Wednesday Mass with the "Burying of the Alleluia", Holy Week Para liturgy 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 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, Feast of the Assumption and of course our Patron, St Pius X.
- Respect and Recognition of our Nation's First People and their membership in our Australian Catholic Church through Indigenous children leading the Entrance Procession carrying cultural significant symbols and the Acknowledgement of Country at the

beginning of celebrations, Whole School Mass during Naidoc to celebrate Indigenous cultures and opportunities for Reconciliation presented as a Fire Carrier School.

- Each Year level is 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 performing 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 beginning our day at St Pius X 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 continues involvement in school; attending meetings, professional development, functions and events.
- 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 extending 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 an Atrium.
-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 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.
- Staff Formation utilising elements of CGS and other programs
- Parish / School Connections
- RE Student Leaders
- Respect and Recognition of our Nation's First People
- Fire Carriers Program-Reconciliation through Education
- Mini Vinnies- Social Action
- 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 to the exploration and practical living out of a particular virtue.
- Retreat Days for the Sacraments for families

Learning & Teaching

Goals & Intended Outcomes

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

Intended Outcomes

The rates of learning will improve

Achievements

Assessment for Learning continues to be our key strategy to improve student outcomes.

Assessment for Learning demands teachers effectively using data to identify the next step in teaching to maximise student learning. Improvement has been made through the development and implementation of an Instructional Learning and Teaching Model to develop collegiality, build knowledge and skills of effective Teacher Pedagogical Practice, and encourage Critical Feedback and Reflection.

This has been achieved through:

- Ongoing partnership with Melbourne University - SPX is 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
- Development and implementation of a new evidence based Teaching & Learning Instructional Model
- Leaders drawing on the Writing Traits to build the teaching skills of Writing
- Teachers entering into 5 week Learning Sprints supported by a Critical Reflective Cycle to share their Learning and Teaching effectiveness for improved student outcomes
- Facilitated Planning with the key focus on evidence based learning for all year levels
- 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
- Learning and Teaching, Literacy and Numeracy Leaders working closely with classroom teachers, assisting with planning, reflection, feedback, professional dialogue, assessment practices, modelling and coaching in the classroom.
- Ongoing work with an external consultant, Helen Goode to build teacher capacity around the Language of Challenge and to build Critical Reflective Practice
- Teachers continue to embed Learning Intentions into their planning documentation and in the classroom

- The staff continue to embed feedback throughout all lessons using Success Criteria using 'I can' statements giving students more ownership of the learning progressions. The Success Criteria were reported on in the mid and end of year reports followed by Student-led Learning Conversations with Parents and Teachers and goal setting
- LLI - Learning Literacy Intervention - continues to be used as a resource for intervention by classroom teachers
- All children 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.
- Continuing to develop an understanding of the Mathematics Victorian Curriculum to build teacher capacity in delivering effective strategies using the evidence based Instructional Model
- A P-6 Developmental Continuum in Online database for Mathematics and review of current assessment methods to be included in to the database
- Ongoing work with consultant Anthony Holihan – 'the computer tutor' to build the students and teacher skills in the use of technology across all areas of the curriculum including Digital Technologies and the use of Coding.
- Continuing to use Google classroom, 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 community
- Use of the See-Saw Application to communicate, promote and encourage Family Engagement in Learning
- Ongoing commitment to 'Building a Learning Community' nights, bookmarking one date in each term to support family engagement in learning and lead by students

STUDENT LEARNING OUTCOMES

NAPLAN: 2018 SPX NAPLAN relative growth tracking on par or above State mean in Reading and Writing with number of students with high relative growth in Reading well exceeding the State Mean- 45% students with High relative growth & 45% children with medium relative growth. Only one child has low growth 10% which is well below the state mean of 25% of children.

