About This Report

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

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education and Training.

The Report also outlines information regarding School Review & Improvement 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.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office (CEO). This Report has been approved by Wollongong CEO to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2010.

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@spxudow.catholic.edu.au
Website: www.spxudow.catholic.edu.au

Parish Priest: Fr Mark O'Keefe

Principal: Chris Miller (Relieving)
Date: 11 December 2009
Vision Statement

At St Pius X Catholic 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 Immaculate Conception Parish Unanderra, St Pius X Catholic Primary School exists to provide a quality Catholic education for all its children and to assist parents in the faith development of their children.

We live in times where the values of many are contrary to the teachings of Jesus Christ. More than ever, there is a real need to give witness to positive values in the school, home, parish and community. St Pius X School is meeting this need through the many and varied academic, spiritual, social and physical programs that occur throughout the year. Staff, through their hard work and diligence, have ensured that the vision statement is more than just words.

Parent involvement has again been outstanding. Parents have assisted in so many ways throughout the year – classroom, canteen, carnivals – to name but a few. Without such help many activities would either not be able to happen, or would only occur on a limited basis.

Above all stands our belief that all we do is based on those values that Jesus Christ espoused in His short time here on earth.

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 needs, but also impact positively on the educational and spiritual outcomes for students. These committees have been working hard over the last three years to raise funds for the construction of a large covered outdoor learning area, which was completed during 2009 and has proved to be a valuable and permanent resource for the School.

Parents and Friends Association, President

Student Leadership

This year’s Student Representative Council has organised and created many new and exciting opportunities for teachers and students to make the school community a better place to play
and learn in. These have included the radio station, suggestion box, school gift, discos and assemblies.
The radio station takes place every Tuesday and Friday. During this time we announce important notices and play a selection of songs that are children friendly. The suggestion box offers students and teachers the opportunity to express a problem, concern or suggestion to make the school a better place. The Student Representative Council then reviews these requests, discusses them and takes action.
During assemblies, the Student Representative Council members organise prayer, National Anthem, Awards, Captain and Sports reports. This year we have also organised a school disco with the theme being Christmas and a band called “Blackout” playing their songs at the disco. We, as part of the Student Representative, feel that we have had a great impact on the school community this year.

School Captains

School Profile

School Context
St Pius X Catholic Primary School has been an integral part of the Unanderra community for almost 50 years. It opened in 1960 and was staffed by the Sisters of the Good Samaritan Order until 1975. In that year, the Sisters of St Joseph assumed responsibility for the administration of the school until 1981 when the school came under the leadership of lay principals.

In the early years both orders 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 and recognition of the individual and the involvement of the wider community.

St Pius X Catholic Primary School is a Catholic Systemic co-educational school located in Unanderra. The school caters for students in years K-6 and has a current enrolment of 348 students.

Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>191</td>
<td>157</td>
<td>348</td>
<td>8</td>
<td>72</td>
</tr>
</tbody>
</table>

The Diocesan Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislations are met. This documentation can be found on the Catholic Education Office website: www.dow.catholic.edu.au then go to the link Policies. No changes were made to this Diocesan Policy in 2009.
Student Attendance

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>91.8%</td>
<td>92.4%</td>
<td>94.3%</td>
<td>89.8%</td>
<td>92.2%</td>
<td>91.6%</td>
</tr>
</tbody>
</table>

Students absent from school are required to bring a note explaining their absence on the day they return to school. Should this not occur, class teachers give the student a form for their parents to fill in requesting an explanation for the absence.

Staffing Profile

There are a total of 23 teachers and 11 support staff at St Pius X Catholic Primary School. This number includes 14 full-time and 9 part-time teachers.

Teacher Standards

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

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

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2009 was 96.87%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2008 to 2009 was 92%.

Professional Learning

Professional learning opportunities are highly valued and sought by all members of St Pius X Catholic Primary School staff. During 2009 school personnel undertook a range of professional learning activities related to improving student outcomes.

