St Pius X School

Heidelberg West

2020

Annual Report to the School Community

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Minimum Standards Attestation

I, Barbara Gomez, attest that St Pius X School 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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

20/03/2021

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

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.

Our School Vision

School Overview

St Pius X School Heidelberg West opened in February 1954. It is located on the same site as the Church, about 10 kilometers 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, and 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, Marcelin, 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 2020 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:

-Building a deep understanding of Catholic Identity in Action at St Pius X by making explicit links to all we do

-Embedding the Catechises of the Good Shepherd model within Classroom practice

-Continuing to embed the Professional Learning received from 3 year partnership with Melbourne University Network of Schools(UMNoS) through Effective Pedagogical Practice in Literacy P-6 by:

-Developing teachers' understanding of Literacy Instructional Model P-6 in Writing

-Building confidence to share teaching Writing practice through class observation, modelling, mentoring and coaching

-Design P-6 effective Teaching of Writing Tools that identify point of need and scaffold student learning

Principal's Report

2020 EMPOWERMENT THROUGH VOICE

The 2020 school year has been full of challenges, surprises and accomplishments through Covid-19 Lock-downs and Remote & Flexible Learning.

The strength of St Pius X school community has been amazing.

By working together teachers and parents ensured the children continued to learn and achieve regardless of circumstances and restrictions. Families successfully set up learning spaces at home and with the continual support of the teaching staff, the children experienced a well-resourced learning environment.

The collaborative partnership between parents and teachers enabled, enhanced and empowered students to be confident and capable learners who remained resilient in navigating the online learning platforms and persistent in finding effective ways to remain connected and successful.

St Pius X commitment to student voice and providing a school environment where everyone belongs with opportunities for all to be heard was evident throughout 2020.

The schools approach to the challenges of COVID-19 demonstrated the commitment to developing students to be self-motivated learners who as leaders can make purposeful decisions, take responsibility for their choices and confidently take action to reach set goals.

The highly skilled capabilities of the teachers saw the delivery of exciting ways to learn through curiosity, creativity and a sense of adventure integrating STEAM approaches. Students were well able to actively learn and access specific information for multiple sources and opinions. They demonstrated the capabilities of independent thoughts and practice and were able to verbalise their findings and conclusions.

Explicit teaching strategies developed the students higher order thinking skills and provided the inspiring and challenging environment needed for innovative and creative inquiry learning.

We have much to be proud of as a learning community. I am very appreciative of the students, teachers and parents commitment to working together in open and trusting relationships, facing challenges with a positive mindset and willingness to share reflections to effectively care for and support the wellbeing and learning of everyone.

What matters most, is valued and important to the St Pius X school community shone out throughout 2020. Everyone lifted each other up to be the best they could be. Learning continued to be exciting and celebrated in inclusive and enjoyable ways.

We look forward to 2021 building on our strengths as a connected learning community enabling each other to shine.

Principal's Report

Parish Priest's Report

Fr. Father Wayne Parish Priest St Pius X Parish

St Pius X Catholic Primary School Heidelberg West

What a year it has been!

While Christmas is a special time every year as we welcome the birth of our Saviour Jesus Christ this is a Christmas we need and have to have.

School started the year in a normal fashion. The community was a buzz and excitement with being back from the Christmas Holidays.

Then struck by the Co-vid 19 Pandemic and we are closed down for Terms 2 and 3 in lockdown and children are learning from home. Of course in order to work from home the efforts to do so was a collaborative effort by teachers and staff, the parents and children themselves.

An enormous amount of work by the teachers to get class lessons to the children at home. There are not enough superlatives for our educators in gratitude I have for them and the patience and understanding of our parents and the diligence of the children in the task of learning from home.

Given what you have accomplished it is of significant importance to me given that from 1st January next year the Parish Priests will no longer be in charge of School Governance. Priests will certainly be involved with the children's faith formation and sacraments in the school but administration of the school will no longer be their responsibility.

