



St Pius X School

Heidelberg West

2022

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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

23/03/2023

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

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

'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. Prep-Year2 attend weekly Bush Schoiol session at Darebin Creek Reserve and Year 4-6 are involved in a weekly Environment & Sustainability incorporating Inquiry and STEAM.

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, Xavier College, Loyola College & Catholic Ladies College Eltham 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, contentedness 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
- Incorporating the Science of Reading into daily practice
- Targeting the Key Mathematical Conceptual Knowledge & Understandings through Early Numeracy & Algebra effective teaching strategies
- 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
- Design Thinking Inquiry Process incorporating STEAM

Principal's Report

Principal Report 2022

2022 year has certainly brought many challenges for MACS school leadership teams. The need to continually navigate the ongoing presence of COVID in the community, implementation of health and safety plans, staff shortages and general fatigue across the education sector were all factors endured to ensure the children's wellbeing and learning was protected, attending school onsite in the classrooms with specialist and extracurricular programs operating, including camps and excursions. Congratulations to all teachers! As a community we need to take a moment to give thanks and to show our appreciation to teachers, school administration staff and leadership teams for the 'can do attitude' through hard work, dedication and commitment to the children in their care. Together in 2022 we have achieved great things!

The beginning of the 2022 school year was so exciting for the children to be back together in their classrooms with their teachers. Teachers were keen to get back into the collaborative learning and teaching space, planning lots of exciting experiences for the children.

As a school community we enjoyed numerous events in the Community Garden space such as the crop harvest of sunflowers, corn and pumpkins; barista coffee from the Cafe; propagation of seedlings to take home and singing and performing on stage. Children, parents and staff embraced time together enjoying building relationships and deepening understanding of each other. Our chicken monitors managed the care and feeding of pullets through to egg laying, and entry into the Melbourne Royal Agricultural Show for the first time since 2019. Congratulations to the monitors for the proud achievement of winning second prize for chickens and third prize for the team poster.

In STEM our senior children showcased Inquiry Design Thinking and construction of a pizza oven qualifying at both State and National level representing the best of Catholic Education winning the Catholic Education Primary School Ingenuity Award. Our Year 2/3 class enjoyed Kids Teaching Kids at Edendale Farm Eltham, sharing their environment and sustainability learning through biodiversity investigation of soil and mini beasts. Learning Conversations, Goal Setting, Instructional Teaching, Learning Sprints, Assessments, Data Analysis and Bump it Up Walls became the effective Learning and Teaching Cycle embracing Visible Learning by staff and students. Bike Education, Tennis, AFL Football Clinics, Basketball and Jump Rope for Heart-Skipping provided a great variety for physical education. Camp at Don Bosco Safety Beach was a wonderful experience for 4/5/6 with the highlight of paddleboarding. 2022 has been a year full of fun learning and achievement together as we plan forward for further development of student voice through the implementation of effective intervention and feedback framework. Children will continue to build their capacity to co design their learning, set goals and evaluate progress working towards personalised learning programs at St Pius X. We are very proud of our children's achievement and the partnerships we have with parents, families, Parish and the wider community. St Pius X is the shining star of 3081.

We look forward to another exciting year in 2023. We thank our local Member of Parliament Kate Thwaites and acknowledge the support of the Australian Labor Government in the allocation of a \$2million Capital Grant to fund the St Pius X Master Plan- Stage 2 which will see further improvements of school.

Parish Priest's Report

Christmas Greetings to Parish and School Community.

Another year has come and almost gone. As we prepare for the coming of the Baby Jesus at Christmas we do well to reflect on the last twelve months and even the last two – three years.

For many of us it has been an unprecedented time in world history and for many a troubling and unsettling time given the COVID Pandemic.

For us as a people of faith and getting ready for Jesus' arrival the reality of the event this

Christmas is a reminder of Jesus' birth two thousand years ago.

