St Pius X
Catholic Primary School
Unanderra

Annual School Report
2008
About This Report

St Pius X Catholic Parish Primary School, Unanderra is registered by the Board of Studies (NSW) and managed by the Catholic Education Office (CEO), Wollongong, the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the School’s Annual Action Plan. Following its submission to the Board of Studies, the Report will be available on the school’s website by 30 June 2009.

The Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office, Diocese of Wollongong. This Report has been approved by the Director of Schools to ensure compliance with all NSW Board of Studies requirements for Registration.

Further information about the school or this Report may be obtained by contacting the school:

St Pius X Catholic Primary School
PO Box 358,
Unanderra, NSW 2526
Ph: (02) 4271 3550
Fax: (02) 4272 2954
Email: info@stpiusx.woll.catholic.edu.au

Parish Priest: Fr Mark O’Keefe

Principal: Mrs Cheryle Brennan
Date: 11 December 2008
Vision Statement

At St Pius X Parish Primary School we value each individual’s gifts and talents, whereby children and staff are challenged and nurtured to achieve their full potential through quality Learning and Teaching experiences in a culture based on Gospel values.

Message from Key School Bodies

Principal’s Message

As part of our School Review and Improvement process our school reviewed St Pius X Vision and Mission Statements. As a school community we recognise the importance and the key role that a Catholic Culture plays in underpinning an effective learning community. We acknowledge that education and community connectedness is significantly enhanced by genuine caring and positive relationships among staff, students, parents, Parish and the wider community. We believe that students need to be engaged in relevant, appropriate and powerful learning experiences, through child centred pedagogies. In addition our staff is committed to ongoing learning and the engagement in passionate, professional dialogue that fuels creative practices which in turn improves learning gains for our students.

Finally, our learning community cultivates reflective practices that contribute to a deeper understanding of professional applications with reciprocity in highly effective practices that lead to improved learning outcomes for students.

Parent Involvement

We have a very committed parent body who work collaboratively with the students and staff. Our school is indeed fortunate to have very effective and active committees such as the Parents and Friends, Mothers’ Club and Fete Committee that not only work hard to help the school meet the ever increasing financial need, but also impact positively on the educational and spiritual outcomes for students. These committees have been working hard over the last two years to raise funds for the construction of a large covered outdoor learning area, which will be a valuable, long term resource for the school.

*Parents and Friends Association, President*

Student Leadership

This year’s Student Representative Council have organised and created many new and exciting opportunities for teachers and students. These have included the radio station, suggestion box, school gift, fundraisers, disco and assemblies.

The radio station takes place every Friday. During this time we announce important notices and play a selection of children’s songs. The suggestion box offers students the opportunity to
express a problem, concern or suggestion. The Student Representative Council review these and take action.

During assemblies, the Student Representative Council organised prayer, National Anthem, Awards and Captains and sports reports. We have had fundraising activities to support the school or various foundations. For example, one of these fundraisers included the baby photo competition where we raised money for our disco and Year 6 gift to the school.

We, as part of the Student Representative Council feel that we have contributed greatly to the school community this year.

School Captains.

School Profile

St Pius X has been an integral part of the Unanderra community from the mid twentieth century. Even though it was officially blessed in February 1959, it did not open until February 1960.

Staffed by Sisters of the Good Samaritan Order, with an enrolment of 120 children Kinder-Year 2, the school quickly grew in size and population. In 1975, the Sisters of St Joseph assumed the administration of the school, then from 1981 St Pius X came under the leadership of lay principals.

In the early years, the Sisters of the Good Samaritan and the Sisters of St Joseph built a very strong foundation of community spirit. This sense of Catholic Community has continued to be nurtured over the years, to the present time, where the features of this culture reflect a spirit of cooperation, inclusion, recognition of the individual and the involvement of the wider community.

The community strives for excellence in education by developing the child spiritually, academically, physically and socially through the provision of quality learning and teaching. The staff are professional, dedicated and enthusiastic.