Relative growth in Spelling is tracking on par with number of students with low relative growth-State mean however exceeding the number of students with medium relative

growth-State mean but tracking well below the number of students achieving high relative growth-State mean

In Grammar & Punctuation Tracking on par with State mean for medium relative growth however exceeding the number of students with low relative growth- State mean with no students reaching high level of relative growth-State mean

In Numeracy Tracking below the State mean in medium relative growth and tracking well below the State mean in high relative growth. Concerning 54.55% of students achieving low relative growth in comparison to the State mean of 25% of students

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

Reading: Growth of 122 points – well exceeding the expectation of 2 years of growth (approx. 36 months growth)

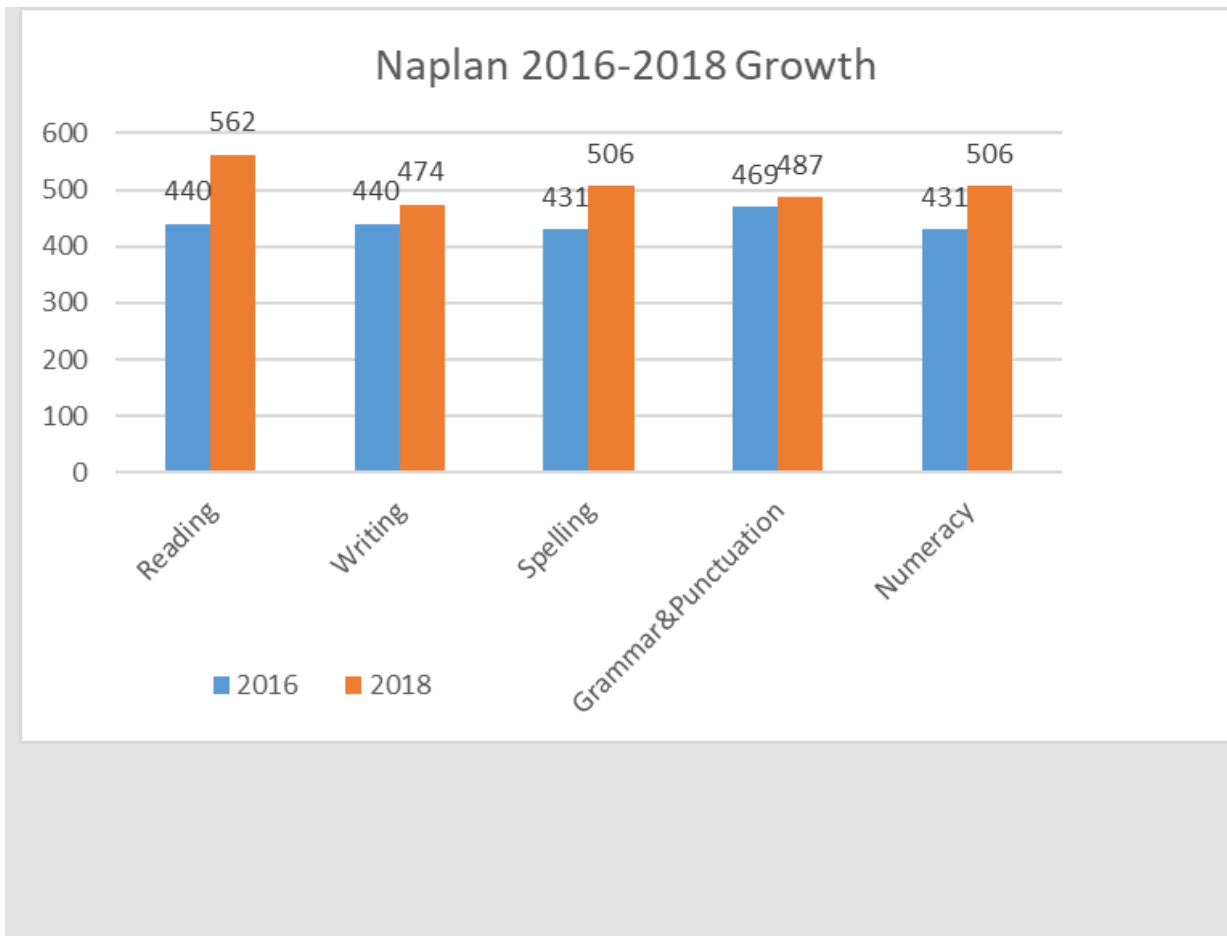
Writing: Growth of 34 points – approx. 10 months growth

