St Pius X
Catholic Primary School
Unanderra

Annual School Report
2010
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.

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 2011.

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

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Unanderra NSW 2526

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Parish Priest: Fr Mark O’Keefe
Principal: Mrs Cheryle Brennan

Date: 10 December, 2010
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

St Pius X Catholic Primary School opened in 1960 and has been an integral part of the Unanderra community. The school has a rich history with both the Sisters of the Good Samaritan and the Sisters of St Joseph shaping the religious foundation of the school, which has been strengthened by lay principals in more recent times. Our school motto is "Omnia in Christo" - All Things in Christ, which underpins all that is done. The culture is to value each individual's gifts and talents, and create an environment where 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.

St Pius X community have embraced with enthusiasm the School Review and Improvement (SRI) Process involving ongoing self evaluation measured against agreed criteria. This review involves action planning in the form of an Annual Plan outlining areas of improvement and targets for that particular year. This process challenges staff to strive for excellence and have the student as their primary focus. To support student centred learning, children are also given the opportunity to participate in extra curricular activities such as sport, choir, dance and public speaking.

Pastoral Care is an important part of the holistic education that is provided at St Pius X and the spiritual growth of students is nurtured by active participation in all aspects of the Catholic faith by reaching out to local community through visits to the local nursing home, fundraising for charity and developing partnerships with local disability support services. In addition to the care provided by St Pius X staff, the school works closely with CatholicCare, the Social Services Agency of the Diocese of Wollongong. This Agency offers a wide range of programs, services and support to both students and their families. Specially trained CatholicCare counsellors work with our school offering programs to help Kindergarten transition to Primary School, Year 6 children transition to High School, programs for students to help deal with social issues that may arise and individual and family counselling.

The St Pius X community includes an active and supportive parent body who work hard to raise funds which assists with the diverse academic, cultural and sporting programs the school offers. Staff works in partnership with parents to help address important issues affecting children. This year there has been a focus on the issues of resilience, behaviour management and bullying and a series of parent and staff workshops which were run by a psychologist specialising in behaviour management in primary school.
aged children. These workshops provided practical advice and ensured that as partners a consistent approach is taken.

In its 50th year St Pius X is focused on HONOURING OUR PAST, CELEBRATING OUR PRESENT and EMBRACING THE FUTURE.

Parent Involvement

Parents have been an integral part of the St Pius X School from its very beginning. Each generation of parents have participated in school life in many ways; organising fundraising, working bees, taking up executive roles in our Parent and Friends and Mothers’ Club, helping in the classrooms and library, volunteering for canteen, as well as attending the many school and Parish events to cheer on their children. These groups have also played their part in the pastoral care of families in need within the school community. It is impossible to estimate the value of the time parents have generously donated over these past 50 years. One thing that has remained the same over those years is that children love to see their parents involved at school.

Parents have also contributed financially to the school through numerous fundraisers like the Fetes, Chocolate Drives, Fashion Parades, Raffles, Walkathons, Mother and Fathers’ Day stalls just to name a few. In just the last 10 years, parents and Friends and Mothers’ Club fundraisers have raised over $260,000. This money has allowed the parent community to supplement school resources and to help fund capital projects that improve the school for the benefit of our children.

Looking back over the last 50 years, it is certain that parent involvement has had a significant and practical impact on the way the school has been resourced and on the speed at which the school has physically grown. However, the true legacy of parent involvement is in the enduring friendships that we have all made along the way. It is these friendships and the camaraderie of working together that helps to fuel our community spirit. Our hope for the generations of parents to come is that they recognise the true value of being involved and continue to work collaboratively for the good of the children and the school.

Parents and Friends Association, President

Student Leadership

The School Captains, Vice Captains and Student Representative Council (SRC) have had the opportunity to represent the school at many events. This began with the Project Compassion launch, where the School Captains and Vice Captains went to Rosemeadow and made a promise on behalf of the school to help the poor. At the Anzac Day Ceremony in Wollongong all of our school leaders represented St Pius X, showing respect for the fallen soldiers killed in War who were fighting for Australia’s freedom. School Captains and SRC have helped with assemblies and liturgies, being responsible for sports equipment and, most importantly, showing the 2011 Kindergarten children and their families around the school. Being involved in activities associated with the 50th
anniversary celebrations of our school has also been an honour.

