St Pius X
Catholic Primary School
Unanderra

Annual School Report 2011
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 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 2012.

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
Acting Principal: Mrs Anne Duggan  
Date: 12 December 2011
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
This Annual School report is an opportunity for the school community of St Pius X to recognise and celebrate the achievements that have occurred in 2011. In June this year we celebrated the opening of our Mary MacKillop Centre which has become the hub of our school - a place where anyone visiting can see reading groups, computer learning centre, Kids’ Club and enrichment groups.

The core business of St Pius X is to provide quality Catholic teaching and learning to the students in an environment where individual differences are acknowledged and celebrated. The school strives to be a place of mutual respect where each person feels valued and supported in achieving their potential. Appreciation is extended to the members of the School Leadership Team and all staff for the role they play in managing and leading the school.

St Pius X has a dedicated staff and their ongoing commitment ensures that the school meets its educational goals. The members of staff are appreciative for the support from the Father Mark, Sister Joan and the families who make up the school community. The level of support offered, enables the staff to provide many exciting learning initiatives.

The school has a very committed Parent and Friends (P&F) Association and Canteen Committee who work in close partnership with the students and staff. Parent volunteers give generously of their time to support the teachers in the classrooms and their contribution is appreciated by all staff.

St Pius X community is most fortunate to have a dedicated and professional staff and a committed parent body where the Catholic Faith tradition, education and the welfare of the students are of utmost importance to all members of the community.

Parent Involvement
This year has been a mixed bag for parent involvement at St Pius X, both sad and exciting.

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 (P&F) 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 and also playing their part in the pastoral care of families in need within the school community.
It was a sad occasion in February this year when the St Pius X Mother’s Club was formally disbanded after approximately 45 years of incalculable contribution provided to the school by so many mums and some dads too; it was certainly the end of an era.

However, parental involvement at St Pius X continues in every era, and so it has this year. The parent body, under the umbrella of the P&F has, again run another successful annual fete, that being the primary fundraising activity for the school. Funds raised from recent fetes have been spent to assist the school in many areas such as:

- Literacy / numeracy / library resources funding;
- contribution towards COLA;
- MacKillop centre amphitheatre Cross;
- wireless internet system;
- additional smart boards;
- class room carpet; and
- lesser fund amounts for BBQ & accessories, milkshake makers, family assistance, new sport attire, farewells gifts & attendance contribution for this year’s Andrew Chin concert.

A new and exciting area for parental involvement has been with the Master Planning process introduced at St Pius X this year. This process aims to map out what St Pius X will be for the next generation, by prioritising those areas of school infrastructure that are aging most quickly and address them in a staged building program, as finances become available. What a great future ahead for St Pius X.

In all this activity, one thing remains a constant; that children of all eras love to see their parents involved at school; so benefit your child(ren) and St Pius X by being an involved parent at St Pius X next year.

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. As school leaders we tried to follow the words of Mary MacKillop “Never See a need without doing something about it.”

Some of the highlights this year have been a trip to Canberra, Gala Days and our School Fete.

We have enjoyed helping at assemblies, liturgies, presentations and official ceremonies. Student leaders are responsible for sports equipment and, most importantly being buddies to our Kindergarten friends. Getting other students involved in Sports Days / Carnivals, 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 2011 a very enjoyable year.

In June we celebrated the opening of the Mary MacKillop Centre which was built as a result of the Building Education Revolution. St Pius X has been a great experience for us. We would like to thank the teachers for all they taught us over the past 7 years.
School Profile

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

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>2011</td>
<td>156</td>
<td>155</td>
<td>311</td>
<td>13</td>
<td>71</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 CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2011.

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>2011</td>
<td>92.0%</td>
<td>92.5%</td>
<td>90.6%</td>
<td>91.5%</td>
<td>89.6%</td>
<td>90.5%</td>
</tr>
</tbody>
</table>

Management of Student Non Attendance

Student absent from school are required to bring a note explaining their absence on the day they return to school. Should this not occur, student detail absence reports are sent home requesting an explanation for the absence.

Staffing Profile

There are a total of 21 teachers and 7 support staff at St Pius X Catholic Primary School. This number includes 14 full-time, 7 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>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 2011 was 95.27%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2010 to 2011 was 89%.

Professional Learning

During 2011, St Pius X personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. St Pius X whole school development days involved all staff.
   These days focused on:
   - staff spirituality;
   - The Australian Curriculum;
   - First Aid; and
   - School Review and Improvement (SRI).

