



St Pius X School

Heidelberg West

2021

Annual Report to the School Community



Registered School Number: 1526

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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 2021 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 Schools.

01/04/2022

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

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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 under-way 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. Our Environmental Program operates in and through our Environmental Park and Bush School. Children are immersed in the natural environment nurture a love of country and to promote 'Stewards for Sustainability' - 'Care for our Common Home' through such activities as land care, re-vegetation, water watch and eco-festivals.

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 extracurricular 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, 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 well-being, 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 2022 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

2021 Connect and Enable

Throughout 2021 the power and strength of the school as an inclusive community continued to be evident. In and through the ongoing collective respect and responsibility of staff and parents working in partnership ensured our students remained healthy, mentally well and fully connected and engaged in learning. The result is a whole school community enabling each other to shine.

Remote flexible learning featured for almost one full semester of learning in the 2021 school year. Despite the challenges of communicating and working through online learning platforms our students demonstrated intrinsic resilience, confidence and capabilities to engage and succeed. Growth in student learning outcomes in all areas of the curriculum is a direct result of teachers and parents working together to provide the environment conducive to achievement and success. Despite the challenges, Remote Flexible learning at home has enabled and empowered families to develop a deeper understanding of the learning process, knowledge of curriculum and high impact teaching strategies. Families also had the opportunity to celebrate the learning achievements and highlights on a daily basis. Digital Technology skills have also been learned and developed thus enabling parents to have a stronger connection to the practice of contemporary learning and the capabilities of a successful learner.

Throughout the year, regardless of the situation the school community found ways to stay connected. Our Trivia Family Fun night provided lots of family fun and entertainment and the Learning Showcases and Learning Conversations supported the children to share their learning using the See-Saw Application. Our St Pius X Parents and Friends created online communication platforms to support each other as well as developing online fundraising sites to mark the main calendar events such as Father's Day.

The Return to School in October, after many sudden and prolonged lock-downs, has been a delightful gift, allowing the school community to reconnect and the children to settle back into the joy of school life on a daily basis. The staff have continued to be attentive to the well-being of each and every child to feel safe and secure by providing inclusive classroom programs. Play has been central to the successful transition back to school allowing the children time with classmates and teachers as well as the child feeling comfortable with the routines of communicating and learning face to face. I extend my gratitude to our families who have been committed to ensuring the ease and safe return to school, by collectively keeping to the health practices of a regulated environment to protect the learning, development and growth of the children. The return to school also allowed the celebration of the Sacraments for children in Year 3,4,5 & 6. The new classrooms and outdoor learning spaces especially the Community Garden have been well utilised and enjoyed by all. The introduction of Nature Play has been a great success with the Prep and Year 1 children interacting with the environment through scientific exploration and discovery learning activating imagination, wonder and awe.

In 2022 we plan to extend our P-6 Environmental Sustainability Program, further embedding our Food Web Perma-culture Education & Garden Cooking program and Nature Play thus providing the conditions for motivated, empowered and adaptable learners who have a strong sense of self,

purpose and integrity. The explicit teaching and learning experiences will promote holistic development for lifelong success.

Parish Priest's Report

2021 Chaplain's report.

The first year under the new governance arrangements. No longer was I responsible for the administration of the school. Mrs Gomez was this year and continues to be accountable to the new system of Catholic Education, Melbourne Archdiocese of Catholic Schools (MACS) Board. A challenging year with the COVID-19 Pandemic with a number of lock-downs and the children having to learn from home for a sizeable part of the year.

Although not in an administrative / governance role I continued to be involved with the faith and pastoral formation of our children. Of recent note were the Sacraments of First Reconciliation, First Holy Communion and Confirmation administered to the children. When able to do so we had the children come to the church and participate in liturgies / services.