With the Canonisation of St Mary, of the Cross, MacKillop, the first Australian Saint now plays a big role in our school and national history. This event was marked in many ways and her Feast Day will continue to be one of great significance on the school calendar.

Encouragement of all students at St Pius X is an important part of the role of school leader. Getting other students involved in Sports Days / Carnivals, Fete, Book Week, Mufti Days and so on, as well as making suggestions as to how life at St Pius X can be improved for students has made 2010 a very enjoyable year. Being involved in celebrating the 50th anniversary of St Pius X Catholic School has been unforgettable.

School Captains

School Profile

School Context
St Pius X Catholic Primary School has been an integral part of the Unanderra community for 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 333 students.

Student Enrolments

<table>
<thead>
<tr>
<th>2010</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>172</td>
<td>161</td>
<td>333</td>
<td>14</td>
<td>87</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 legislation are met. This documentation can be found on both the school website: www.spxudow.catholic.edu.au and the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2010.
### 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>2010</td>
<td>92.2%</td>
<td>93.4%</td>
<td>91.2%</td>
<td>92.4%</td>
<td>94.1%</td>
<td>91.7%</td>
</tr>
</tbody>
</table>

### Management of Student Non Attendance

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 19 teachers and 7 support staff at St Pius X School Catholic Primary School. This number includes 15 full-time, 4 part-time teachers.

### Teacher Standards

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

<table>
<thead>
<tr>
<th>Qualification Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*</td>
<td>100%</td>
</tr>
<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

### Teacher Attendance and Retention

The average daily teacher attendance rate for 2010 was 97.2%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2009 to 2010 was 93.22%.
Catholic Life & Religious Education

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 on Religious Education. Staff worked collaboratively to produce well constructed Religious Education programs and quality rich assessment tasks. 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 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 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 liturgies such as our special 50 year celebration Mass, Mothers’ & Fathers’ 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 too, was 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 the 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 fifth year of full implementation of the K-6 curriculum. Staff attended several professional development activities which focused on implementing the Religious Education Syllabus in an effective, creative and outcome driven format.

Staff were again given the opportunity to further their own spiritual formation through attendance at Diocesan based courses such as Berekah, Bethsaida, Journey and Igniting the Fire. 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 2010. In 2010 the school cohort consisted of 40 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on August 30 and 44 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 the celebration of the Mass; and
- knowledge of the Saints.

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 a deeper understanding of the parables.

Students in Part B displayed improvements in their ability to work with and apply their religious knowledge.

For Part A 15% of students were placed in the developing level, 70% in the achieving level and 15% were in the extending level.

For Part B 9% of students were placed in the developing level, 75% in the achieving level and 16% were in the extending level.

Combining Parts A and B, 20% of students were placed in the developing level, 68% in the achieving level and 12% were in the extending level for Religious Literacy.

Financial Summary

During 2010 there were four main sources of income for St Pius X School. These were the Parish/School Enhancement and Debit Servicing Obligation (SEDSO), the Catholic Education Office, the Parents’ & Friends’ Association and the Commonwealth Government.

The Commonwealth Government contributed $2.5 million as part of their Building the Education Revolution. This Grant saw the building of a library, two classrooms and a toilet block.

$26,809 was spent on Technology including the purchase of new Lenovo’s, printers and a scanner.

With the support of the parents and friends association, $2,000 was spent on Mathematics and $1,800 in Literacy.

Other outgoings were:
The following graphs reflect the aggregated income and expenditure for St Pius X Catholic Primary School for the year ended 31 December 2010. 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 the whole child; spiritual, academic, physical, social and emotional. The Faith and spiritual development 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 Years Four and Five participated in the Every Day Peace...
Makers Program. Resilience again was a major focus with an emphasis on children taking responsibility for their own actions and bouncing back from adversity. Throughout Term One, parent and staff workshops were presented by a registered clinical psychologist who focused on resilience. These workshops were attended by all staff and by over 70% of the families in the school.