It has been a great honour and privilege to have worked with all of you in that capacity over 13 years. I want to thank Barbara Gomez, our Principal; Efi Cioccio, our School Secretary; Michelle McKay, our Prep / Grade 1 Teacher; Serafina Sgambati-Basile, Prep / Grade I Teacher; our Religious Coordinator, Julie Zaar; Jia Shin, our Grade 2 / 3 Teacher (began this year); Nicolette Correy, our Grade 4 /5 / 6 Teacher (began semester 2 this year); Wonda Ball, our Art Teacher; Assunta Spina, Irene Longas, Sharmaine Perera, Carolina Ambesi, Gillian Abraham - our Learning Support Team); Ivey Panicker, our Prep Montessori Teacher (began this year); Adele Trigona, our Performing Arts Teacher.

Sonia Tay began the year with us as our Grade 4 / 5 / 6 Teacher and was here for the first semester. We congratulate Sonia on the birth of her daughter Luna Mei Hua. There are others who come in to the school to work with the children and volunteer at various times throughout the year.

I named all our staff because they deserve yours and my thanks and gratitude to their commitment to our children's education.

To all of you who will be seeing our newsletter I want to wish you all the prayers and blessings to you and your extended family and friends as we celebrate the birth of Our Saviour Jesus Christ this Christmas.

Education in Faith

Goals & Intended Outcomes

RELIGIOUS EDUCATION

School Improvement Goals

To enhance the Catholic Identity of our school community.

SIP Intended Outcomes

That the importance students place on their faith experience is strengthened. That students' engagement in Religious Education improves.

Achievements

Celebrating Learning through videoed Showcases; Using Seesaw to keep a daily record of children's achievements, assessments and instructional teaching supporting learning.

Education in Faith at St Pius X has many 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 Catechises 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 continued with using online platforms videoing celebrations and Advent Assemblies each week.

Creative ways to continue with the importance of celebrating the end of year Christmas event. Children creating puppets for classes to videoed the Nativity Play and this was shared with the School and Parish Community.

Our School Choir who were unable to perform Christmas carols and songs at a number of places including our local aged care facilities, also used online communication platforms to reach out to the wider community.

Prayer beginning our day at St Pius X with each class responsible for their prayer time together during Google Meets.

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 Reading Club which also offered online access during COVID-19. We strive to connect students with Parish life.

VALUE ADDED

Catechises 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 Catechises of the Good Shepherd and can be found in many parishes throughout the world. St Pius X is the only school in Melbourne where all the students come to the Atrium on a weekly basis. The Atrium complements our regular Religious Education program as the Catechises of the Good Shepherd model is embedded within the classroom 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

During COVID-19 we attended to all aspects of Religious Education and Catholic Identity through online platforms successfully keeping strong connections as inclusive respectful Catholic School.

Students are therefore through the practice of Re-Contextualising and Dialogue able to:

Learn about the Catholic Tradition and how it is relevant and challenged in today's world; Think critically, Look for connections, search for meaning and be open to listen to other view points; and Critically discuss may view points with particular attention to the Christian perspective.

Learning & Teaching

Goals & Intended Outcomes

LEARNING & TEACHING

School Improvement Goals

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.

The teaching staff successfully take responsibility for all students and effectively collaborate to ensure effective teaching practices for successful learning.

This has been achieved through: Facilitated Planning with the key focus on evidence based learning; Adjustments made for individual students, Documentation of observations and adjustments, Learning Support Officer anecdotal notes, Term by Term Individual & Personal Learning Plans with attainable goals; NCCD process and audit; Building Teacher & student capacity in Digital Technologies with Consultant Anthony Holohan working in classrooms and by providing Staff PL ; Students & Staff Co-designing Inquiry implementing a Design Process, tracking Thinking and Workflows via online Curriculum Resource in consultation with ERO ICT Leader Daniel Averno; Strengthening Family Partnership engagement in purposeful learning through student-led Building Learning Community sessions, learning conversation; online digital learning platforms, digital portfolios and community events and celebrations.

The COVID-19 Lockdown moving to Remote & Flexible Online Learning highlighted the strength of the schools Family Partnership Engagement in Learning. Students, parents and teachers worked closely together ensuring the health, wellbeing and learning achievements for all were maintained. Flexible learning modes, frequent communication, and ongoing assessments and reflection of effectiveness of teaching strategies, materials and resources enhance student learning, achievement and growth.