B. Other professional learning activities provided at school level including Catholic Education Office (CEO) run courses:
   - Focus on Reading (Comprehension) – 5 staff;
   - Technology – whole staff;
   - Numeracy – whole staff;
   - Literacy – whole staff;
   - Gifted Education – 1 staff;
- Quality Rich Assessment – 4 staff;
- Pedagogies in Dynamic Learning Environments – 3 Staff;
- Lamplighters (Spirituality Leadership)– 4 staff; and
- Shining Lights (spirituality) – 3 staff.

The average expenditure by the school on professional learning per Staff member was $500.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of $781.

**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 structured Religious Education programs and rich assessment tasks.

The students regularly attended the Parish midday Mass each Friday. Family/Parish Masses have taken place each term this year in Terms 2, Term 3 and Term 4 with the support of Sister Joan Goodwin who is the Catechist for the Parish.

St Pius X is a place of prayer, praise and worship of our loving God. With changes to the responses for parts of the Mass this year opportunities have been extended to the staff to attend information sessions to understand these important changes. The students have also been explicitly taught the responses to prepare them for these responses in the Mass.

Liturgy has a central place in the life of the school and this year the students were involved in a number of special prayer celebrations. These included formal celebrations for the completion and opening of the BER building project, and grade liturgies in the new MacKillop Centre outdoor Holy Space. A timber cross constructed with the help of 2 parent members and donated by the St Pius X Parents and Friends has been erected and blessed by Father Mark in the outdoor Holy Space.

Liturgies were held for Lent and Advent, for the Feasts of Mary MacKillop and the school’s patron St Pius X, as well as Holy Week and a number of Parish Masses. Fathers’ Day, Grandparents Day and other special celebrations such as ANZAC Day, Sorry Day and Remembrance Day were also celebrated. The school took part in the St Vincent DePaul Winter clothing appeal by donating used clothing and were also involved in learning and performing a dance routine held across some of the Diocesan schools to raise money and awareness for the winter appeal.

Many students from the school participated in the Parish based Sacramental Programs, which culminated in their respective celebrations. Staff too, were involved in the running of these groups, further strengthening the bond between school and Parish. Retreat days for students 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 sixth year of full implementation of the K-6 curriculum.

Staff were again given the opportunity to further their own spiritual formation through attendance at Diocesan based courses such as Berekah, Bethsaida, Journey, Igniting the Fire and the newly launched Lamplighters program which has involved a three year commitment by four members of staff. 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 completed within schools across the diocese in 2011. The school cohort in 2011 consisted of 45 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 30 August and 44 completed the Extended Task (Part B). The Extended Task was based on the Unit: Mary, Mother of God: First Among the Saints 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 Emmaus Story; and
- their understanding of images from the Scriptures.

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 parts of the Mass.

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

For Part A 21% of students were placed in the developing level, 61% in the achieving level and 28.9% were in the extending level.

For Part B 20% of students were placed in the developing level, 55% in the achieving level and 24% were in the extending level.

Combining Parts A and B, 29% of students were placed in the developing level, 55% in the achieving level and 14.9% were in the extending level for Religious Literacy.

**Financial Summary**

During 2011 there were four main sources of income for St Pius X Catholic School. These were Parish/School Enhancement and Debit Servicing Obligation (SEDSO), the Catholic Education Office, the Parents’ & Friends’ Association and the Commonwealth Government.
The completion of the Building the Education Revolution Grant of $2.5 million from the Commonwealth Government saw the Official opening of our new building consisting of a library, two classrooms and a toilet block.

$37 890 was spent on technology including the purchase of new ipads, macbooks, printers and acer computers. With a contribution from the Parents and Friends Association of $20 000 we are waiting on interactive whiteboards to arrive.

Also contribution of $2 000 was spent by the Parents and Friends association on Library resources.

Maintenance on the building and equipment carried out during the year including plumbing, electrical etc came to a total of $18 000, ground maintenance $8 000 while cleaning materials and associated costs were $4 500.

The cost for on-going utilities was approximately Telephones $5 000; Electricity $13 100; Water $8 500; Security $6 000; Waste Disposal $6 000.

The balance being carried forward is for the refurbishment of the old library to a classroom and waiting on ICT orders to arrive.

The following graphs reflect the aggregated income and expenditure for St Pius X Catholic Primary School, Unanderra for the year ended 31 December 2011. This data is taken from the 2011 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

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 school communities. These documents can be found on the Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2011.

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.

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.

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 Religious Education Coordinator and recorded on BART database.

This year saw Managing Student Pastoral and Educational Concerns (MSPEC) launched across the Diocese. This process will be implemented in 2012 for the response and management of student concerns in the school.

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 Catholic Care is available at St Pius X.

Merit Awards leading to Principal Awards, SPX Awards and MacKillop Awards recognise individual achievements. Also acknowledged are students who have received Religious Literacy, 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 term. 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 school office.