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 if required. This information is also in the Playground Folders used by teachers on duty. They contain emergency information for specific students and Alert Cards to notify the Principal/staff 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 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 CatholicCare is available at St Pius X.

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.

Occupational Health and Safety (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.ceodow.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 Diocese of Wollongong. Access to all policies and guidelines can be obtained by contacting the school office.

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. No changes were made to these Diocesan documents in 2010. In compliance with the NSW Reform Act 1990, Corporal Punishment is banned in all

St Pius, Unanderra ASR 2010
schools within the Diocese of Wollongong. Access to all policies and guidelines can be obtained by contacting the school office.

Learning and Teaching

Introduction
Consistent with the Vision Statement, the staff of St Pius X is dedicated to providing each student with quality teaching and learning experiences which challenge and nurture each individual to achieve their full potential.

Curriculum & Pedagogy
Teachers follow the NSW Board of Studies Curriculums, as well as the Wollongong Diocesan Religious Education document, and attend to the NSW Primary Curriculum Foundation Statements when planning quality learning and teaching 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 are used and student learning is closely monitored by teaching staff to allow children to demonstrate authentic learning. Standardised tests are administered in Year 4 with students completing the Diocesan Religious Literacy Assessment from which all students receive feedback. An analysis of the results will guide 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 works collaboratively to assess the student’s 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.

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

Implementation of across Grade learning is continuing to be a focus at St Pius X. Renovations have provided a more user friendly learning and teaching space in some Grades with further changes planned for other Grades. School Support Officers gain regular professional development and provide an important link in being able to provide quality learning activities that meet the needs of individual students.

Technology Supporting Learning
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, with two Grades now having access to Smartboards.

Cross Curriculum
Literacy Strategies
The school has had one Reading Recovery teacher in 2010 providing eighteen children access to Reading Recovery.

Professional development, provided within a co-learning framework, has continued to give invaluable opportunities for staff to demonstrate, observe, discuss, reflect on and evaluate quality learning and teaching practices. This is developed through collaborative planning and observation of peer teaching practices, incorporating the Diocesan Learning and Teaching Framework.

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

Numeracy Strategies
Mathematics has continued to be given high priority in 2010. Professional development of all staff, provided within a co-learning framework, has given many opportunities 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 for classroom demonstrations and observations to help improve quality and effective practices in Mathematics. All class teachers share student progress during forum meetings at the end of each Term.

A variety of resources were purchased to support teachers in the delivery of Mathematics.
Indigenous
Syllabus content in Human Society and its Environment (HSIE), English and Creative and Performing Arts incorporates studies of Aboriginal and Indigenous culture. The staff and students participated in a liturgy and rotational activities to celebrate the importance of National Aborigines and Islanders Day Observance Committee (NAIDOC) Week. Assemblies also acknowledge Indigenous people as the traditional owners of the land.

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
Diversifying Learning
With our continued emphasis on student centred learning, our staff has embraced and employed a number of learning frameworks and thinking strategies to enhance student learning. These have enabled teachers to cater for the diverse needs of students and to provide and promote quality learning experiences for all.
The Provision for the Diverse Needs of Learners was part of our 2009 SRI Plan and has been sustained in 2010. Students with specific learning difficulties in Literacy and/or Numeracy, Behavioural and/or Social Skills are targeted and monitored by our Diverse Learning Needs Team formed in 2009.
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.

Gifted Education
A school based tagging system is used to monitor children who have displayed giftedness in particular areas of their schooling. This system 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.

Special Education Needs
During 2010 the school received Government Funding to support students identified with special needs. Support was provided through the development of Individual Plans (IPs) in teaching Programs that clearly identified learning experiences that are differentiated to meet 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.
Expanded Learning Opportunities

Students were provided with many opportunities to engage in learning beyond those offered in the normal school curriculum. The Premier’s Reading Challenge was again offered in 2010. Those students who took the challenge were rewarded with certificates in recognition of their achievements. Students in Years 3-6 were also given the opportunity to participate in the Wollongong Art Gallery Writing Competition and the UNSW Mathematics, English, Spelling, Computer and Science competitions.