Jesus' birth and remembrance of it gives us a constant in a world that is changing all the time. We need stability and constancy and to engage in the true meaning of Christmas. More than ever we need the message of Christmas to lighten a darkened world and many people including some of you who suffered loss of loved ones and your own health issues.

There is something about the birth of a newborn baby that brings a smile, happiness to even the most tired and cynical of us. Christmas is something you and I need and indeed the whole world, bringing peace and love.

To the children, parents and staff a big thank-you once again for your support and prayers and if there is anything I am able to help you with please just ask. Hope you have a restful and happy and safe holiday time. Please be assured of my prayers and support for you. With every blessing and good wish be yours and family and friends this Christmas - of hope, peace, joy and love - and a happy New Year.

Yours in Christ.

Fr. Wayne

Catholic Identity and Mission

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 and professional learning 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.

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.

We continue to attend to all aspects of Religious Education and Catholic Identity optimising opportunities 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 and 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. 2022 St Pius X School joined the MACS school collective-Early Years Numeracy & Algebra, as 2 year initiative as part of the MACS Mathematics Strategic Plan. This includes developing Maths Leaders to drive effective pedagogical practice in the classroom.

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.

Students and teachers using flexible learning modes continues to highlight the strength of the schools Family Partnership Engagement in Learning worked closely together ensuring the health, well-being and learning achievements for all were maintained, with frequent communication, and ongoing assessments and reflection of effectiveness of teaching strategies, materials and resources shared to support and 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 school continues to target the high expectations for all students to succeed through an ongoing focus on the health and well-being of students to ensure engagement in learning with rigours expectations. The MACSIS School Snapshot (2019-2022) therefore reflects the vital importance of the school, being a safe and inclusive environment for students with complex well-being and learning needs to thrive and strive, The key driver of School improvement is continuing to develop staff and build capacity to provide effective teaching strategies driven by evidence based data, focusing on identifying the 'next step' in the learning for the individual student.

Rigorous Expectations- MACSIS 2019 94%, 2021 69%, 2022 58%; School Engagement 2019 75%, 2021 52%, 2022 49%; Teacher Relationship 2019 92%, 2021 75%, 2022 58%; School Belonging 2019 86%, 2021 76, 2022 63%.

Even though Student Voice remained above MACS Average(schools), 2019 88% & 2021 65%, similar declines are evident of the ongoing effect of the pandemic has played on the student self-confidence and capabilities (skill sets) as a learner, with students Voice in 2022 53%

Naplan data also reflects the ongoing effects of the pandemic especially on school attendance with learning that requires explicit targeted teaching, face to face with the student in small focus groups and 1:1 Intervention, especially in the middle years of schooling.

-2021 100% Year 3 student meeting the minimum standard Reading, Numeracy, Writing, Grammar & Punctuation

-2022, 100% Year 3 student meeting the minimum standard in Writing with 88% Year 3 student meeting the minimum standard in Grammar & Punctuation, similarly 88% Year 3 student meeting the minimum standard in Reading and 87.5% Year 3 student meeting the minimum standard Numeracy. The Reading and Numeracy scores reflect the pandemic effect on the student level of acquisition of foundational knowledge, skills and understanding in Reading & Numeracy in the Early Years (Prep-Yr 2).

In Year 5 the 2022 Naplan data reflects the consistency of targeted teaching with 100% Year 5 students meeting the minimum standard in Reading, Numeracy and Spelling; maintaining 2021 Reading and Spelling 100%, and an improvement in Numeracy from 2021 -75%. The Numeracy data is evidence of the School's involvement in the MACS Mathematics Strategic Plan: Early Years Numeracy & Algebra Invention strategies to improve student outcomes.

Year 5 student meeting the minimum standard in Grammar & Punctuation 2022 85.7%, 2021 75% this is a result of targeted focus teaching, supporting individual needs of students.