The Collective Approach Prep-Year 6, including Specialist staff and ICT staff to meet the needs of all students proved to make the difference in student outcomes- Student Voice, use of the Design Thinking Process; Peer support and collaboration; Team Teaching; 1:1 Learning Support & Focus Teaching groups; Use of PPT, Visuals /videos lessons; Electronic Timetable; flexible creative ways of Assessment; Value of celebrating learning, achievements and success; and vital importance of Communication.

Student Connect Article

STUDENT LEARNING OUTCOMES

COVID-19 placed the emphases on Teacher Professional Judgement for the assessment of student outcomes

Teachers noted a number of improvements in the capabilities of students as learners; the Improved Reading Levels due to families taking time to read together, parents devoting time to learning with their child, assisting and observing specific needs and providing support as required. Teacher/ parent conversations about learning moved to a deeper level targeting specific needs, strategies and use of resources and materials to support student learning. Student engaged at a deeper level with teacher instruction during Focus groups and with 1:1 support. The use of digital applications such as See-Saw provided a great platform for recording the evidence of learning, showcasing capabilities and most importantly celebrating the learning and building student empowerment as a learner.

School Innovation Rapid Capture Surveys

Catholic Education Melbourne: Staff Survey

The students who were capable and for them, they were able to flourish in their learning and complete all the work on time. The lesson is that students can learn to become more independent and apply their problem-solving skills.

Students who have good ICT online skills, prefer to work alone without interruption and have control over their own school day.

We shared ideas on how to improve our technology practices in teaching effectively.

Parents were able to take an active approach in their child's learning and see their progress on a regular basis.

Frequent Conversations/communication between staff, parents & student discussing learning goal, progress and growth.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	**2018** **%**	**2019** **%**	**2018 – 2019** **Changes** **%**	**2020** **%** *	**2019 – 2020** **Changes** **%** *
YR 03 Grammar & Punctuation	**	100.0	**		
YR 03 Numeracy	**	100.0	**		
YR 03 Reading	**	100.0	**		
YR 03 Spelling	**	100.0	**		
YR 03 Writing	**	100.0	**		
YR 05 Grammar & Punctuation	90.0	100.0	10.0		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	100.0	100.0	0.0		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.
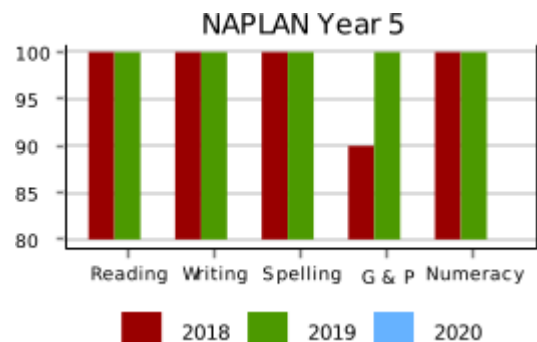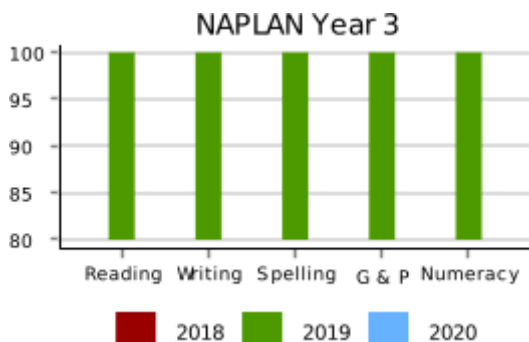
Student Wellbeing

Goals & Intended Outcomes

STUDENT WELLBEING

School Improvement 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 health and wellbeing of the community has continued to be central focus of St Pius X.

Our children are happy, confident learners, who are connected to each other, able to problem-solve and work together to achieve great things. Every success and achievement is celebrated as a community taking pride in lifting each other up to reach our dreams. Our strength is how we work together to support each other to be at our best.

Due to COVID-19 Restricted community partnerships, community events, participation in festivals was not possible. The school community used online platforms to maintain connection and enable ongoing communication and celebration of learning, achievements and success. Learning Conversations occurred online, Students created videos to showcase their learning, recorded Performing Art performances, such as Children's Choir Christmas carols were shared with the community and students shared ongoing achievements and success in digital portfolios accessible to families. Prayer, Reflection and Liturgical celebrations were online. Staff, students and families remained connected through ongoing sharing of daily life through fun and creative ways to ensure a sense of normality focusing on happiness, joy and hope.