The community at St Pius X is involved in many sporting activities, including the weekend St Pius X Rugby League and Netball teams and the three major school sports carnivals: swimming, cross country and athletics. Students can also, if successful, participate in South Coast and Diocesan carnivals. In addition students in Stages 2 and 3 participate in a number of gala days and visiting sports clinics throughout the year. Physical Education (PE) is taught by a qualified specialist teacher.

Students have had access to extra-curricula activities designed to extend and enhance learning. Students in Stage 3 have had the chance to participate in Public Speaking at a local, regional and Diocesan level. The school also offered students the chance to participate in dance, SPX Factor and choir and to be actively involved in school Masses and liturgies.

Students have attended educational excursions to introduce or consolidate classroom work. These excursions have been both local and further afield, involving travel by bus. Year 5 and 6 for example, enjoyed the experience of a school camp at The Tops Conference Centre in Stanwell Tops.

Professional Learning

Professional learning opportunities are highly valued and sought by all members of St Pius X Catholic Primary School staff. During 2010 school personnel undertook a range of professional learning activities related to improving student outcomes.

These included:
• Religious Education – 5 staff;
• Berekah and Journey – 23 staff;
• School Review and Improvement (SRI) – whole staff;
• Diocesan Learning and Teaching Framework (DLTF) – whole staff;
• Resilience – whole staff; and
• Numeracy – whole staff.

Teaching staff have been involved implementing the Diocesan Learning and Teaching Framework (DLTF). This is aimed at improving the quality of teaching and involves analysis of planned activities and assessment tasks against a set criteria. Peer
observation and professional dialogue are an important part of the program.

School based expenditure on professional learning in 2010 was $10,500. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office. The average cost of professional development per staff member was $552.

**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 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 47 Year 3 and 49 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 and Year 5 this year indicate that 98% of students were at or above the National Minimum Standards in Reading, Writing and Spelling. For Grammar and Punctuation, as well as Numeracy, 96% of Year 3 and 100% of Year 5 were either at or above the National Minimum standards.

For Literacy in Year 3, Grammar/Punctuation and Writing had the best results followed by Reading and Spelling. In Numeracy overall, 20% 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.

For Literacy in Year 5, Grammar/Punctuation had the best results followed by Reading, Writing and Spelling. In Numeracy overall, 39% of Year 5 students were placed in Bands 7 and 8 with Number, Patterns and Algebra performing best followed by Measurement, Data, Space and Geometry.
From analysis of the NAPLAN results, a school wide list of priorities has been developed for 2011. 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;
- improved reference to the English syllabus to ensure that the grammatical features of language and all text types are taught at the appropriate time;
- further time devoted to problem solving activities; and
- basic drill and practice activities on those areas identified as needing improvement in Numeracy.

**Student Achievement in Bands**

The NAPLAN assesses aspects of Literacy and Numeracy in Years 3 and 5. It provides 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 2010: % in Bands</th>
<th>YEAR 3</th>
<th></th>
<th></th>
<th>YEAR 5</th>
<th></th>
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<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
<td>Bands 5 and 6</td>
<td>Bands 3 and 4</td>
<td>Bands 5 and 6</td>
<td>Bands 7 and 8</td>
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<tr>
<td><strong>Reading</strong></td>
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<tr>
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<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
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<tr>
<td>School</td>
<td>15%</td>
<td>36%</td>
<td>49%</td>
<td>4%</td>
<td>47%</td>
<td>49%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
<td>36%</td>
<td>47%</td>
<td>17%</td>
<td>46%</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>21%</td>
<td>59%</td>
<td>20%</td>
<td>4%</td>
<td>57%</td>
<td>39%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
<td>51%</td>
<td>32%</td>
<td>18%</td>
<td>54%</td>
<td>26%</td>
</tr>
</tbody>
</table>
**Student Achievement of National Minimum Standard**

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from 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 2010: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>91%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td>National</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>96%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>96%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>94%</td>
</tr>
</tbody>
</table>

**Parent, Student and Staff Satisfaction**

Parents, students and staff were given the opportunity by means of a survey to provide the school with feedback on its performance in a number of key areas.

**Parents**

All parents indicated that they felt that the school helped their child to develop a knowledge and understanding about Catholic tradition. More than 90% of parents indicated that they felt that teachers were genuinely interested in the welfare of their child and that the school provided a safe and supportive environment. 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.