While the school itself is under the control of the new board there is a School Advisory Board made up of St Pius X parents, Mrs Gomez, teachers and I, making sure that the interests of the school and community's interests are being met. Apart from the school buildings and playgrounds / areas surrounding the buildings, much of the remaining property is shared space between school and parish.

As before and now and into the future collaboration between the two has been very important to me. I want to thank the School Community for the respect it has shown to me and to each other. A special thanks to Mrs Gomez the school principal, teachers, volunteers, parents, and the children for their shared engagement in the education of our children. May each of you have a happy and holy Christmas and I pray that the new year will be a bright and prosperous one for you.

May God bless you. Regards. Fr. Wayne

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 See-Saw 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 well-being, 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 video 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 X, 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 sensory 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, Fund-raising for local charities and groups, dedicating to the exploration and practical living out of a particular virtue, and 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; 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 LEARNING OUTCOMES

The MACSIS 2021 School-Student Survey Data demonstrates the school's focus on leading practices for teaching, learning and student well-being (student survey) even through the ongoing COVID-19 Pandemic, resulting in two full terms of the 2021 school year with students were learning remotely from home online. The data split has been retrospectively applied to

2019 school survey data, to enable direct comparisons between 2019 and 2021 domain values to show the consistency in attention to students well-being and learning;

Student Safety 68% -64 %; Rigorous Expectations 94 - 75%; School Climate 77% - 65%; Teacher-Student Relationships 92% - 75%; School Belonging 86% - 76%; Learning Disposition 80% - 59%; Student Voice 83% - 65%; Enabling Safety 61% - 64%.

The student sense of safety and belonging are key factors of ongoing engagement and participation in learning even when in remote flexible learning is occurring at home. Even though overall, It is clearly evident in the data comparisons the difference the school makes for students when attending on-site. The connection to a community, relationships with teachers and peers are vital components to the positive self awareness as a learner. Purpose and meaning flu learning with community partners fulfils the students overall sense of contribution to the community and making a difference.

NAPLAN Relative Growth for YR-3 to YR-5 (Scaled Score Band)	YEAR 3	YEAR 5	BAND GROWTH Low/ Medium/ High
Reading			
	324	455	3-5
	360	422	3-4
	419	498	4-6
	497	639	>8
Spelling			
	453	554	5-7
	555	653	6->8
	355	517	3-6
	304	400	2-4
Writing			
	387	458	4-5
	416	472	4-5

	485	485	6-6
	445	431	5-5
Grammar & Punctuation			
	323	369	3-3
	461	464	5-5
	478	562	6-7
	323	396	3-4
Numeracy			
	286	381	2-4
	360	432	3-5
	529	576	6-7
	295	374	2-3

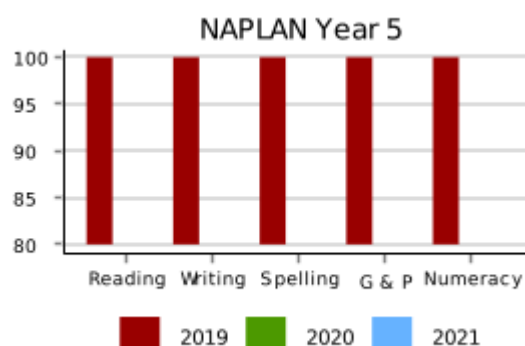
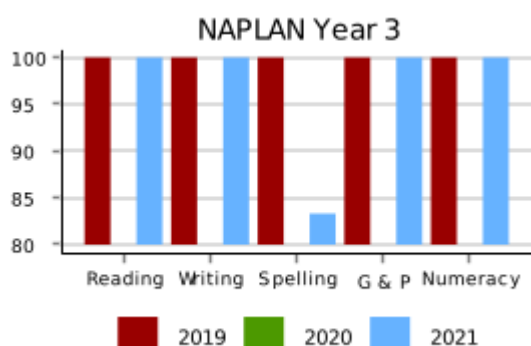
The percentage of students who remained in the top 2 bands from Year 3 to Year 5 continues to improve with the growth in Numeracy 2019 33 to 2021 100; in Reading 2019 50 to 100 in 2021;. This growth retention in the top 2 bands is above the comparison to similar MACS schools, and student retention at the top 2 bands continues in show in the Naplan data in Year 7 and beyond. These results are evidence of the consistent effectiveness of teaching strategies and intervention programs that support student learning. The attention to individual student's well-being and focus on adjustments to learning is key to the instructional model in classrooms to ensure every child attains and sustains achievements and success.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	100.0	-	-	83.3	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	100.0	-	-	**	-
YR 05 Numeracy	100.0	-	-	**	-
YR 05 Reading	100.0	-	-	**	-
YR 05 Spelling	100.0	-	-	**	-
YR 05 Writing	100.0	-	-	**	-