Spelling: Growth of 75 points – Falling just short of 2 years growth

Grammar and Punctuation: Growth of 16 points – well below expected growth with only 6 months growth

Numeracy: Growth of 75 points – Falling just short of the expectation of 2 years of growth

***It is important to note the small number of children (only 4 in Year 3) does make it difficult to compare data. The average relative growth data is affected by the small number of students in each cohort as well as the transient nature of enrolments due to gentrification of 3081 with students moving in and out of the school within the 2 year period. Therefore it is not an accurate growth of a cohort of students over 2 years. Individual student growth however can be tracked and is useful.**



Excellent sustained growth in Reading is a result of embedded intervention strategies through the use of Levelled Literacy Intervention across the school, strategically improving effective teaching practices targeting student point of need

Our involvement in UMNOS is a response to improving student outcomes in Writing by building teaching knowledge and skills for effective teaching of Writing
Improvement in Spelling and Grammar & Punctuation should lift as well with the teacher learning in effective teaching in Writing, building the use of vocabulary and sentence structures.

Attention to Numeracy is needed with the re-introduction of the Contemporary Teaching & Learning practices to support and develop effective teaching strategies in Maths across all year levels.

Student Wellbeing

Goals

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

Intended Outcomes

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 with a strong connection to each other and the school

This has been achieved through:

- Continuing to reinforce the importance of 'Fun & Participation' for all children and families in the life of the School and with the local community
- Empowering student voice and ownership through Student Leadership roles across all aspects of School life. Student Leaders meet with School Leaders to plan and implement activities and events to foster positive relationships and build a connection to the school and community
- Ongoing 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
- Encouraging students and families to support and participate in community events outside school hours- such as the Banyule Arty Farty Grand Parade. 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 Banyule Community Health Team to further assist individual students and their families
- Ongoing Healthy School Program focussed on education for healthy lifestyle with programs involving Nutritionists for the Banyule Community Health Team such as Healthy Lunchboxes
- Empowering Student Leaders to revise school rules and behaviour expectations with School Leaders with a focus on the Bystander. Looking on and not standing up to negative behaviour is not acceptable here at St Pius X.
- Dental Screenings by Banyule Community Health with an invitation to parents to utilise the free service offered for further treatment
- Ongoing connection with our feeder/secondary schools to further build meaningful experiences and relationships between older and younger students
- Ongoing 'Wrap Around' Services Model to ensure the health, development and wellbeing of children. Regular Wellbeing meetings are scheduled as 'check ins' 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 included and accessed where necessary

- Camp continues to be a valuable experience for building stronger relationships and trusted friendship between senior students
- A variety of excursions, often sourcing free community events in the local area and CBD and also using public transport with the aim to educate the children as to what is available to them and how they can access easily. Thus encouraging and empowering the children to further explore what is available in their community with families on weekends and during holiday periods
- Continued partnerships with Aged Care building meaningful relationships through a Letter Writing program between senior children and residence of Aged Care Facility
- Our chickens were again 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.
- Hands on access to the gardening program and encouragement of natural play for all children during play breaks
- Introduction of a class pet- Joe a Guinea Pig to the Middle School
- Introduction of a School Dog through Seeing Eye Dog Australia Puppy Carers Program

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
- *Year 3/4 Camp Day
- *Leadership program for Year 6 students
- *Catechesis of the Good Shepherd
- *Student Representative Council (SRC)
- *Big Buddy program (OLMC)
- *Homework Club (Marcelin)
- *Swimming program
- *School Mini Fete & Soup Day
- *Breakfasts – Mother’s Day & Father’s Day
- *Family Fun Night
- *Breakfast Club & Reading Club

STUDENT SATISFACTION

The quality of the teacher relationship remains very important to the students at St Pius X.