St Pius X parent body works in partnership with staff to provide a climate whereby children are provided with opportunities for realising their talents. Parents are actively involved in raising funds for our school as well as assisting with the diverse academic, cultural and sporting programs that our school offers.

Student Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>189</td>
<td>168</td>
<td>357</td>
</tr>
<tr>
<td>2007</td>
<td>192</td>
<td>166</td>
<td>357</td>
</tr>
<tr>
<td>2008</td>
<td>189</td>
<td>156</td>
<td>345</td>
</tr>
</tbody>
</table>
The Enrolment Policy and Procedures can be found on the Catholic Education Website: www.ceowoll.catholic.edu.au then go to the link Policies.

Student Attendance for 2008

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>91.0%</td>
<td>93.1%</td>
</tr>
</tbody>
</table>

Staffing Profile

There are a total of 22 teachers at St Pius X School.

School Leadership

Distributive leadership among staff is encouraged by developing collective ownership, responsibility and collaborative problem solving. The school leadership team comprises of a Principal, Assistant Principal, Religious Education Middle Leader, Senior School Support Officer, two Middle Leaders and one Middle Leader 1. This team meets at least once a week to discuss the various leadership initiatives and management tasks that need to be completed in order to have an efficient and successful school.

Specialist Teachers

Assisting the teachers in the classroom were six Support Officers. Two of these positions involved working with teachers within the classroom to give extra support for individuals or small groups of students, mainly in the areas of Literacy and Numeracy. Other roles of Support Officers included assisting in the Library and Special Education Support and providing assistance to a child who is vision impaired, and a child with physical disabilities.

Administrative Staff

Two clerical staff shares the position of School Secretary and they have the role of attending to school enquiries, managing school finance and providing assistance to the Principal. There are ancillary staff who maintain the cleanliness of the school and maintenance of the buildings and grounds.

Teaching Staff Experience

The teaching staff at St Pius X has a wide range of experience. The qualifications of the teaching staff consists of four Masters Degrees, two teachers currently studying Masters in Educational Leadership, twelve Bachelor Degrees and six Diplomas of Teaching.
Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

<table>
<thead>
<tr>
<th>Teaching qualifications from a higher education institution within Australia or as recognised by AEI-NOOSR*</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications</td>
<td>0%</td>
</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention

Staff Attendance

The average daily staff attendance rate for 2008 was 94.39%.

The staff retention rate is high at St Pius X School with 90% of the teaching staff remaining for the 2008 school year.

Professional Learning

Professional learning opportunities are highly valued and sought by all members of St Pius X school staff. During 2008 school personnel undertook a range of professional learning activities related to improving student outcomes.

These included:
- School Review and Improvement
- Learning and Teaching Framework
- National Assessment Plan for Literacy and Numeracy (NAPLAN)
- Reading Recovery
- Habits of Mind
- Anaphylaxis
- Numeracy K-6
- School Spirituality Retreat.
- Literacy K-6

School based expenditure on professional learning in 2008 was $6178.64. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.
Culture of the Catholic School

St Pius X is a Catholic Primary School committed to the education in faith of students and the school community. The staff constantly strives for a religious presence to be at the forefront of our daily lives. The School Review and Improvement focus this year was to reflect upon, explore and develop the Catholic Life and Culture of St Pius X Catholic Primary School.

The link between the school and our Parish, Immaculate Conception, is very important. Working closely in consultation with the Parish Priest, the staff and children have participated in successful Parish based Sacramental Programs of Confirmation, Eucharist and Penance. Children regularly attend Mass as a school community and each Friday two classes now attend the Parish midday Mass. A highlight of the year was the joint Parish/school celebration of the World Youth Day Cross and Icon.