These included:
- Religious Education;
• Berekah and Journey;
• School Review and Improvement (SRI);
• Diocesan Learning and Teaching Framework (DLTF);
• National Assessment Program Literacy and Numeracy (NAPLAN);
• Reading Recovery;
• Anaphylaxis; and
• Origo Maths Conference.

School based expenditure on professional learning in 2009 was $4,250. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

**Catholic Life & Religious Education**

**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 strive for a religious presence to be at the forefront of our daily lives. The School Review and Improvement (SRI) focus this year was to build stronger links between the school and our Parish, Immaculate Conception, which 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 attend the Parish midday Mass. A highlight of the year was the joint Parish/School celebration on the Feast of the Immaculate Conception.

St Pius X School 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, the Feasts of Mary MacKillop and St Pius X, the launch of Mission Week as well as Holy Week and a number of Parish Masses. There were also wider community based celebrations such as Grandparent’s Day, Parent’s Day and other special celebrations such as ANZAC Day and Remembrance Day.

Many children from the school participated in the Parish based Sacramental Programs, which culminated in their respective celebrations. Staff were also involved in the running of these groups, further strengthening the bond between school and Parish. Retreat days for children in Year 6 and Year 3 were held prior to them receiving their Sacraments.

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 saw the fourth year of full implementation of the K-6 curriculum. Staff attended several professional development activities which focused on implementing the Religious Education Curriculum in an effective, creative and outcome driven format. This year again saw the Year 4 children completing the
Religious Literacy Assessment, a Diocesan initiative, and achieved excellent results with more than 70% of students recording results at or beyond the achieving level. Staff were again given the opportunity to further their own spiritual formation through attendance at Diocesan based courses such as Berekah and Journey. The school staff as a whole attended an overnight retreat in Bowral focusing on the development of their own personal spirituality.

**Religious Literacy Assessment**

The Religious Literacy Assessment program for Year 4 students was successfully implemented within schools across the Diocese in 2009. In 2009 the school cohort consisted of 44 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on (insert date) and 49 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:

- knowledge of Jesus and His teachings;
- understanding of the Key aspects of the creation story; and
- ability to identify Christian ways of relating to 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:

- recall and sequence the events of Advent and Christmas; and
- demonstrate a basic understanding of the Sacrament of Baptism.

For Part A 2.3% of students were placed in the developing level, 70.5% in the achieving level and 27.2% were in the extending level.

For Part B 18.4% of students were placed in the developing level, 73.5% in the achieving level and 8.1% were in the extending level.

Combining Parts A and B, 18.2% of students were placed in the developing level, 70.5% in the achieving level and 11.4% were in the extending level for Religious Literacy.

**Financial Summary**

During 2009 there were four main sources of income for St Pius X School. These were the Parish/School Enhancement and Debt Servicing Obligation (SEDSO), the Catholic Education Office, the Parents and Friends Association and the Commonwealth Government.
The Commonwealth Government contributed $150,000 for the upgrading of the Years 5 and 6 classrooms.

There was over $26,000 spent on Information and Communication Technology and included such things as desktop and laptop computers, data projectors, SMART boards and software.

With the support of the Parents and Friends Association over $11,000 was invested in Mathematics, $5,000 in Literacy and $5,000 in the Library.

Maintenance carried out during the year included plumbing to the value of $9,924 and ground maintenance totalling $4,865, while cleaning materials and associated expenses totalled $8,139. Furniture upgrades totalled $6,555.

The cost for on-going utilities was approximately: Telephone $5,000; Electricity $7,500; Water $10,502; Security $5,100; Waste Disposal $5,700.

Part of the balance carried forward will be used for furniture for the new buildings and for further investment in ICT.