* 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

VALUE ADDED

Student Learning Videos

Engagement in online Learning

Capabilities in Digital Technology

Communication platforms for ongoing collaboration

Inquiry- peer support

Well-being- reflections-Why it is important students have control over their learning

STUDENT SATISFACTION

Regardless of the learning situation, on-site or online remote, the students continued learning working through the regular weekly timetable. A collective electronic timetable was constructed and used as the delivery point by all staff to make student access to the daily learning easy. The processes and structures in place allowed for the continuation of regular check-ins with teachers and classmates, students reflections on learning through surveys, assemblies and learning conversations. Peer support was highly valued with students being able to continue with collaborative learning modes for Literacy and Numeracy and Inquiry. Focused and explicit teaching to support and extend learners was uninterrupted with students able to access small

group and 1:1 student-teacher support. The online platforms allowed for easy access as a community to celebrate learning through video's, See-saw assessment, and learning showcases. The MACSIS Student Survey highlighted the strong connection the students have to the school and the importance of attending school on-site is to them for their learning and well-being. The students articulated the strong connection of rigour of learning with the physical contact with their teachers, peers and community partners.

STUDENT ATTENDANCE

Leadership /Admin- daily Child Safety checks
 Communication with staff, ATSI CEM ERO Wellbeing Agencies
 Indigenous Families-Remote access provided- Dongles & SIM Cards
 Communication with families- ICT Platforms
 Classroom Google Meets
 Check ins with families- Teacher meets & Student well-being meetings
 Learning Diversity NCCD support-Program Support Meetings (PSG's)
 On-site Supervision of essential workers
 Admin support
 ICT support

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	83.9%
Y02	92.8%
Y03	87.7%
Y04	79.4%
Y05	78.3%
Y06	74.6%
Overall average attendance	82.8%

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 well-being of children and young people is fundamental to Catholic Education.

The Catholic Education Commission of Victoria Ltd (CECV) holds the care, safety and well-being 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, well-being, 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 well-being.

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, well-being 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 Safety Standards and practices.

The Child Safety Practices are reflected through the fundamental whole school strategic intent of our Religious Education and Well-being Programs.

The goals in Religious Education and Well-being 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 Well-being 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, well-being 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, well-being initiatives and safety practices. They are being empowered through actively engaging in the community as advocates of inclusive 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 familiarise everyone on the correct procedures. Each Evacuation Drill is evaluated with practices reviewed and improvements made is needed.

A Risk Assessment pro forma 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 postponed in 2020 was finally completed at the end of Term 2 2021.

Staff revisited the prepared documents from 2019/2020 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, which experienced many delays due to COVID-19 was completed in Term 1 2021. The four new classrooms, embracing interior and exterior learning environments, were very well received by the school community.

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, and hopeful a success Government Grant to proceed with further upgrades to 4 classrooms and building of internal toilet facilities.