Year 5 student meeting the minimum standard in Writing 2022 75%; 2021 100%, This data reflects the high level of NCCD students at Yr 5 level with reluctance to practicalities of writing,

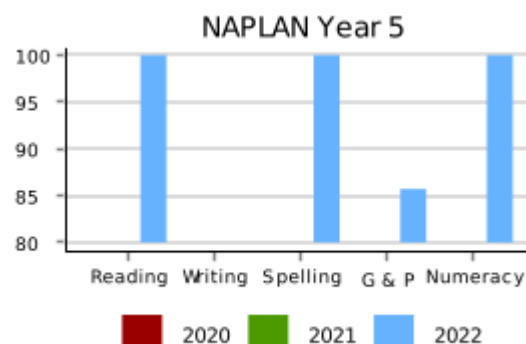
Interestingly Year 5 student meeting the minimum standard in 2019 100% in Reading, Numeracy, Spelling, Punctuation & Grammar and Writing.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	88.9	-11.1
YR 03 Numeracy	-	100.0	-	87.5	-12.5
YR 03 Reading	-	100.0	-	88.9	-11.1
YR 03 Spelling	-	83.3	-	88.9	5.6
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	**	-	85.7	**
YR 05 Numeracy	-	**	-	100.0	**
YR 05 Reading	-	**	-	100.0	**
YR 05 Spelling	-	**	-	100.0	**
YR 05 Writing	-	**	-	75.0	**

* 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 well-being 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 know and value our students-EVERYONE IS SOMEONE and ALL THINGS ARE POSSIBLE FOR YOU.

St Pius X continues a strong partnership with BE YOU, working directly with the BE YOU Team and implementing the Social & Emotional materials and resources provided, which builds the capabilities of the staff.

Staff work closely with the ERO Learning Diversity Team with ongoing and frequent teacher consults and online learning opportunities.

Staff have continues to implement the Resilience, Rights and Respectful Relationship Program (RRRR), with both the Principal and Well being leader involved in RRRR Cluster Networks.

In further strengthening the Wellbeing Leadership capacity a Well being Leader as been appointed and been successful in system selection for MACS sponsored Masters Study at Melbourne University in 2023.

Well-being Leader attending the ERO Wellbeing Networks and building collegian support with peers and ERO Wellbeing staff.

Our student reached the National level in the MACS STEM MAD SHOWCASE winning a Creativity and Ingenuity Award. The students successful planned, designed and constructed a Pizza Oven, with the focus on sustainability through Community connection. A number of celebrations were held in the St Pius X Community Garden with the Pizza Oven providing in use.

Celebrations in the St Pius X Community garden were also introduced to bring the community together to celebrate achievements of each term. These have been well attended and enjoyed. The end of year Yr 5/6 Master Chief competition was extended to involve a staff team and parent Team to acknowledge the knowledge and skills cooking for the garden produce the senior children have acquired through the Foodweb Education.

The Prep/1 Bush School (partnership with Nature Play) was also extended to involve the Year 2/3, as well as a Yr 4-6 Environmental Sustainability program ran in partnership with Foodwed Education

VALUE ADDED

STEM MAD Showcase
Community celebrations
Yr 5/6 Master Chief
Bush School P-3
Environment & Sustainability program Year 4-6
Student Surveys
Student goal setting
Kids News-Student Web page
Podcasting
Student Newsletter
Student-Assemblies
Capabilities in Digital Technology
Communication platforms for ongoing collaboration
Inquiry-peer support
Learning Conversations
Student Leadership
Buddy Programs
School Counsellor

STUDENT SATISFACTION

St Pius X continues to provide strong and sustainable practices, structures and processes that allow for regular well-being check-ins with students, teachers. Our online learning platforms support connection and access of students to their teachers and classmates.

Regular opportunities for student reflections on learning through surveys, assemblies and learning conversations prove to be invaluable in building stronger relationships with students, parents and teachers as well as the streamlining of goal setting, including Individual Learning Plans. Peer support is highly valued with students being able to continue with collaborative learning modes for Literacy and Numeracy and Inquiry. Focused and explicit teaching supports and extends learners with students being 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 when required. The MACSIS Student Survey continue to highlight 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 they require with their teachers to provide and support the rigour of learning. The students highly value the physical contact with their teachers, peers and community partners to further build relationships and opportunities for deeper learning.

