About This Report

St Pius X Catholic Primary School, Unanderra is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) NSW 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 Action Plans.

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 BOSTES NSW requirements for Registration.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2015.

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 Greg Chee
Principal: Philip Moore
Date: 12 December 2014
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 strives to provide quality Catholic teaching and learning to the students in an environment with a wide range of experiences that foster the individual differences of each student. Through the continued implementation of School Wide Positive Behaviours for Learning (SPB4L) we are a school where students are Safe, Responsible and Respectful.

During my first year at the school I have been immensely proud of the work of the School Leadership Team and all staff for the role they play in ensuring our school improvement journey is successful. The members of staff are appreciative of the support from the Father Mark, Sr. Joan and the families who make up the school community. Fr. Greg Chee took up the position of Parish Administrator with Fr. Mark’s move to Kiama at the start of Term 4.

The school has a very committed Parent and Friends Association (P&F) who work in close partnership with the students and staff to improve our school. Parent volunteers give generously of their time to support the teachers in the classrooms; all staff appreciates this contribution.

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 foremost in our minds as we continue to create a school that is welcoming and allows students to strive to reach their potential.

Parent Involvement

Throughout 2014 parents continued to contribute to our St Pius X school community with their time and fund raising activities.

Our Movie Night was scheduled for March to enable the school community to socialise in a relaxed environment as well as welcome the new Principal Mr Moore. The weather caused a cancellation, which meant the Movie Night had to be rescheduled to September, but it was still a success, with the P&F committee providing all children in attendance with ice cream and Popcorn while watching the movie.
Our strong school community is well known in our local neighbourhood and is a true reflection of the time parents (and grandparents) give to generously enhance our children’s school experience. From covering new library books to volunteering in the school canteen and organising various school events such as Huff and Puff, Mother’s Day and Father’s Day stalls. Even the milkshake and hot dog days were lots of fun for parents and children alike.

Our annual school Fete takes up most of our time via planning and lots of hands on, hard work. Again this year we had a perfect day and our children will benefit from the generous contribution of funds raised towards reading, numeracy and IT resources. All of our Year 4, 5 & 6 classes have continued using iPads to assist with learning. All students have benefitted from the high level of IT resources available at St Pius X and demonstrate their ability to keep up with the ever increasing exposure to technology in all forms, shapes and sizes, and it is the P&F Committee’s intention to maintain an ongoing commitment of funding towards IT purchases in consultation with the Principal.

Our children glow with pride when parents and carers participate in classroom open days and school excursions. They grin from ear to ear when parents cheer them on at school carnivals and sports events. On a personal note, I find these moments to be extremely rewarding as a parent, and I would encourage an ongoing commitment from all parents to maintain involvement with the school in some form, no matter how big or small.

Parents and Friends Association, President

Student Leadership

2014 created many wonderful memories and experiences for the Student Representative Council (SRC) and Year 6 as a whole at St Pius X. At the beginning of the year we were excited to be a part of The Night of the Notables which gave all students the opportunity to express their creativity and knowledge of people they admire which provided us with a motivational start to our senior year. We were fortunate to be involved in a leadership camp at Stanwell Tops, which helped us form bonds that we will treasure for life.

In 2014 Year 6 students were privileged to support a variety of school activities which included ANZAC Day and Remembrance Day, Project Compassion, conversation with the Bishop and the Sacrament of Confirmation, Gala days, school Fete and Grandparents Day. We also enjoyed our involvement with the Kinder buddy program, helping them settle into primary school life and we will never forget the way their eyes lit up each time we saw them. This year we were challenged with public speaking, debating, and the decision about what the wear to our last beloved BOOK WEEK celebrations. 2014 also saw us have exposure to Aboriginal dance and art as well as a leading role in the weekly presentation of whole school assemblies.

It seems like only yesterday that we walked through the gates for our first day of Kindergarten and now the time has come to say goodbye! We have been very honoured to be
chosen to represent our school and it has been a great privilege to be a part of the leadership team at SPX. We wish the 2015 school leaders every success.