St Pius X is a place of prayer, praise and worship of our loving God. Liturgy has a central place in the life of the school and this year the children were involved in a number of special prayer celebrations. These included celebrations for the beginning of Lent and Advent, for the Feast of Mary MacKillop, St Pius X, Father’s Day as well as Holy Week and a number of Parish Masses. There were also wider community based celebrations such as Grandparents’ Day, ANZAC Day and Remembrance Day.

All teachers have the religious education curriculum at the forefront of their daily teaching and follow the guidelines from the Catholic Education Office. This year again saw the Year 4 children completing the Religious Literacy Assessment, a Diocesan initiative. The children completed an ‘exam type’ booklet and an extended response task and achieved excellent results, with more than 97% of students recording results at or beyond the achieving level. The school staff as a whole attended an overnight retreat in Bowral focusing on the development of their own personal spirituality.

Student Welfare

Student welfare encompasses the wellbeing of the child spiritually, academically, physically, socially and emotionally. The faith and spiritual development is at the core of what St Pius X Catholic Primary School stands for. The SPX Kid’s Club (a special lunch room for children to practice their social skills) continued to operate and Year Five participated in the Rock and Water Program. Resilience was also a major focus with an emphasis on children taking responsibility for their own actions and bouncing back from adversity.

A bi-weekly school focus was introduced at the Monday morning assembly with themes ranging from Habits of Mind to the ways we communicate with each other in an effort to build stronger relationships across our community.

The school care board highlights specific medical concerns and courses of action if required. This information is also in the playground folders used by teachers on duty. Discipline concerns are noted in the folder, which are followed up by the Assistant Principal and recorded on a database.
A tagging system monitors special needs students and tracks their progress from year to year at St Pius X. Specific difficulties or talents that a child may have are recorded and any Programs that have been put in place to address these needs. This information is passed onto the child's new teacher each year. Every Tuesday a counsellor from Centacare is available at St Pius X to meet with referred students.

Merit Awards leading to Principal Awards and MacKillop Awards recognise individual achievements. Also acknowledged regularly are students who have received Sacraments for the first time as well as sporting, academic and cultural achievements.

OH&S inspections are completed each Term and evacuation and lock down procedures are practiced each year. The Complaints and Grievance Procedures can be found on the Catholic Education Office website: www.ceowoll.catholic.edu.au then go to the link Policies. In compliance with the NSW Reform Act 1990, Corporal Punishment is banned in ALL Schools within the Diocese of Wollongong. Access to all policies and guidelines can be obtained by contacting the school office.

Financial Summary

During 2008 there were three main sources of income for St Pius X School. These were the Parish/School Enhancement and Debt Survey obligation (SEDSO) Account, Catholic Education Office and Parents’ and Friends’ Association.

An Information and Technology levy was introduced this year to meet the growing needs in this area. A total of $31,427.83 was spent on technology this year, and included such things as the purchase of printers, lap-top and desk-top computers, data projectors, digital cameras and soft-ware.

Major maintenance which was carried out during the school year included plumbing to the value of $8,922.60, ground maintenance totalling $3,000 and electrical work including the replacement of some of the outdoor lighting $4,797.75. In addition, trees needed to be removed due to root interference in pipes. This removal cost $2750.

Ongoing maintenance throughout the year was approximaately: Telstra phone account $6,000, Integral Energy electricity account $7,250, Sydney Water account $5,800, Security $4,650, Carpet cleaning $1,000 and Waste disposal $5,750.

The parent body was very active in raising money for the school’s outdoor learning area that will be hopefully completed before the end of the year. Their contribution is $30,400, Federal Government is $22,500 and Parish $10,000.

The following graphs reflect the aggregated income and expenditure for St Pius X for the year ended 31 December 2008. This data is taken from the 2008 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Introduction
Consistent with the Vision Statement, staff members at St Pius X are dedicated to providing each student with quality teaching and learning experiences which challenge and nurture each individual to achieve their full potential.