VALUE ADDED

Our community values the importance of members of a community feeling safe, secure, connected and valued

Commitment therefore was agreed to as a school community to engage with each other as much as possible through online platforms to enable and enhance relationships and positive mindsets in uncertain times.

Student Learning Videos

Engagement in online Learning

Building Capabilities in Digital Technology

Frequent Communication

Inquiry- peer support

STUDENT SATISFACTION

CATHOLIC EDUCATION MELBOURNE SCHOOL SURVEYS

Rapid Capture Responses E1178-Student Feedback

What did you most enjoy about remote learning?

I was really independent, and I was not distracted a lot like at school; Doing activities at homeI just had to wake up then go on my laptop and do my work; Didn't have to wake up early; Being organized; That I can be more independent; I enjoyed seeing my friends on Google Meet and learning new skills on the computer; What I enjoyed most is that I was able to work independently whilst still doing my regular lessons; I loved the Performing Arts activity's because they were challenging and fun; it was fun and easy; I liked online learning because I could see everything on the timetable and also learned the times we have things on each day; I LOVE TV!!! :)

What did you find most difficult about remote learning?

Not socialising with friends; I missed my schoolmates and friends so much; Finding what I need; Not having my teacher helping me on questions; The technology issues and the timetable; Not Having Miss Sonia to help me with my work; Not seeing my friends; Following the schedule and there were some glitches. There some time that I didn't know the answer; What I found most difficult is that, help isn't that direct, though my teacher responded well; The math activity's they were quite hard, but I did it; The typing and Google Meets; If I had bad connection a lot of the time I would not hear what we were supposed to do; It was a bit hard because we did not have the same kind of help as we get at school. It was a lot of effort to get just a bit of help from the teacher; Not being with my friends; Concentrating.

How did these platforms/tools/apps help you with your learning?

The timetable it has everything I need and with the surveys it is helping me at the end; They helped me get my work done; To post stuff and meet up for school; Google Meet, so I can go on calls for Class and Google Classroom and I can access my School work; That if we need help we can ask her for help; On classroom there was a timetable, on Google Meet our teacher could explain what do and Seesaw helped me to see the feedback that my teacher gave me; I could thoroughly read my work on Google Classroom and understand it better; With Seesaw I could communicate with my teachers if I needed help; I could message Miss Sonia and ask her questions on Google meet; The timetable helped a lot because if we didn't have that I would be lost and the Google Meets helped me because it would inform us if something happened or if

we needed help; Google Meet was good because that's the way we got help from a teacher; Google Classroom was good because all our work was put up there.

How did you get better at organising yourself during this time?

I put all my work into folders e.g. Math work in a math folder; I got better because I had to make it easy to find what I need; The timetable, just reading it organised me; By Just seeing a Timetable and being able to just do it without any help; That getting ready for the next class; Sometimes following the timetable and writing down the things I have to do; I got better at following the timetable and being on time; At first there were papers everywhere, and I could not find anything, but then we got the hang of stuff and started to put the papers in sections; Just grab the stuff I need and grab the laptop check timetable and work; it helped me get more organised because I know what to get out and put away at the right time.

What strengths did you see in yourself during this time?

Doing independent learning; Being independent with my work; Being independent and being in the Google Meet on time; Being able to work from a Timetable; More independent; Being more organised and learning new things through Google Meet; I saw independence and autonomy in me!; That I could do more math than what I thought; Good at typing and reading on the screen; I saw that I could be a bit more organised.

Which parts of remote learning should we keep now that we are back at school?

Google Meets; Doing work independently and being organized; Seesaw, Google Classroom; Using Google Meet if a Teacher or student is sick and the timetable; The timetable and meeting other teachers on Google Meet; I think we should keep our one on one communication.

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

During COVID-19 Leadership /Admin daily Child Safety checks online Attendance

Daily follow up with families non-attending children

Support and 'wrap around approach as a community to the health, wellbeing and safety of children through-

Communication with staff, Aboriginal Torres Strait Islander; Catholic Education Eastern Regional Office; Wellbeing & Health Agencies, Caseworkers (DHHS)

Indigenous Families-Remote access provided- Dongles & SIM Cards

Communication with families- phone, email, Online meets

Classroom Google Meets

Check ins with families

Learning Diversity support

Onsite Supervision of essential workers

Availability of staff, Admin support, ICT support to the whole school community

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	82.1%
Y02	86.8%
Y03	75.9%
Y04	83.1%
Y05	71.5%
Y06	88.0%
Overall average attendance	81.3%

Child Safe Standards

Goals & Intended Outcomes

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 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

ACHIEVEMENTS

The embedding of policies and commitments into every day practice

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 SafetyStandards 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.