The following graphs reflect the aggregated income and expenditure for St Pius X Catholic Primary School for the year ended 31 December 2009. This data is taken from the 2009 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Student Welfare

Introduction

Student Welfare encompasses the wellbeing of each child spiritually, academically, physically, socially and emotionally. The welfare and spiritual development of the children is at the core of what St Pius X Catholic Primary School stands for.

Pastoral Care

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 again was 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 continued 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 needed to be taken if required. This information is also in the Playground Folders used by teachers on duty and the School Canteen. They contain emergency information for specific students and Alert Cards to notify the Principal/staff/volunteers in the case of an emergency. 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, as are 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 CatholicCare is available at St Pius X to meet with referred students.

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

OH & S inspections are completed each term and evacuation and lock down procedures are practised during the year. The Complaints and Grievance Procedures can be found on the Catholic Education Office website: www.dow.catholic.edu.au then go to the link Policies.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the Policy documents Maintaining Right Relationships and Safe Work Environment are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan Complaints Handling Procedures forms an important element in
the Diocese’s commitment to ensuring safe and supportive environments for our school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au then go to the link Policies. No changes were made to these Diocesan documents in 2009.

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.

**Learning and Teaching**

Consistent with the Vision Statement, the staff of 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**

Teachers follow the NSW Board of Studies Curriculums and the Wollongong Diocesan Religious Education documents and attend to the NSW Primary Curriculum Foundation Statements when planning quality teaching and learning experiences and reporting student achievement.

Assessment for learning and assessment of learning are an ongoing experience for teachers and students and is based on syllabus outcomes. A wide range of assessment tools is used, and student learning is closely monitored by teaching staff to allow children to demonstrate authentic learning.

Year 4 students were involved in the Diocesan Religious Literacy Assessment from which all students receive feedback. An analysis of the results guides future planning for Religious Education throughout the school.

Students in Years 3 and 5 participated in NAPLAN testing in May, and the results of this assessment were issued to each student in September.

Early Literacy Assessments are completed in Early Stage One and Stage One classrooms and Stage 2 and 3 teachers regularly assess children’s reading and writing abilities through the provision of a variety of assessment tasks. Mathematical concepts are assessed through a variety of strategies including the administration of Scheduled Early Numeracy Assessment (SENA) 1 and 2 assessments in Early Stage 1, Stage 1 and Stage 2 as necessary. Stage 3 work collaboratively to assess the students mathematical learning and to plan appropriate learning experiences across the stage to meet these needs.

We have continued to implement the common grade scale report, using the Wollongong Diocesan format. Written reports on the progress of children in Years One to Six were
prepared for parents in Term 2, and compulsory parent teacher interviews were also held. Kindergarten teachers held interviews to discuss the progress of each child in the first semester. 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.

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

At St Pius X we appreciate the importance of learning technologies as an effective tool for learning and teaching. All classes have access to desktop and/or laptop computers.

**Cross Curriculum**

The school has had one Reading Recovery teacher in 2009 providing twelve children access to Reading Recovery.

Professional development, provided within a co-learning framework, has given invaluable opportunities for staff to demonstrate, observe, discuss, reflect on and evaluate quality learning and teaching practices in the area of Literacy. The Literacy coordinator has used release time to visit classrooms and to have other teachers and support staff observe her Literacy lessons with her class. Staff development experiences have also included workshops facilitated by a literacy expert accessed from another Diocesan school. Parent information sessions have also been facilitated by the literacy coordinator and professional dialogue within Staff, Stage and Forum meetings.

Reading material has been purchased throughout the year to update class and school guided reading resources.

**Numeracy strategies**

The Count Me In Too Numeracy Program has continued in Early Stage 1 and Stage 1. The implementation of Counting On has also continued in Stage 2.

Professional development, provided within a co-learning framework, has given invaluable opportunities for staff to demonstrate, observe, discuss, reflect on and evaluate quality learning and teaching practices in the area of Numeracy. The Numeracy coordinator has used release time to visit classrooms and have other teachers and support staff observe her Numeracy lessons with her class.