Curriculum and Pedagogy

Syllabus Implementation
Teachers follow the NSW Board of Studies Curriculum, the NSW Primary Curriculum Foundation Statements and the Wollongong Diocese Religious Education documents to collaboratively program when planning quality learning and teaching experiences and reporting student achievement.
**Assessment and Reporting**
Assessment for learning and assessment of learning are ongoing experiences for teachers and a wide range of assessment tools are used to allow children to demonstrate authentic learning. Early Literacy Assessments are completed in K-2, Stage 2 and 3. Teachers regularly assess children’s reading and writing abilities through the provision of running records and reading analysis tasks and analysed writing samples. Mathematical concepts are assessed through strategies including the administration of Scheduled Early Numeracy Assessment 1 in Early Stage One and Scheduled Early Numeracy Assessment SENA 2 in Stage Two as necessary. Parents have been provided with common grade scale reports, using the Wollongong Diocesan format. The children in Years 1 to 6 received written reports after the first semester of the year, whilst Kindergarten parents attended a parent/teacher interview. All children received written reports at the end of the school year, and the opportunity was provided for parent teacher interviews to take place if necessary.

The children in Years 3 and 5 completed the National Literacy and Numeracy Assessment (NAPLAN) in May this year.

**Integration**
Teachers integrate Key Learning Areas when applicable according to the outcomes. This is highlighted within Programs.

**Technology Supporting Learning**
At St Pius X the staff appreciated the importance of learning technologies as an effective tool for learning and teaching. All classes have access to desktop and laptop computers.

**Cross Curriculum**

**Literacy**
The school has had two Reading Recovery teachers in 2008 and fifteen children have had access to Reading Recovery.

The Literacy co-ordinator has used release time for classroom demonstrations and observations as part of the school’s co-learning framework of professional development. Teachers set targets for literacy learning with reference to learning outcomes and on-going assessment data. Reading material and teacher support material has been purchased throughout the year to update class resources and assist teachers in their planning and teaching.

**Numeracy**
The Count Me In Too and Counting On Numeracy Programs have continued in Early Stage 1, Stage 1 and Stage 2. The Numeracy co-ordinator has used release time for classroom demonstrations and observations as part of the co-learning framework of professional development. A number of staff meetings have been held to further explore quality teaching practices in this area. All students have participated in mega Maths mornings in Terms 1 and 2 with activities designed to relate Maths to everyday situations.

**Indigenous**
Syllabus content in Human Society and its Environment incorporates studies of Aboriginal and Indigenous culture.
Other (multicultural, environmental)
Italian has been taught in all grades over the course of the year, exposing the children to the Italian language and culture. The school environment has been cared for by the children through the allocation of each Grade to a particular garden area.

Meeting the Needs of All Students

Diversifying Learning
With a continued emphasis on child centred learning, the staff are aware of the importance of catering for the individual needs of students including their learning styles, background, experiences and abilities.

Gifted Education
A school based tagging system is used to monitor children who have displayed giftedness in particular areas of their schooling. This outlines strategies used by the teachers to meet the needs of these students, including Program modifications, tracking and reporting of the students’ learning.

Special Education Needs
The Special Education co-ordinator facilitates transition meetings that are held between the teachers and the parents of children with special education needs, and GoalView assists the teachers to record and develop learning goals each Term. The Review Committee meets with each class teacher for support in developing programs to meet the needs of the students in their care. A school based tagging system is used to record and monitor student progress from year to year.

Self Directed Learning
Stage Three teachers have worked with the teacher-librarian to provide the children with child centred, inquiry based learning activities. Critical Literacy has been utilised in reading groups across all stages according to the ability of the individual children as a way to further develop their understanding of texts.

Expanding Learning Opportunities

Competitions
The children have had the opportunity to compete in such competitions as Public speaking, UNSW Science, Maths, English and Computer assessments, the Wollongong Eisteddfod and art competitions.