Professional learning of teachers, non-teaching staff and volunteers

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. Professional Learning Team 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.

Engagement of Families and communities in promoting child safety

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 online 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 (recruitment, supervision, performance review)

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 practices

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 & Intended Outcomes

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

The School Improvement Review process in 2020 postponed.

However, staff prepared for the process, evaluating and reflecting on the spheres of School improvement, using the School Improvement Framework Tools.

COVID-19 has also given us the opportunity to embrace our strength as a Professional Learning Community. The capacity of the Staff to collaborate and contribute to the team effort of effective structures, procedures and processes continue to build an effective environment of efficacy and improvement.

Remote Flexible Online Learning further embed and sustain improvement practices as a high performing school recognising the valuable contributions of students, parents, staff and community partners in setting goals and planning for future success and achievements.

The Building Project, also delayed due to COVID-19 and to be completed in early 2021 in readiness for the school year, will provide four new classrooms, embracing interior and exterior learning environments, making the best use of the natural beauty of the St Pius X School property.

 The project has given an opportunity for an authentic voice to students in the design elements of the learning and play spaces with the Architect and School Leadership which will continue into Stage 2 Master Plan in 2021.

St Pius X community celebrates the extension to the Montessori Education Program with the set-up of a Montessori Cycle One classroom and extending to a Cycle Two classroom for the beginning of 2021. The Montessori Parent Community Working Party dedication over the past 3-4 years is testament to this achievement and the success of the Montessori stream.

The 2020 COVID-19 experience of ongoing Lock-downs shone a clear light on the authenticity of Leadership and Management of the St Pius X as a Community Family Partnership School, embracing learning and improvement for all. The dedication and strength of wellbeing the students experience, engaging in a positive supportive and safe learning culture (validated by the 2019 CEMSIS data), has provided the solid foundation for achievement and success in the Remote Flexible Online Learning space. We are very proud of the St Pius X School Community.

CEMSIS 2019 STUDENT RESPONSE DATA

School % positive endorsement (n=24) compared to CEM average PRI school comparison % positive

Rigorous Expectations: How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance- **94% School positive endorsement compared to CEM 78%**

School Engagement: How attentive and invested students are in school- **75% School positive endorsement compared to CEM 59%**

School Climate: Perceptions of the social and learning climate of the school- **77% School positive endorsement compared to CEM 65%**

Teacher-Student Relationships: The strength of the social connection between teachers and students, within and beyond the school- **92% School positive endorsement compared to CEM 73%**

School Belonging: How much students feel they are valued members of the community- **86% School positive endorsement compared to CEM 75%**

Learning Disposition: Students' mindset about themselves as learners. **80% School positive endorsement 78%**

Student Safety: Perceptions of student physical and psychological safety while at school- **66% School positive endorsement compared to CEM 55%**

Student Voice: The extent to which students feel they have opportunities to have an impact on their school- **83% School positive endorsement compared to CEM 60%**

Catholic Identity: Student perceptions about the Catholic identity of the school- **68% School positive endorsement compared to CEM 62%**

(Reference to 2019 CEMSIS Student DATA Pg. 3)

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
Description of Professional Learning undertaken in 2020
Online Child Safety Modules: First Aide, Mandatory Reporting, NCCD: CEM Training sessions -DSE Modules
Staff Wellbeing PL
Leadership Wellbeing PL
ARMS- online
Digital Technologies PL
Montessori PL
Staff/ PLT Meetings online
ICT: Google Applications for Education-Whole Staff- Consultant working directly with staff each fortnight
Zoom Zone Network Professional Learning & Teaching Meetings

Number of teachers who participated in PL in 2020	16
Average expenditure per teacher for PL	$1186