A number of staff meetings have been held to further explore quality teaching practices in this area, with some input from an Education Officer from the Catholic Education Office.
Indigenous
Syllabus content in HSIE incorporates studies of Aboriginal and Indigenous culture. The staff and students participated in a liturgy and rotational activities to celebrate the importance of NAIDOC Week.

Our school environment has been cared for by the children through the allocation of each Grade to a particular garden area. Each Grade is responsible for keeping their garden well watered and cared for throughout the year.

Meeting the needs of all students

With our continued emphasis on child centred learning, our staff is aware of the importance of catering for the individual needs of students including their learning styles, background, experiences and abilities. Teachers at St Pius X utilise a variety of different learning models including Habits of Mind. Staff are aware that a variety of management styles and learning models are necessary if students are to be given every opportunity to demonstrate their learning.

Component 3.2 of the School Review and Improvement (SRI) Process: The Provision for the Diverse Needs of Learners, has formed part of our 2009 Improvement Plan. This has resulted in the Review Committee process streamlined to better cater for meeting the diverse needs of learners and the continuation of collaborative and co-learning professional development experiences to share knowledge and skills in this area.

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, strengths, and tracking and reporting of the students’ learning.

School Support Officer assistance is provided to children who receive special needs funding for support either in class or on a withdrawal basis when necessary, following direction from the class teacher. Class teachers facilitate transition meetings between the teachers, support staff and the parents of these children, and IEP tool assists the teachers to record and develop learning goals each Term. The Diverse Learning Needs Team (previously the ‘Review Committee’) communicates regularly with each class teacher to support them in developing programs to meet the needs of the students in their care, or to access external intervention strategies. A school based tagging system is used to record details about students and monitor progress from year to year.

The Tagging Sheets contain relevant information for use by the class teacher on those students identified as gifted and/or talented, with learning needs, behavioural needs, those referred to the Review Committee or discontinued from Reading Recovery. Information about strengths and areas for development, programs and assessment results are included so that information is accessible for their current and future teachers.
Stage 3 teachers have worked with our teacher-librarian to provide the children with child centred, inquiry based learning activities integrated with classroom content. The learning activities incorporate the Habits of Mind along with research skills, oral presentations and varied writing experiences based on the explicit and structured teaching of skills and content.

Critical Literacy has been utilised in reading groups across all stages according to the ability of the individual children as a way for children to further develop their understanding and purpose of texts.

The children have been given the opportunities to be involved in the UNSW Science, Maths, English and Computer competitions. They have also successfully participated in the Diocesan Public Speaking competition. The choir has represented the school at the Wollongong Eisteddfod.

The community at St Pius X is very involved in many sporting endeavours, including the weekend involvement of many children in the St Pius X Rugby League and Netball teams. The children are also given the opportunity to participate in school, South Coast and Diocesan carnivals. A number of gala days are held throughout the year providing children in Stages 2 and 3 with an opportunity to participate in an atmosphere of fun and friendship.

The children have attended educational excursions to introduce or consolidate classroom work. These excursions have been both local and further afield, involving travel by bus. The children have had access to extra-curricula activities such as Dance Club, Choir and SPX Factor where they have the opportunity to use and demonstrate a range of skills and talents.

**Professional Learning**

The staff have access to professional learning within a co-learning framework at school. The staff have worked with other staff members in the areas of Literacy, Numeracy and Behaviour Management to observe and reflect on classroom practice and to modify their programs and teaching habits accordingly.

All staff now take the opportunity to reflect on professional learning through their Professional Development Planning and Review (PDPR) 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 observations, projects and presentations. The school also participates in the National Assessment Program 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.

**NAPLAN**

The NAPLAN was introduced for students in Years 3 and 5 in May 2008. 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.

The National Assessment Program Literacy and Numeracy (NAPLAN) was held in May this year, with 45 Year 3 and 45 Year 5 sitting the assessment tool. 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 levels.