**Students**

95% of students indicated that the school helped them in understanding their Catholic faith. More than 90% of students indicated that they felt proud of their school and that their teacher encouraged them to learn to the best of their ability. Areas for improvement include providing students with more sporting and other activities in

*St Pius, Unanderra ASR 2010*
which they can become involved in and ensuring that students know that there are people who they could approach for help.

**Staff**

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%. A key action and recommendation with 12% 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 School Review and Improvement Plan 2011.

**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 2010:**

- **Key Area 1: Catholic Life and Religious Education**

  1.2 Religious Education

  Teachers of Religious Education demonstrate a good understanding of the curriculum and express a commitment to teaching the Catholic faith. The school supports the spiritual formation of Religious Education teachers and all staff. The school has an effective structure for the leadership, organisation, accountability and delivery of quality teaching and learning in Religious Education across the school. The Religious Education programs demonstrate an understanding of the curriculum and include a range of teaching and learning practices which reflect the learning needs of students. Teaching and learning of Religious Education is supported by relevant and stimulating resources. Students are actively involved in well-designed assessment tasks. The quality of the Religious Education program, together with regular celebrations of prayer, sacraments and liturgy, seeks to strengthen the faith of students and encourages them to respond to the needs of others and be active participants in the life of the Church.

- **Key Area 2: Students and their Learning**

  2.4 Integration of ICT

  Students engage in a range of learning experiences which utilise ICT to improve their
learning outcomes. They are generally confident and competent in using a range of
digital technologies to extend their learning. School-based policies and practices
facilitate and reflect an effective approach to the use of ICT to improve contemporary
student learning. These are periodically reviewed and updated and provide access for
students in a flexible learning environment. Students have some understanding of the
reasons for, and ordinarily comply with, the school’s protocols for the ethical uses of ICT
in their learning and life.

2.5 Pastoral Care

• Key Area 3: Pedagogy

3.5 Assessment

A whole-school approach to assessment reflects a developing understanding of the
fundamental principles and practices of assessment for learning. Students receive
meaningful feedback on their performance. This feedback to students generally
encourages some reflection on their learning, provides challenge, builds confidence, and
develops their capacity to understand themselves as learners. There is a whole-school
approach to using data to inform the teaching and learning process and to continually
improve student performance. Data analysis is valid and includes school-based and
external assessments. Students are generally provided with differentiated assessment
opportunities that assess their learning and allow them to demonstrate their
knowledge, understanding and potential as learners. Assessment tasks are reliable and
varied and are an integral part of the teaching and learning cycle.

• Key Area 4: Human Resources, Leadership and Management

4.5 Overall Compliance with Legislation and Other Requirements

The school has a developing culture of compliance with all legislation and mandated
requirements. The school has processes and structures in place to monitor and maintain
compliance with all requirements. The school has strategies in place which provide staff
with understandings of their individual and collective responsibility and accountability
for meeting compliance with all legislation and mandated requirements. Matters of
compliance are documented, reported as required, and periodically reviewed and
updated.

• Key Area 5: Resources, Finance and Facilities

5.4 Financial Management

The school is generally strategic in its financial thinking and acting. The overall financial
management of the school is effective, with benefits to the school community. The
school’s Leadership is involved in the development of the financial management. The
school’s budget development process and financial content and accountability
procedures are sound, well documented, and revised periodically. Budget development
incorporates some analysis and a generally sound understanding of the school’s
financial performance. The school provides relevant payroll and financial information through reporting to Finance and Administrative Services and Human Resources Services. The Diocesan Financial Audit Report informs improvement in the management of the school’s resources.

School Review and Improvement components to be reviewed and rated in 2011:

- **Key Area 1: Catholic Life and Religious Education**
  1.1 Vision and Mission

- **Key Area 3: Pedagogy**
  3.4 Planning, Programming and Evaluation
  3.6 School Climate, Learning Environment and Relationships

- **Key Area 4: Human Resources, Leadership and Management**
  4.4 Succession Planning

- **Key Area 6: Parents, Partnership, Consultation and Communication**
  6.1 Parent Involvement
  6.2 Reporting to the Community