STUDENT ATTENDANCE

Attendance Rolls marked by 9am each school day- Monday-Friday.

Parents/Carers of absent student are contacted via phone and reason for absence noted and communicated with principal and School Administration.

Classroom teachers and School Administration keep up ongoing communication until student with health and wellbeing of student until return to school

Leadership /Admin-daily Child Safety checks

Communication with staff, ATSI CEM ERO Well-being Agencies

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	86.1%
Y02	84.3%
Y03	86.7%
Y04	86.0%
Y05	71.0%
Y06	89.3%
Overall average attendance	83.9%

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 as needed.

A Risk Assessment pro forma is completed by staff for each excursion including camp and checked off by Leadership.

Leadership

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 success of the 2022 Implementation Plan for continual School Improvement involved:

Learning & Teaching Priorities

Reviewing the Maths & English Planners & Curriculum Overviews, Developing Learning Continuum; Developing Learning Intentions & co-construction of Success Criteria with students; Data Literacy-P-6 Data Assessment for Learning: Using online Assessment Mathematics and English; Early Years Numeracy & Algebra PL; Mathematics Leader development; PLC Case Management Student Learning & Wellbeing; Incorporation of Case Management Process to support NCCD process - evidence reflected in documentation of Case Management meetings used as evidence of consultation and collaboration; Aligning teacher professional conversations to classroom learning - in the Learning and Teaching Cycle model mentor and colleague feedback recorded; Digital Technologies to increase Student Voice; Using Seesaw as Assessment for Learning for student to show their growth; Increased Data Literacy focus: and Structure of Evidence of Learning/Data storage.

Building the staff capabilities in teaching Religious Education through: Classroom Teachers to work with ERO- REL in developing processes and Planning documentation; Building pre-assessment into Learning & Teaching process; Formulating the Instructional Model in RE- using Assessment for Learning model.

Planning & Infrastructure: St Pius X successfully secured 2023/2024 Government Capital Grant. The Australian Labor Government allocation of \$2million Capital Grant will fund the St Pius X Master Plan- Stage 2 which will see further improvements of school with refurbishment of 6 classrooms and upgrade to the toilet facilities.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- Online Child Safety Modules
- First Aide Training
- Mandatory Reporting

- DSE Modules
- Leadership Wellbeing PL- online
- Digital Technologies PL
- Science of Reading- LaTrobe University
- Leadership Capacity Building-Strategic Planning for Continuous Improvement (SILC)
- Mathematics Leadership Development- Sponsored Study
- Victorian Primary Mathematics Association Conference

Number of teachers who participated in PL in 2022	14
Average expenditure per teacher for PL	\$479

TEACHER SATISFACTION

The MACSIS 2022 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 2021 school survey data, to enable direct comparisons between 2021 and 2022 domain values to show the consistency in attention to providing a safe and positive environment for well-being, learning and teaching, with improvements in School Climate Collective Efficacy, Collaboration in Teams, Student Safety,

Student Safety 79%; School Climate 2022 82%, 2021 74%; Collaboration Efficacy 2022 97, 2021 75%; Collaboration in Teams 2022 92%, 2021 80%

These results are evident of the Leadership focus on School Improvement through the ERO Clarity: 14 PARAMETERS Lyn Sharratt and ERO School Improvement in Leadership Collective SILC- Simon Breakspear.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	69.3%
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ALL STAFF RETENTION RATE

Staff Retention Rate	73.3%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	33.3%
Graduate	33.3%
Graduate Certificate	0.0%
Bachelor Degree	0.0%
Advanced Diploma	66.7%
No Qualifications Listed	33.3%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	11.0
Teaching Staff (FTE)	8.0
Non-Teaching Staff (Headcount)	6.0
Non-Teaching Staff (FTE)	6.8
Indigenous Teaching Staff (Headcount)	1.0