Sport
The children have been given the opportunity to compete in the School, South Coast and Diocesan carnivals and Gala Days and to attend visiting sports clinics. St Pius X Rugby League and Netball teams competed on weekends.

Excursions
All children have attended educational excursions or incursions to introduce or consolidate classroom work.
**Other**
The children have had access to extra-curricula activities such as Dance Club, Choir and SPX Factor where they have the opportunity to use a range of skills and talents.

**Professional Learning**

Teachers at St Pius X are open to continuous learning to maintain currency and professionalism and to develop reflective practices. They have participated in various professional learning experiences to monitor best practice in quality learning and teaching. The staff has accessed professional learning within a co-learning framework at school to observe and reflect on classroom practice and to modify their Programs and teaching habits to ensure there are improved learning outcomes for children. All staff now took the opportunity to reflect on their professional learning through the Professional Development Planning and Review Process undertaken throughout the year which enables reflection, evaluation and planning of professional needs.

**Student Achievement**

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participated in the National Assessment Plan for Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

**Religious Literacy Assessment**

The Religious Literacy Assessment program for Year 4 students was successfully implemented within our school in 2008. Our school cohort consisted of 44 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 1 September and 46 completed the Extended Task (Part B). The Extended Task is based on the Unit One With God’s Creation and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending. Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their:

- Ability to identify key symbols, signs and rituals of the catholic Tradition
- Knowledge of the commandments
- Understanding the ways we can reflect God’s goodness in our dealings with others

The students’ responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to:

- Demonstrate an understanding of the Churches teaching about Saints
- Sequence the key events of Advent and Christmas.
Students in Part B displayed improvements in their ability to work with and apply their religious knowledge.
For Part A 4.5% of our students were placed in the developing level, 52.3% in the achieving level and 43.2% were in the extending level.
For Part B no students were placed in the developing level, 73.9% in the achieving level and 26.1% were in the extending level.
Combining Parts A and B, 2.3% of our students were placed in the developing level, 61.4% in the achieving level and 36.4% were in the extending level for Religious Literacy.

**NAPLAN**

The National Assessment Program of Literacy and Numeracy (NAPLAN) was held in May of this year, with 51 Year 3 and 61 Year 5 sitting the assessment tool. This national testing program replaced the previously held Basic Skills Test, which was held in NSW only. The areas assessed were Reading, Writing, Spelling, Grammar/Punctuation and Numeracy. Year 3 results were reported in Bands 1-6 and Year 5 in Bands 3-8, with Bands 6 and 8 respectively being the highest bands.

St Pius X NAPLAN results for Year 3 this year indicates that all students were above the National Minimum Standards in all assessed areas. Over 80% of Year 3 students were placed in Bands 5 or 6 for Writing, over 50% were in these bands for Spelling and Grammar/Punctuation, while over 40% of students were placed in these bands for Reading. Our Year 3 cohort were well above the national percentages in all areas.

In Year 5 all students achieved the National Minimum Standard in Writing, with over 95% of students being above the National Minimum Standard in all the other areas. Reading and Grammar/Punctuation were the areas where St Pius X performed the best in Year 5.

From analysis of the NAPLAN results, a school wide list of priorities has been developed for 2009. This includes:

- exploration of a variety of learning and teaching methods in all areas, especially Numeracy
- continued focus on critical literacy
- further explicit teaching of spelling, grammar and text types with reference to the NSW English K-6 Syllabus
- incorporation of a variety of questioning strategies in all KLA’s to develop higher order thinking skills
- staff will have continued access to appropriate professional learning opportunities that assist in the areas of literacy and numeracy.
St Pius X Primary School  
Unanderra  
Student Achievement 2008

National Assessment Program Literacy and Numeracy

Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) was introduced for students in Years 3 and 5 in May this year. NAPLAN replaces the previous State-based Basic Skills Test and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students. Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Please Note: Figures have been rounded to the nearest whole number.