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### Learning and Teaching

#### Introduction

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

#### Curriculum & Pedagogy

**Syllabus Implementation**

Teachers follow the NSW Board of Studies Curriculums for 6 Key Learning Areas (KLA’s), English, Mathematics, Human Society and its Environment (HSIE), Science and Technology, Personal Development, Health and Physical Education (PDHPE) and Creative Arts. We also follow the Wollongong Diocesan Religious Education document, and attend to the NSW Primary Curriculum Foundation Statements for all Key Learning Areas when planning quality learning and teaching experiences and reporting student achievement.

**Assessment and Reporting**

Assessment for learning and assessment of learning is an ongoing process for teachers and students and is based on syllabus outcomes for each Key Learning Area. A wide range of assessment tools and tasks are used. Student learning is closely monitored by the teaching staff to allow children to demonstrate authentic learning in a variety of learning experiences.
Standardised tests are administered in Year 4 with students completing the Diocesan Religious Literacy Assessment in Term 3, 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 works collaboratively to assess the students’ mathematical learning and to plan appropriate learning experiences across the stage to meet these needs.

Students who were discontinued from their Reading Recovery lesson series are closely monitored by their class teacher in years 2, 3 and 4. Analysed reading data is gathered each term with the support of additional assessments such as the BURT word reading test and the South Australian Spelling Test to monitor student progress. The school year commenced with parent teacher interviews of week 3 Term 1 allowing parents to meet with their child’s class teacher and provide the teacher to gain a greater understanding of each child as a unique individual. Parents provided teachers with information regarding their child’s interests, extra curricula activities as well as prior learning experiences and/or focus areas for their child.

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 and given to parents at the start of Term 3, 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 teaching programs.

Implementation of collaborative learning is a continuing 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 five grades and the MacKillop Centre now having access to Smart boards. A pod of iPods has also been introduced to the school this year to enhance student learning and provide interactive and supportive ways to support and enhance classroom learning.
Cross Curriculum

Literacy Strategies

The school has had one training Reading Recovery teacher in 2011 providing eight Year 1 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. The literacy coordinator has used release time for classroom demonstrations and visits, co-learning sessions and 1:1 assistance with individual students to support teachers and improve quality English teaching and learning.

Reading material and book packs have been purchased throughout the year to update class and school guided reading and critical literacy resources. The library has also purchased quality texts throughout the year to provide rich and varied texts that staff and students can access.

Numeracy Strategies

Mathematics has continued to be given high priority in 2011. Professional development of all staff, provided within a co-learning framework, has given invaluable opportunities to demonstrate, observe, discuss, reflect on and evaluate quality learning and teaching practices in the area of Mathematics. 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

Planned learning and teaching experiences in HSIE, English and Creative Arts incorporate studies of Aboriginal and Indigenous culture. The staff and students participated in a liturgy and activities to celebrate the importance of NAIDOC Week. School assemblies also acknowledge Indigenous people as the traditional owners of the land.

Other

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. A school vegetable garden was established in August to support classroom learning, to promote healthy eating and to supply the canteen with fresh produce.
Meeting the needs of all students

Diversifying Learning

Throughout 2011 there has been a continued emphasis on student centred learning, and our staff has embraced and employed a variety of thinking strategies and learning frameworks 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.

In 2009, as part of our School Review and Improvement process, the St Pius X community focused on The Provision for the Diverse Needs of Learners. This emphasis on students and their learning has been sustained in 2010 and 2011. 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. Classroom teachers meet regularly with the members of the Diverse Learning Needs Team to discuss student progress, to receive support and intervention suggestions, in order to differentiate the curriculum to suit their students’ specific learning needs.

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 Diverse Learning Needs Team or discontinued from Reading Recovery. Information about strengths and areas for development, programs and assessment results are included and updated regularly so that information is accessible for their current and future teachers.

Gifted Education

The school based tagging system mentioned previously is also 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.

In 2011, St Pius X implemented Holistic Learning Experiences or otherwise known as Enrichment Groups. Enrichment Groups were organized to cater for some of the many gifts and talents that our students have, but may not necessarily be given the opportunity demonstrate these gifts or talents, in the set curriculum learning experiences. Enrichment learning opportunities were quite vast and extensive, covering a broad range of the key learning areas. A number of parents assisted in the facilitation of these groups, working in collaboration with the school staff and students.