The student data indicates a clear improvement in Teacher Empathy (75 in 2017 to 88 in 2018), Purposeful Teaching (74 in 2017 to 88 in 2018) and Stimulating Learning (83 in 2017 to 85 in 2018). Student confidence in learning also continues to improve (72 in 2017 to 74 in 2018).

The improvement and growth in teacher professional learning, effective use of student data and delivery of quality teaching pedagogy are the key drivers to the improved relationships of teachers with their students. It is through the Learning & Teaching process teachers have come to know the student better and understand how to work with the student and engage their parents. This has resulted in a positive learning experience for the students and continues to enhance performance and growth.

STUDENT ATTENDANCE

The non-attendances of students is managed by the school by:

- Staff informing the administration re- student non- attendance- class attendance records
- Contacting families by phone
- Term Wellbeing meetings to support families
- Official letter of non-attendance total included with Mid-year and End of Year Student Report to Parents
- Working with outside support agencies where applicable
- Mandatory Reporting of days of non-attendance at the end of each Semester

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

Goals

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

Intended Outcomes

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

Achievements

Assessment for Learning continues to be our key strategy to improve student outcomes. Leadership therefore continues to put support, structures and processes in place to maximise the learning of staff to continue to develop their leadership capabilities and build their capacity to deliver effective teaching pedagogical practice at the point of need for student learning. The level of engagement in professional learning is definitely a major achievement and key driver of improvement in student learning. Partnership with Melbourne University in the UMNOS Project highlights the recognised continual performance and growth of St Pius X as a Professional Learning Community.

This has been achieved through:

- Successful induction and mentoring of two graduate teachers
- Ongoing support and resourcing for UMNOS Success Leaders to effectively deliver Professional Learning to all staff
- Supporting Classroom Teachers as a team to lead the Professional Learning through sharing practice with colleagues
- Providing access for all staff to UMNOS Professional Learning
- Ongoing access of all staff to External Coaching to build capabilities to openly and confidently engage in the process of Critical Reflective practice
- Offering all staff access to External Coaching for ongoing care and support for wellbeing
- Opportunities for whole staff PL to further develop and embed the Language of Challenge in dialogue with teachers in how do I know my teaching has been effective is an ongoing practice
- Providing opportunities for Networking with other schools to encourage collegial learning and shared best practice
- Access to ICT staff to support the Assessment for Learning demands of teachers effectively using data to identify the next step in teaching to maximise student learning
- Further resourcing to support the implementation process of Instructional Learning and Teaching Model
- Whole Staff Retreat Day to build capabilities in EQ by celebrating Character Strengths
- Providing opportunities for the further development of student voice
- Accessing resources to encourage students as a co designers of the learning

- Maintaining consistency and stability in all learning spaces throughout the year with student wellbeing and learning as priority
- Curriculum Leaders in rooms co teaching, modelling, mentoring and coaching to strengthen the agreed responsibility and accountability to grow all students- 'these are all our kids' by placing
- Providing full day planning sessions with access to Regional Office Support Staff
- Celebrating learning and achievements through Whole school celebrations and with the wider community.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

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

-NCCD: CEM Training sessions

-ICT : Google Applications for Education-Whole Staff- Consultant working directly with staff each fortnight

-Zone Network Professional Learning & Teaching Meetings- Curriculum Leaders

-UMNOS Success Leaders- Building Capacity

-Professional Learning in Critical Reflective Practice- Education Consultant

-Principal Coaching

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

15

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 2230

TEACHER SATISFACTION

Leadership and Management at St Pius X continues to support the essential in establishing conditions that support vibrant and productive professional learning community

Leadership has a clear vision and plan for continual School Improvement by building teacher capacity and leadership capabilities in all staff. This is evident in the Staff data- Supportive Leadership (76 in 2017 to 85 in 2018) and Empowerment (70 in 2017 to 73 in 2018).