School Leaders

School Profile

School Context
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 311.

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.

Student Enrolments

<table>
<thead>
<tr>
<th>2014 enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
</tr>
<tr>
<td>Girls</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Indigenous</td>
</tr>
<tr>
<td>LBOTE</td>
</tr>
</tbody>
</table>

The Diocesan Primary 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 2014.
**Student Attendance**

<table>
<thead>
<tr>
<th>2014 Attendance</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>95.8%</td>
<td>96.4%</td>
</tr>
<tr>
<td>Year 1</td>
<td>94.3%</td>
<td>93.2%</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.1%</td>
<td>96.3%</td>
</tr>
<tr>
<td>Year 3</td>
<td>95.8%</td>
<td>94.6%</td>
</tr>
<tr>
<td>Year 4</td>
<td>95.6%</td>
<td>94.7%</td>
</tr>
<tr>
<td>Year 5</td>
<td>96.1%</td>
<td>95.1%</td>
</tr>
<tr>
<td>Year 6</td>
<td>94.5%</td>
<td>94.6%</td>
</tr>
<tr>
<td>Whole school</td>
<td>95.2%</td>
<td>95.2%</td>
</tr>
</tbody>
</table>

**Management of Student Non Attendance**

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitors part or whole day absences.

School rolls are marked daily and absentees are notified by parents/guardians through a signed note from the parent, an email, phone call or parents advising the office staff. In following the Diocesan of Wollongong Student Attendance Procedures the Principal or appointed staff member will follow up on unexplained absences or students who have a substantial amount of days off or who are late and leave early on a regular basis. Parents are requested to complete exemption forms for students who will be away on leave for more than 5 days.

**Staffing Profile**

There are a total of 21 teachers and 7 support staff at St Pius X Catholic Primary School. This number includes 12 full-time, 9 part-time teachers.

**Teacher Standards**

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:
Teacher Attendance and Retention

The average daily teacher attendance rate for 2014 was 96.1%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2013 to 2014 was 93.1%.

Professional Learning

During 2014 St Pius X Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

A. St Pius X Catholic Primary School whole school development days involving 29 staff.
   These days focused on:
   • CEO Policies and Procedures;
   • Staff Spirituality Day- Fidelity;
   • Mathematics- Using the Numeracy Continuum to develop Learning Plans;
   • School Review and Improvement ; and
   • First Aid- CPR Basic Emergency Care and Anaphylaxis.

B. Other professional learning activities provided at school level including CEO run courses:
   • School-wide Positive Behaviours for Learning (SPB4L) (5 staff);
   • Learning Technologies (2 staff);
   • Technology Expo (1 staff member);
   • Beginning Teacher (1 staff member);
   • Mathematics and English Leaders Day (3 staff);
   • Science Facilitator (1 staff);
   • Christmas Art Story (1 staff);
   • System Focus Day (1 staff);
   • Lamplighters Course (5 staff);
   • Leadership for Learning (2 staff);
   • REC Conference (1 staff);
   • Turia Pitt Keynote (7 staff);

<table>
<thead>
<tr>
<th>Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Australian Education Institution – National Office of Overseas Skills Recognition Staff
• Indigenous Cultural Days (3 staff);
• Sentral Training (3 staff);
• Leadership Planning for Improvement (7 staff); and
• National Data Collection Disability (whole staff).

The average expenditure by the school on professional learning per staff member was $380.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of $878.

Catholic Life & Religious Education

St Pius X is a Catholic Primary School committed to the education in faith of students and the school community. It is a place of prayer, praise and worship of our loving God. Each morning the assembly commences with our school prayer. Staff members come together for prayer and reflection on a fortnightly basis. The responsibility for preparation and presentation of staff prayer is shared throughout the year on a rotational basis. Teachers work in groups, under the guidance of the ‘Lamplighters Team’ to develop prayers that reflect our school’s spirituality plan.