Special Education Needs

Throughout 2011 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 cater for individual learning. The Diverse Learning Needs Team (previously the ‘Review Committee’) communicates regularly with each class teacher to support them in the development of programs to meet the needs of the students in their care, or to access external intervention strategies.
The Diverse Learning Needs Team also facilitates and supports Kids Club. The St Pius X Kids’ Club was established to support children who experience difficulties on the playground at break times. Kids’ Club occurs in the MacKillop Centre at break times and is facilitated by a classroom teachers and school support officers. Students who attend Kids Club engage in learning experiences, which further develop their social skills and play in a safe, structured and supportive environment.

**Expanded Learning Opportunities**

**Competitions**

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 2011 and a record number of students participated this year. 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. Students in Year 5 and 6 were also invited to participate in the Christmas Art Competition organized by the Catholic Education Offices of Wollongong and Sydney.

**Sport**

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 lessons are taught by a qualified specialist teacher.

**Other**

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 a 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. This year students were also selected to participate in the combined choirs and the dance troupes, to perform in the Diocesan Showcase.

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, travelled to Canberra as part of their learning about Federal Government. The students enjoyed watching Parliament sit, visited the War Memorial, Questacon and the Australian Institute of Sport.
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 44 Year 3 and 43 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 100% of Year 3 students and 95% of Year 5 students were at or above the National Minimum Standards in Reading. 95% of Year 3 Students and 93% of Year 5 Students were at or above the National Minimum Standards for Writing. 100% of Year 3 students and 98% of Year 5 students were at or above the National Minimum Standards in Spelling. 100% of Year 3 students and 98% of Year 5 students were at or above the National Minimum Standards in Grammar and Punctuation. In Numeracy, 98% of Year 3 and 100% of Year 5 were either at or above the National Minimum standards.

For Literacy in Year 3, Reading and Grammar/Punctuation had the best results followed by Spelling and Writing. In Numeracy overall, 37% of Year 3 students were placed in Bands 5 and 6 with Measurement, Data, Space and Geometry performing best followed by Number, Patterns and Algebra.

For Literacy in Year 5, Grammar/Punctuation had the best results followed by Writing, Spelling and Reading. In Numeracy overall, 38% of Year 5 students were placed in Bands 6, 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 reading comprehension;
whole school focus on the teaching of numeracy; and

further time devoted to problem solving activities.

Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (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 2011: % 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>7%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>8%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>14%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>14%</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) represent students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.
### NAPLAN 2010: % AT or ABOVE NMS

<table>
<thead>
<tr>
<th>Subject</th>
<th>School</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>98%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Parent, Student and Staff Satisfaction

#### Parent Satisfaction

The following areas of strength and future development were determined as a result of a parent survey conducted during Term 4. All families were invited to respond to the survey. A total of 20% of families returned completed survey forms.

#### Areas of strength identified in the Survey:

All parents surveyed agreed with the following three statements:

- The school helps children to develop a knowledge and understanding about Catholic tradition;
- The school provides various opportunities for parents to be involved; and
- The teachers are genuinely interested in the welfare of my child.

The vast majority of parents surveyed agreed with the statement that ‘the school provides a safe and supportive environment’.

#### Areas for further development identified in the survey:

Some parents surveyed stated that information communicated to parents in relation to children’s general progress could improve and a small number of parents surveyed stated that the school ‘does not always strive to meet their child’s individual learning needs’.
Student Satisfaction

The following areas of strength and future development were determined as a result of a student survey conducted with Stage 3 students. Of the targeted group 100% of the group participated in completing the survey.

Areas of strength identified in the survey were:

- Most students stated that ‘the school helped them in their understanding of the Catholic faith and that they understood their rights and responsibilities at school.’

Areas for further development identified in the survey were:

- Some students stated that the school should continue to develop the whole school as a safe and supportive school environment for all students. A small number of students stated that they would like further opportunities developed so that problems can be discussed.

Staff Satisfaction

The following areas of strength were determined as a result of a staff survey:

- All staff surveyed strongly agreed that the school helps students develop a knowledge and understanding about Catholic tradition and that the school strives to meet the individual learning needs of all students in a safe and supportive environment.

The information from all respondents was overwhelmingly positive in all surveyed areas. The school intends to plan to include the identified areas for development into the School Review and Improvement Process.

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 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

School Review and Improvement components to be reviewed and rated in 2012:
- Key Area 2: Students and their Learning
  2.2 Rights and Responsibilities
- Key Area 3: Pedagogy
  3.1 Curriculum
- Key Area 4: Human Resources, Leadership and Management
  4.1 Recruitment, selection and retention of staff
- Key Area 5: Resources, Finance and Facilities
  5.2 Use of resources and space
  5.3 Environmental stewardship
  5.4 Financial Management
- Key Area 6: Parents, Partnership, Consultation and Communication
  6.3 Linkages with the wider community
- Key Area 7: Strategic Leadership and Management
  7.2 Innovation, development and change