<table>
<thead>
<tr>
<th>NAPLAN 2008: % in Bands</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>4%</td>
<td>52%</td>
</tr>
<tr>
<td>National</td>
<td>18%</td>
<td>41%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>2%</td>
<td>16%</td>
</tr>
<tr>
<td>National</td>
<td>10%</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>2%</td>
<td>45%</td>
</tr>
<tr>
<td>National</td>
<td>16%</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>2%</td>
<td>47%</td>
</tr>
<tr>
<td>National</td>
<td>18%</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>2%</td>
<td>61%</td>
</tr>
<tr>
<td>National</td>
<td>14%</td>
<td>51%</td>
</tr>
</tbody>
</table>

Student Achievement of National Minimum Standard

The lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) represents students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

<table>
<thead>
<tr>
<th>NAPLAN 2008: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>92%</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>93%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>National</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>National</td>
<td>97%</td>
<td>94%</td>
</tr>
</tbody>
</table>
Parent, Student & Staff Satisfaction

Parents, students and teachers responded to a survey designed to measure satisfaction about the learning environment at St Pius X Parish Primary School. Overall, parents, students and staff indicated high levels of satisfaction with all of the areas (22 out of 22 areas recorded agreement levels of 70% or more). The areas of strength included; the help students receive to develop knowledge and understanding about Catholic Tradition, the safe and supportive environment provided by the school and the genuine interest of teachers in the welfare of students.

Areas identified for improvement included; helping students understand their rights and responsibilities, providing students with information in regards to whom to approach for help if they have a problem and improving communication with parents regarding their child’s progress.

Parent Satisfaction
Sixty five parents responded to the Primary School Parent Survey. Overall, parents were very positive, with more than 75% of them indicating that they strongly agreed or agreed with all nine areas. Almost all parents indicated that they felt that the school helped their child to develop a knowledge and understanding about Catholic tradition. Almost all parents agreed that teachers were genuinely interested in the welfare of their child. In addition, more than 90% of parents indicated that they felt that the school provided various opportunities for them to become involved, offered a range of co-curricular activities, provided a safe and supportive environment and communicated information about activities and events effectively.

About 20% of parents indicated that the school was not challenging their child, meeting their child’s individual needs nor providing appropriate information about their child’s progress.

Student Satisfaction
190 students from Year 4 through to Year 6 responded to the Student Survey. They were extremely positive in their responses for all seven areas of the student survey, with agreement levels of 90% and above. In particular, 99% of students indicated that their teacher encouraged them to learn to the best of their ability and that there were sporting and other activities in which they could become involved. Almost all students indicated that they felt proud of their school and that the school helped them in their understanding of the Catholic faith.

An area for improvement is to provide students with guidance in regards to pastoral care as 10% of students indicated that they did not know whom to approach for help if they had a problem.

Teacher Satisfaction
Staff members from St Pius X responded to the Staff Survey and indicated high levels of satisfaction, with 5 out of 6 areas recording agreement levels of 100%. Areas of strength included, the help students receive to develop knowledge and understanding about Catholic Tradition and the safe and supportive environment provided by the school.

A key action and recommendation with 11% of staff agreeing, is to ensure that students understand their rights and responsibilities.
Recommendations for building on strengths and addressing the identified areas for improvement will be included in the St Pius X Annual Strategic Plan 2009.

**School Review and Improvement**

School Review and Improvement is an ongoing process of self-evaluation measured against a commonly agreed set of criteria. By the end of 2008 all school have begun the transition to the new School Review and Improvement process.

**School Review and Improvement components reviewed in 2008:**
- Catholic Life and Culture
- Reporting Student Achievement
- Teaching Practices
- Ethical Workplace Culture
- Planning for Improvement

**School Review and Improvement components to be reviewed in 2009:**
- Parents, Parishes and the broader Church
- Educational potential
- Provision for the diverse needs of learners
- Professional Development of staff
- ICLT Resources