Community Engagement

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

The ongoing effects of the COVID Pandemic further 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 remains a key practice with frequent and ongoing through many various avenues-phone, email, Google Classroom, See-Saw to support and maintain the health, well-being and connection of the students, families and wider community. Teachers remain 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 ensuring regular check-ins and updates. Workforce demands on parents continues to present challenges for onsite, face to face L & T meetings, therefore meetings such as NCCD Program Support Group Meetings (PSG's), Case Management with External Services remained with the option for online or via phone for convince and health risk management. We managed to re introduce a number of long term Community Engagement practices such as Parent & Friends Association fundraising events, Community celebration if the St Pius X Community Garden, Christmas celebrations, classroom volunteers, Secondary School partnerships, and Parish and wider community partnerships

The School community enjoyed programs & activities such as:

- 2022 e- SHINE Magazine
- Collaborations online
- Celebrations of Learning Showcases - videos of learning
- Google Meets
- Zoom Meetings
- Learning Conversations
- Learning Showcases
- Community Festivals -Term 1-4
- St Vincent De Paul Society Reading Club
- Marcellin Homework Club
- LaTrobe Occupational Therapist Students

- Bunnings sausage Sizzles
- Classroom Volunteers - Bush School
- Incursions/Excursions
- Royal Melbourne Show-Primary Poultry Competition

PARENT SATISFACTION

The MACSIS 2022 School-Parent Survey Data continues to demonstrate the strong connection and power of a school community working together to achieve great things for every member of the school. The overall school positive endorsement percentage remains steady 2021 67%, 2022 66% on par with MACS 66%.

This consistency is evident across the domains of Family Engagement 2021 41%, 2022 40%, MACS 40%; School Fit 2021 73%, 2022 72 %, MACS 72%.

The School Improvement focus in RE is evident in the continual positive improvement in the Family data - Catholic Identity (2021 & 2022)

The 2022 family response data falls well within the positive scale across all Domains: Family Engagement 63%; Barriers to Engagement 65%; School Fit 84%; School Climate 89%; Student Safety 89%; Communication 74%; Catholic Identity 61%.

Future Directions

2023 ENRICHING LIVES

Together we support children to build a solid foundation for a lifetime of happiness and self enrichment, by learning to take responsibility for their own development, and acquiring the skills and knowledge which form a springboard to their future. All students are challenged to extend themselves and to excel on their individual learning journey. Co-Designing Inquiry and Student Voice allows for creativity and innovation, enriching student well-being and engagement resulting in high outcomes for all. We look forward to 2023 as we work together to enrich our lives by sharing the light of Christ in wisdom and truth, mercy and love.

We look forward to an exciting year in 2023 with Government Grants Capital Works commencing. We thank our local Member of Parliament Kate Thwaites and acknowledge the support of the Australian Labor Government in the allocation of a \$2million Capital Grant to fund the St Pius X Master Plan- Stage 2 which will see further improvements of school.

Learning & Teaching Priorities

Implement a Feedback Framework in Maths (ENA) & English (3 Dimensions- Reading, Writing, Speaking & Listening)

Through:

Key Driver- Intervention Framework (NCCD Cycle- Tier 1 Universal Teaching)

- Incorporation of Case Management Process to support NCCD process - evidence will be reflected in documentation of Case Management

-Align teacher professional conversations to classroom learning

-Professional Learning Community (PLC)-Staff Inquiry Question: How can I initiate ongoing formal and informal feedback?(AITSL) & Intervention Framework modules

-Implement the Learning Continuum using the Curriculum Framework, Assessment Standards, Feedback Framework

-Assessment for Learning: Embedding the Assessment for Learning Teaching Cycle Wk 1-3, 4-6, 7-9

-PLC Case Management- Student Profiles- Learning & Wellbeing, Learning Walks & Talks

-Digital Technologies-Increasing student voice to impact on teaching and learning; using seesaw as assessment for learning for student to show their growth

-Increased Data Literacy focus - data analysis and then effectively using data to positively impact on student outcomes