TEACHER SATISFACTION

Ways of Working together collegially and collaboratively was a great strength for both experienced and new teachers to the profession to improve practice, reflection on effectiveness and give feedback through: Learning; Team approach; Structuring Learning Literacy & Numeracy P-3; 4-6; Inquiry Learning; Digital Technology support ; Electronic Timetables; Communication; Flexibility in finding ways to engage; Religious Education- Prayer & Reflection videos

Staff supporting each other- videos; Community videos to keep connected- student wellbeing; Planning sessions

CATHOLIC EDUCATION MELBOURNE SCHOOL SURVEYS

Rapid Capture Responses E1178-Teacher Feedback

How did your formative assessment practices and provision of feedback change as a result of remote learning? What did you learn about assessing students and providing feedback remotely?

It required me to highlight on the timetable what was a student assessment and using the online tools, the students had to upload and submit their work on Google Classroom and Seesaw that was then being marked and given back to students; I learnt that it is still possible to assess students and provide feedback through online programs; It was time-consuming creating assessments through Google Slides and Google Docs; Try using different modes to provide feedback - Seesaw comments, voice record, Google Class comments, Google Meet; Communication key with the child daily on their work and contributions engaging online; Capabilities to problem-solve, resilience and take risks; Competency building in using Online Platforms to capture learning uploading each session"

What have you come to more deeply understand about effective teaching?

I found sharing the online timetable for middle-upper primary was useful for them to organise their learning and be ready for the day; Setting a timetable and explain the tasks superficially that students can access; Communication Adjustments to learning; The needs of the learner to be able to successfully engage in the learning

What have you got better at? In what ways have you grown and developed as an educator?

I have got better at using technology and creating documents online; I have enjoyed using Google Meet, Google Classroom and Seesaw and maximising the online features of the programs; I have developed as an educator is becoming more proficient in my set of teaching skills to cater for my students; Providing multi-modal teaching strategies; Delivery and knowing each student capabilities, knowledge and skill level.

What is an area of practice change that you expect to sustain into the 'new' normal?

I would like the students have access to their online timetable, so they can organise themselves for the day and take ownership of their learning; Use of online resources to motivate students in particular areas; students autonomy and voice in learning

What surprised you about your students over the last two months?

They have come back more settled and on task in class; Submission of workload- 1:1 parent teacher support helped a lot; Resilience, Flexibility as a learner; Taking responsibility as a learner; Capability levels.

As staff members, what emerging practices occurred in collaboration and teamwork that you would like to sustain?

We shared ideas on how to improve our technology practices in teaching effectively.

Constantly checking in with each other; Sharing resources; Working across levels to move cohorts of students in Literacy & Numeracy

In terms of communicating and engaging with parents/carers, what practices emerged that you would like to sustain?

Parents were able to take an active approach in their child's learning and see their progress on a regular basis; Constantly emailing each other with any updates of the kids; Frequent Conversations/communication between staff, parents & student learning goal, progress/growth

What were the greatest challenges with planning and conducting remote learning as a teacher?

Some students did not submit their work and this did not reflect their capabilities. Some students were shy to ask for help and therefore, did not complete the assigned tasks; Supporting kids who struggle to use computer- especially when their parent/guardian struggles to use them as well; Preparation to ensure delivery of new knowledge and skills was most effective to support the learner.

What positive emerging practices occurred in team unit/curriculum/lesson planning that you would like to sustain?

Our practices were consistent in the content we were teaching to the students and the way constant communication was given to the students regarding their learning; We worked really well on having P-3 literacy bloc where we grouped the kids into their abilities that targets their individual specific needs; Leaning continuums across cohorts, effective strategies- sharing practice, team teaching.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	98.9%

ALL STAFF RETENTION RATE

Staff Retention Rate	68.8%

St Pius X School | Heidelberg West

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

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	9.0
Teaching Staff (FTE)	5.9
Non-Teaching Staff (Headcount)	7.0
Non-Teaching Staff (FTE)	3.4
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

SCHOOL COMMUNITY

School improvement 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

COVID-19- tested the strength of our Family Engagement and commitment of parents & staff to work together to nurture, support, enable and enhance student learning, challenge each other, and confidence to learn together exposing all vulnerabilities to each the in the process