St Pius X NAPLAN results for Year 3 this year indicate that all students were above the National Minimum Standards in all assessed areas. In Literacy, 45% of Year 3 students were placed in Bands 5 or 6 with Grammar/Punctuation the best performing area followed by Spelling, Reading and Writing. In Numeracy overall, 30% of Year 3 students were placed in Bands 5 and 6 with Number, Patterns and Algebra performing best followed by Measurement, Data, Space and Geometry.

In Year 5 all students achieved the National Minimum Standard in Reading, Grammar/Punctuation and Numeracy with over 95% of students being above the National Minimum Standard in Writing and Spelling.

From analysis of the NAPLAN results, a school wide list of priorities has been developed for 2010. This includes:

- continued utilisation of the school tagging folder system;
- continued professional dialogue about the format and language of NAPLAN questions and the implications of these in Literacy and Numeracy teaching;
- continued focus on critical literacy developed through collaborative teaching and professional development;
- improved focus on the explicit teaching in the area of Spelling and the development of a whole school Spelling Policy;
- improved reference to the English syllabus to ensure that the grammatical features of language and all text types are taught at the appropriate time;
- continuation of co-learning to observe, demonstrate, discuss and reflect on effective Literacy and Numeracy teaching; and
- basic drill and practice activities on those areas identified as needing improvement in Numeracy.
Student Achievement in Bands

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 2009: % 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>Reading</td>
<td>School</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>9%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>16%</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) represent students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

<table>
<thead>
<tr>
<th>NAPLAN 2009: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>96%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>97%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>96%</td>
</tr>
</tbody>
</table>
Parent, Student and Staff Satisfaction

Parents, staff and students were given the opportunity by means of a survey to provide the school with feedback on its performance in a number of key areas. The information gathered from all those who responded was very positive in each of the surveyed areas.

All parent responses agreed that the school provided a sound religious educational program and opportunities for students to be involved in the Parish community through prayer and liturgy. In addition, all parents surveyed felt that the school provided many opportunities to communicate with their child’s teachers. Areas identified for improvement included; offering a wide range of opportunities beyond academic classes and providing appropriate information regarding students’ academic progress.

An analysis of the responses from staff indicated that all staff members were very positive in all the areas covered by the survey. In addition, the respondents commented positively on the safe and supportive environment of the school where the staff cares deeply for their students and where the welfare of each child is a priority.

Students felt very proud of their school. They felt safe and were positive about their teachers and all the school had to offer. Students also believed there were sporting and other activities at school in which they could become involved.

Recommendations for building on strengths and addressing the identified areas for improvement will be included in the St Pius X School Review and Improvement Plan 2010.

School Review and Improvement

School Review and Improvement is an ongoing process of self evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2009:

- Key Area 1: Catholic Life and Religious Education
  - 1.4 Parents, Parishes and the Broader Church

- Key Area 2: Students and their Learning
  - 2.1 Educational Potential

- Key Area 3: Pedagogy
- 3.2 Provision for the Diverse Needs of Learners

• Key Area 4: Human Resources, Leadership and Management
  - 4.2 Professional Development of Staff

• Key Area 5: Resources, Finance and Facilities
  - 5.1 ICT Resources

School Review and Improvement components to be reviewed and rated in 2010:

• Key Area 1: Catholic Life and Religious Education
  - 1.2 Religious Education

• Key Area 2: Students and their Learning
  - 2.4 Integration of ICT
  - 2.5 Pastoral Care

• Key Area 3: Pedagogy
  - 3.5 Assessment

• Key Area 4: Human Resources, Leadership and Management
  - 4.5 Overall Compliance with Legislation and Other Requirements

• Key Area 5: Resources, Finance and Facilities
  - 5.4 Financial Management

• Key Area 6: Parents, Partnership, Consultation and Communication
  - 6.1 Parent Involvement