Leadership and Management plays an important role in building a Professional Culture promoting effective teaching and higher levels of student achievement. This involves a Shared vision of a professional culture, Shared professional norms and values and Collaborative work involving Reflective dialogue. A effective Professional Culture is evident at St Pius X resulting in the following data: Ownership (85 in 2017 to 87 in 2018); Teacher Confidence (sustaining on 96 from 2017 to 2018), Teamwork (79 in 2017 to 83 in 2018); Parent Partnerships (86 in 2017 to 89 in 2018) with individual morale sustaining at 79 and School Morale rising (82 in 2017 to 86 in 2018).

A strategic focus on Professional Knowledge and Practice has resulted in improved student outcomes as teachers know each student well, have high expectations for student learning, target teaching at the student point of need, the next step in their learning and have a shared responsibility for quality student outcomes. This is evident in the Respect for Student data (92 in 2017 to 96 in 2018) and the improvement in Professional Growth through building teacher's knowledge and skills (78 in 2017 to 85 in 2018). Collectively therefore sustaining high quality teaching practice (92 for 2017 & 2018).

Continual provision of support, structures and processes in place to encourage Action learning, feedback and evidence-based decision-making, reflection and goal-setting, and reviewed professional practice on learning has resulted in a team based approach to student management(73in 2017 to 85 in 2018) and a clear school improvement focus (92 in 2017 to 95 in 2018)

School Community

Goals

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

Intended Outcomes

That parent engagement in learning improves.

Achievements

St Pius X continues to grow 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.

This has been achieved through:

- Further opportunity to deepening of the 3 way Learning Conversations at the end of each term led by students to develop goals to develop knowledge, skills and capabilities in partnership with parents and teachers
- Student-led Building a Learning Community sessions providing opportunities to bring families into the learning space and deepen understanding about engagement
- Involvement in Community Projects such as Finding Common Ground to empower students to exercise their voice and civil responsibilities, with a Catholic identity focus on Making a Difference
- 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 by accessing student learning on the Google Drive through multiple devices. Seesaw and Google Classroom continued to be used-encouraging parent engagement in the learning
- STEM projects to further extend coding and robotics opportunities for all students such as the CEM STEM MAD Showcase
- Collecting Feedback from students, parents and the wider community in a timely and useful fashion to have a collective voice and led change together
- Fun and participation continues to be the central focus of all family engagement activities at St Pius X with families attending community events, concerts and performances together
- Parents & Friends growing in numbers and engagement in fun activities together including running Family Fun nights

Throughout 2018 the community gathered for:

Mother's Day & Father's Day Breakfast, Coffee & Chats, Sacramental Workshops & retreats, Class and School Mass, excursions, Building Learning Community nights, Trivia Night, Family Film Night, Tabloid Spots, Family picnics and dinners, Working Bees, Playgroups, Banyule Arty

Farty Grand Parade, Easter Fun Day, Christmas Concert, Boite Schools Choir, Freedom Festival choir, Malahang Festival, Hot Food Days, St Pius X Car Boot Sale, Athletic Carnival, District Cross Country, Swimming program, Reconciliation-Long Walk, Walk & Ride to School Day, Cake Stall, Sausage Sizzles, School Advisory Council.

PARENT SATISFACTION

The Parent Opinion data continues to show growth with all scores falling within the top range of 25% of Australian Primary Schools.

The data supports the Community School ethos of St Pius X with the Principal, Teachers and Parents leading Parent Partnerships together (Parent Partnership 86 in 2017-89 in 2018).

The main driver continues to be the Building Learning Community sessions. Parents are responding positively to the value staff are giving to Parent Input (increase from 86 in 2017 to 89 in 2018) and Parent Engagement in relation to Learning (increase from 79 in 2017 to 84 in 2018) Respectful relationships and Teacher Approachability (86 in 2018) is meeting the parent needs and encouraging a deeper level of engagement.