Communication was key, frequent and ongoing through many various avenues- phone, email, Google Classroom, Seesaw Teachers were flexible in taking the time to work with each family to find the easiest and most helpful and efficient way to keep in contact to discuss student learning needs and considerations to the situation of the family regarding competency levels with using technology, access to multiple devices, internet coverage, room able to be allocated to learning spaces, demands on parents working from home and confidence to teach children, relationship challenges, and general knowledge, understandings of the curriculum and skills to supervise lessons

2020 SHINE Magazine

Community connection- parents working to support each other

Online communications platforms

Collaborations

Celebrations of Learning Showcases- videos of learning

Google Meets

Zoom Meetings

Specialist programs- videoed

Hard Copy materials

ICT Hardware

Dongles & Sims Cards

Electronic Timetables

Parent Facebook- chats supporting each other

Together we achieve great things!

PARENT SATISFACTION

CATHOLIC EDUCATION MELBOURNE SCHOOL SURVEYS

Rapid Capture Responses E1178-Parent Feedback

What specifically has been helpful for your child(ren) during the remote learning journey?

They were happy to complete work and really enjoyed the one on one learning they had at home with parents and siblings; She was further ahead than I thought and made significant reading gains during remote learning; Was engaged in most activities; My daughter finished her work very quickly each day and had a lot of time for play; I also noticed that there is so much academic focus and much less on creative endeavors like art, performing arts, and music; Improved in all learning aspects; They enjoyed using online programs such as Google Classrooms, Google Meet and Seesaw; Some really enjoyed reading the online timetable and focusing on their work and some found it challenging to complete some tasks and were too shy to ask the teacher on Google Meet; They liked the instant feedback received when they submitted their work online.

What specifically has been helpful for your child(ren) during the remote learning journey?

Regular communication with teacher; Receiving regular and timely feedback; Having their own workspace to focus; Balance of online learning and other activities; Having more time to complete tasks;

What was helpful in keeping your child / family connected to the school during the remote learning period?

Daily meets and constant email communication; Regular communication with through the many online tools; Set times every morning with teachers and students which got them out of bed, dressed and logged online so keeping this routine helped immensely.

How has this experience added to your understanding of the importance of the partnership between teachers and parents in supporting children's learning?

Very important need to keep the communication open; Parents are appreciative of how much goes into their child's learning, and they have a first-hand experience of different modes of learning and feedback. They were able to see the progress of their child on a regular basis; It hasn't added to my experience as I have always understood that teachers and parents need to be on board with each other in order to support the child that is learning. What it has added to however is my appreciation for what teachers do every day with my children and how important their role is in shaping who my children will become in adulthood.

What other feedback would you provide to your school on conclusion of remote learning

Great job; The school prepared staff with IT knowledge and support. Parents and students were communicated with the online remote learning process and constantly updated with any news. Overall, I had a positive experience with online remote learning and the students have come back to class calmer, independent and have learnt a lot.

Future Directions

2021 Connect and Enable

St Pius X will continue to challenge and stimulate students to be motivated, reflective and successful learners with the aim to build a greater commitment to learning and development of self- awareness, self-confidence and self-efficacy by

CONNECTING and ENABLING:

- Nurturing, collaborative and authentic relationships is central to the members of the St Pius X School community.

- Relationships with families are actively fostered and sustained to support students to thrive as motivated, empowered and adaptable learners.

- A true partnership is evident within and beyond the school connecting everyone in a safe, inclusive and respectful environment which reflects hope, faith and belonging.

- Students feel valued, affirmed and enabled to participate in a child-friendly culture of learning that is just and equitable actively promoting lifelong practices for health and happiness.

The School Improvement Review process in 2020 was postponed until 2021 due to COVID-19 Lock-downs with schools moving to Remote & Flexible Learning.

The learnings we all experienced and developed through COVID-19 will continue to be an opportunity for further embed and sustain improvement practices as a high performing school recognising the valuable contributions of students, parents, staff and community partners in setting goals and planning for future success and achievements.

The intended designs of the new classrooms in the Building Project provides a unique opportunity for students and teachers to explore and challenge the ways of learning in the different spaces, embracing interior and exterior learning environments.

The project has given an opportunity for an authentic voice to students in the design elements of the learning and play spaces with the architect and school leadership which new conversations regarding wellbeing, learning dispositions to approach will enhance the wellbeing, learning and engagement as a Community School.