St Pius X community celebrates the extension to the Montessori Education Program with the set - up of a Montessori Cycle Two classroom. 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 2021 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 well-being the students experience, engaging in a positive supportive and safe learning culture (validated by the 2021 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.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**Description of Professional Learning undertaken in 2021**

- Online Child Safety Modules
- First Aide Training
- Mandatory Reporting
- DSE Modules
- Staff Wellbeing PL
- Leadership Wellbeing PL
- ARMS- online
- Digital Technologies PL
- Staff/ PLT Meetings online
- Leadership Capacity Building-Strategic Planning for Continuous Improvement Online

Number of teachers who participated in PL in 2021

14

Average expenditure per teacher for PL

\$0

TEACHER SATISFACTION

The MACSIS 2021 School-Teacher Survey Data demonstrates the school leadership ability to respond and focus on continual improvement practices for teaching and learning. The embedded processes, structures and resources in place ensure support ongoing the staff in regard to professional practice, learning and well-being. The data split has been retrospectively applied to 2019 school survey data, to enable direct comparisons between 2019 and 2021 domain values to show the consistency in attention to providing a safe and positive environment for well-being, learning and teaching;

Student Safety 80% -79%; School Climate 74% - 86%; Staff-Leadership Relationships 73% - 89%; Feedback 49% - 69%; School Leadership 51% - 85%; Staff Safety 63% - 78%; Psychological Safety 71% - 71%; Instructional Leadership 32%-72%; Professional Learning 78%- 75%; Collaboration around an Improvement Strategy 50% - 75%; Collaboration in Teams 74% - 80%; Support for Teams 58% - 78%; Collective Efficacy 87%

TEACHING STAFF ATTENDANCE RATE**Teaching Staff Attendance Rate**

93.6%

ALL STAFF RETENTION RATE

Staff Retention Rate	70.6%
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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)	11.0
Teaching Staff (FTE)	7.6
Non-Teaching Staff (Headcount)	7.0
Non-Teaching Staff (FTE)	6.8
Indigenous Teaching Staff (Headcount)	1.0

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, See-Saw 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

- 2021 e- 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

The MACSIS 2021 School-Parent Survey Data demonstrates the strong connection and power of a school community working together to achieve great things for every member of the school. The data been retrospectively applied to 2019 school survey data to show the highlight the positive-negative scale. The 2021 data falls well within the positive scale, and when in comparison to 2019 a 10% increase in scale scores in the following domains:

Rigorous Expectations 80%; School Engagement 62%; Learning Disposition 75%; Student Voice 83% - 65%; Enabling Safety 61% - 64%.

The feedback on the online remote learning was positive, with parents feeling supported and able to participate in the learning with their child. The parents highly valued the ongoing communication with teachers and easy access to student assessments and achievements. Learning showcases were a community celebration led by the child with input from parents and teachers.

The positive perception of the social and learning climate of the school scored 93%; Physical and phycological safety whole at school 80%; communication timeliness frequency and quality of the communication between school and home 76%.

Future Directions

2022 Engage & Learn

The St Pius X School community will continue to engage and learn through explicit, purposeful and innovative teaching practices, to effectively contribute with an authentic voice as an active global citizen taking personal responsibility acting with honesty, courtesy and fairness in response to the demands of our world.

ENGAGING & LEARNING:

Building Effective Teaching Pedagogy through explicit , purposeful and innovative teaching:

- Purposeful Teaching practices using a variety of innovative strategies to understand student needs, facilitate active learning and develop creative potential
- Teachers building on the knowledge of the learner to respond to their learning needs through focused self-reflection and evaluation
- Teachers create communities of learning in partnership with families and wider community to mentor, support and motivate students to have a positive learning disposition and to be curious and explore the what, how and why of the world around them
- Teachers encourage and provide opportunity for student voice to have an authentic voice and be an active agent in their learning and well-being

Our P-6 Environmental Sustainability Program: Food Web Perma culture Education & Garden Cooking Program along with Nature Play provides the conditions for motivated, empowered and adaptable learners who have a strong sense of self, purpose and integrity and promote holistic development for lifelong success.