Sr Joan Goodwin, the Parish Assistant, visited all Grades during each Term to speak with the children about topics that they have been covering in their units of work, the Sacraments that they would be receiving and current events in the life of the Church.

The students regularly attended the Parish midday Mass each Monday. The Sacrament of Penance and Stations of the Cross are offered to students in Years 3-6.

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. Each Grade led a liturgy, involving parents, students and teachers from the Grade. These liturgies included: Lent and Advent, St Pius X Feast, Pentecost, St Mary of the Cross MacKillop, and Holy Week. Grandparents’ Day and other special celebrations such as ANZAC Day were also celebrated.

Students are encouraged to live the life of Christ in their daily dealings with others. This is achieved through Religious Education and the example of their teachers and parents. All classes use the Wollongong Diocesan Religious Education curriculum. All teaching staff from Kindergarten to Year 6 further developed teaching practices in storytelling. A number of staff members attended professional development opportunities such as: “Igniting the Fire” and “Storytelling in the classroom” to continue to improve the way in which they teach Religious Education. Teachers link knowledge and tradition with the children’s own lives, allowing them to journey in their personal relationships with God.
Caring for those less fortunate in the world remains a priority at St Pius X. Food items were collected from each class to combine to make Christmas hampers for those in need. These were presented to the St Vincent de Paul committee during a liturgy. A number of staff regularly volunteered their time to the St Vincent de Paul food van, ‘Vinnies Van’. The staff also made a commitment to supporting the van on an ongoing basis with food donations.

The students raised money for Caritas Australia and Catholic Missions throughout the year. Events were held throughout the year to support these organisations; Sock it to Poverty, Rock your Socks Off disco. Guest Speaker from Catholic Missions, Sr Teresa provided an inspirational insight into life in Jamaica and enabled the students in Stage 3 to make a real connection to why they are raising money.

During 2014 children from St Pius X have joined with those from local government schools in Parish-based Sacramental Programs. Staff members, together with catechists from the Parish, 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 at the school prior to them receiving the Sacraments.

A number of students from Years 5 and 6 entered the annual Christmas Story Art Competition, with a Year 5 student receiving a Highly Commended for her artwork, and a Year 6 student as a finalist, competing with other Dioceses and showcasing her work in the Crypt at St Mary’s Cathedral, Sydney. This artwork received the Archbishop’s Choice Award.

Our staff development day in Term 1 focused on the importance of Fidelity. Staff were given the opportunity to further their own spiritual formation. Four of the staff members have continued with the Lamplighters program and one member of staff has been involved in training as a facilitator of the Lamplighters program.

**Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2014. The school cohort in 2014 consisted of 47 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 25 August 2014 and 48 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 Mary MacKillop; and
- knowledge of the story of The Prodigal Son.

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:
- sequence the events of the birth of Jesus; and
- understand the message St Patrick shared.

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

For Part A, 14.90% of students were placed in the developing level, 74.50% in the achieving level and 10.60% were in the extending level.

For Part B, 0% of students were placed in the developing level, 54.20% in the achieving level and 45.80% were in the extending level.

Combining Parts A and B, 8.50% of students were placed in the developing level, 66.00% in the achieving level and 25.50% were in the extending level for Religious Literacy.

**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 2014:**

- **Key Area 1: Catholic Life and Religious Education**
  
  1.4: Parents, parishes and the broader Church
  Goal: Parents to engage with school and Parish and participate in the students’ Spiritual journey.

- **Key Area 2: Students and their Learning**
  
  2.2: Rights and responsibilities
  Goal: Rights and responsibilities are clearly articulated in whole-school policies, procedures and practices that are proactive and effective in promoting and sustaining the wellbeing of all.
• **Key Area 3: Pedagogy**

3.2 - Provision for the diverse needs of learners  
Goal: By June 2014 all staff will have completed participation in the National Data Collection Study.

3.3: Teaching practices  
Goal: By the completion of 2014 school year St Pius X School community will experience an increased level of intellectual understanding and consistency in the teaching of Mathematics and English.