Parents are seeing the focus on student learning and growth (79 in 2017 to 84 in 2018). Students Learning Conversations involving parents setting goals with their child is also building capacity and positive experiences of learning together. This is evident in the data scores for Reporting (increase from 83 in 2017 to 86 in 2018) and Homework 74 in 2017 to 80 in 2018)

Parents are feeling comfortable in participating in conversations with leaders and staff giving ideas and voicing opinions. They continue to value the Extra Curricular activities and events (78 in 2017-81 in 2018) through engaging with the wider Community. Parents feel well supported through Transitions(79 in 2017 to 83 in 2018)

Future Directions

St Pius X will continue the partnership with Melbourne University in 2019 through the Network of School Project to 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 capabilities. Empowering student voice and student co-designing the learning will continue to be a key focus with active participation of students in decision making about their learning, with the aim to build a greater commitment to learning and development of self-awareness, self-confidence and self-efficacy.

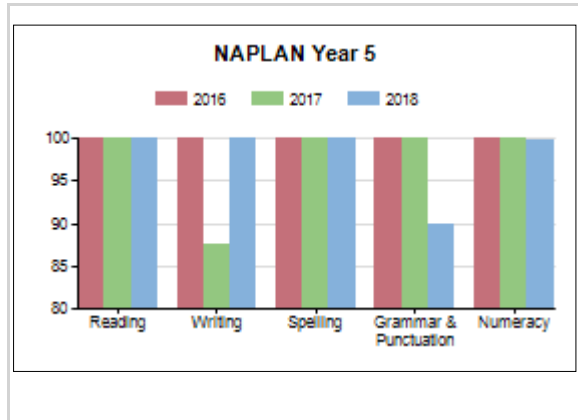
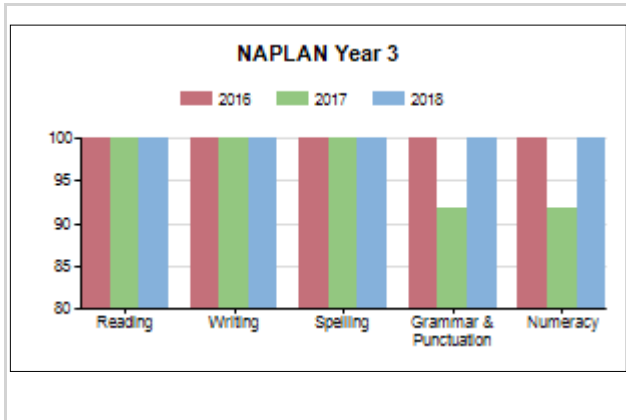
Student led learning conversations will involve the visible learning journey with students clearly articulating the process undertaken as a learner for improved performance and growth. To further embed and sustain improvement practices as a high performing school St Pius X will continue to recognise the valuable contributions of parents and community partnerships. Alongside the students and teachers, parents will continue to be encouraged and empowered to actively engage in the learning process and to have an authentic voice in the future directions of the school. Engagement with the wider community building strong partnerships will continue to be a key improvement strategy.

School Performance Data Summary

E1178
St Pius X School, Heidelberg West

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	100.0	91.7	-8.3	100.0	8.3
YR 03 Numeracy	100.0	91.7	-8.3	100.0	8.3
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	90.0	-10.0
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	100.0	87.5	-12.5	100.0	12.5



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	86.6
Y02	90.4
Y03	87.7
Y04	90.2
Y05	89.9
Y06	90.0
Overall average attendance	89.1

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	98.4%

STAFF RETENTION RATE	
Staff Retention Rate	71.4%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	25.0%
Graduate	25.0%
Graduate Certificate	0.0%
Bachelor Degree	50.0%
Advanced Diploma	100.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	16
Teaching Staff (FTE)	9.4
Non-Teaching Staff (Headcount)	7
Non-Teaching Staff (FTE)	3.5
Indigenous Teaching Staff (Headcount)	0

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