• **Key Area 4: Human Resources Leadership and Management**

4.4 - Succession planning  
Goal: The school effectively utilises system resources, documents and processes that strengthens leadership capacity.

• **Key Area 5: Resources, Finance and Facilities**

5.1 - ICT Resources  
Goal: All teaching staff will have the skills to manage and implement technology in their classrooms. The school will continually update ICT resources to meet the communities learning and teaching needs.

• **Key Area 6: Parents, Partnership, Consultation and Communication**

6.3 - Linkages with the wider community  
Goal: To raise the profile of St Pius X school so that it is a significant member of the wider community.

• **Key Area 7: Strategic Leadership and Management**

7.2 - Innovation, development and change  
Goal: To minimise the differences between classes by maximising collaboration.

**School Review and Improvement components to be reviewed and rated in 2015:**

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

1.1: Vision and Mission  
Professional development on the Charism of Mary Mackillop and the Sisters of St Joseph.
Key Area 2: Students and their Learning

2.3: Reporting on Student Achievement
Goal: Including Learner profiles for targeted students with half yearly and yearly reports.

Key Area 3: Pedagogy

3.1: Curriculum Provision
Goal: Implement curriculum mapping to ensure compliance with implementation of NSW Syllabus in English, Mathematics and Science.

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
Goal: Review budgetary requirements to maintain site/teaching resources in good repair.

Key Area 6: Parents, Partnership, Consultation and Communication

6.1: Parental Involvement
Goal: Review opportunities for parental involvement in life of school.

6.2: Reporting to the community
Goal: Review use of school website and class pages to inform parents.

Financial Summary

During 2014 there were three main sources of income for St Pius X School. These were Parish/School Enhancement and Debt Survey obligation (SEDSO) Account, Catholic Education Office and Parents’ and Friends Association.

The major school expenditure for 2014 was again in the area of information technology with $22,500 spent on new televisions and projectors for the library and classrooms. $24,000 was spent on classroom furniture, as updating the current old furniture is seen as a priority in 2014 and 2015.

Maintenance on the building and equipment including electrical, plumbing, tree care, gutter cleaning, ground maintenance and cleaning cost approximately $22,000.
The cost for ongoing utilities was approximately: telephones $6100, electricity $14,000, water $5500, security $6500 and waste removal $7400.

In late 2014 a major building project will commence and funds have been set aside to complete soft furnishings in the new classrooms and the administration areas.

The following graphs reflect the aggregated income and expenditure for St Pius X Catholic Primary School, Unanderra for the year ended 31 December 2013. This data is taken from the 2012 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

Student Welfare

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. 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.

In 2014 St Pius X continued changes implemented in 2012 and 2013 to playground behaviour management procedures as well as implementing the plan into all classrooms. The focus of these changes involved the continued implementation of a Behaviour Plan related to the playground and new structures to support positive behaviours for the classroom. This framework was developed in conjunction with staff and students and reflected the three school rules of, ‘Be Respectful, Be Responsible, Be Safe.’ Elements of the School Wide Positive Behaviours for Learning (SPB₄L) assisted in the establishment of this plan, in particular the recording, analysis and follow-up of data related to behaviour. Discipline concerns in the playground and in the classroom are noted in data folders, which are followed up by the Assistant Principal and Pastoral Care Coordinator and recorded on the Behaviour Analysis and Reporting Tool (BART) database. A major part of our SPB₄L framework is the teaching of explicit skills to the children. This may be as simple as demonstrating how to put a ball away correctly or how to play a game appropriately. To achieve this teacher’s model the behaviour they wish to see, with the aim being to set the children up for success on the playground and within the classroom.

The SPX Kid’s Club was replaced with passive play areas in the playground to offer a quiet area for students to sit and join in quiet, simple games. Resilience again was a major focus with an emphasis on children taking responsibility for their own actions and bouncing back from adversity.

Every Tuesday a counsellor from CatholicCare is also available at St Pius X. Several formal programs have been implemented in conjunction with the school counsellor including:
- Year 5 have participated in a “Mindfulness” program that encourages children to be mindful of others in their listening, speaking and actions;
- Year 6 girls have been involved in a program known as “MPower Girls”. MPower Girls aims to teach young women a range of effective problem solving and coping strategies, in a fun and interactive way; and
- Year 6 boys have been engaged in a program known as “Best Foot Forward” which looks at conflict resolution, problem solving skills, compromise and negotiation skills.

The School Care Board highlights specific medical concerns and courses of action if required. This information is also in the classrooms and staffroom. They contain emergency information for specific students and Alert Cards to notify the Principal/staff in the case of an emergency.

A Tagging System and Learner Profile Reports 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. With support from the Catholic Education Office, St Pius X has continued to identifying students who display a gift or talent in a particular area of the curriculum. Recent programs such as Strengthening Potential through...
Learning in Interactive Challenging Environments in the Diocese of Wollongong (SPLICED) have enabled some of these students to be challenged and supported in their talents.

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.

Work, Health and Safety (WH&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.

**Learning and Teaching**

**Introduction**

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

**Curriculum and Pedagogy**

St Pius X Catholic Primary School aligns all learning and teaching experiences with the BOSTES NSW syllabus documents and the Diocese of Wollongong Religious Education curriculum. Learning is outcomes based and is facilitated within the context of the following Key Learning Areas: Religious Education, English, Mathematics, Science and Technology, Human Society and Its Environment, Creative Arts and Personal Development Health and Physical Education.

Throughout 2014 the staff at St Pius X has participated in a series of on-going professional learning experiences in relation to the Australian Curriculum. Workshops and professional development in-services focusing on English and Mathematics have been conducted throughout the course of the year to facilitate their implementation. Staff have also been preparing for the implementation of the new Science and Technology syllabus for the 2015 school year.

**Assessment and Reporting**

Assessment for learning, assessment as learning and assessment of learning are 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. The teaching staff closely monitor student learning, this allows children to demonstrate authentic learning in a variety of learning and assessment 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.

Best Start was implemented once again, with the Kindergarten teachers conducting clinical interviews with the students entering Kindergarten in 2013. This data was then used to ascertain what prior knowledge students had and assisted the teachers to design meaningful and relevant learning experiences. This data was then updated throughout the course of the year and will be passed on during the transition into Year One.

Early Literacy Assessments were once again completed in Stage 1 classrooms and Stage 2 and 3 teachers regularly assess children’s reading and writing abilities through the provision of a variety of assessment tasks. Student’s Literacy progress is monitored using the Literacy Continuum. Mathematical concepts are assessed through a variety of strategies and progress in Mathematics is also monitored using the Numeracy Continuum.

Class teachers closely monitor students who were discontinued from their series of Reading Recovery lesson series 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 Dalwood Spelling Test, used to monitor student progress.

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. Teachers began to develop ‘Learner Profiles’ on students in an attempt to help meet their individual needs.

We have continued to implement the common grade scale report, using the new Wollongong Diocesan format. Written reports on the progress of children in Years 1 to 6 were prepared and given to parents at the end of Term 2 and compulsory parent teacher interviews were also held in week 9 of that Term. 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. The aim of collaboration is to support teachers in meeting the individual needs of all students. School Support Officers (SSO) gain regular professional learning experiences and provide an important link in being able to provide quality learning activities that meet the needs of individual students.
Cross Curriculum

Literacy strategies
Literacy continued to be a significant focus at St Pius X in 2014. The key emphasis was on creating a school wide consistent approach to the planning and teaching of English sessions. This was achieved through the development of a Kindergarten to Year 6 programming template and professional development to support this. The NSW Australian Curriculum and Literacy Continuum also formed a major part of this learning and posters, along with appropriate furniture to support guided sessions were purchased for each classroom.

The staff were introduced to the DALWOOD Spelling Assessment Tool as a way to use data to effectively drive the teaching process. The need for the explicit teaching of spelling in short and sharp sessions was also recognised and evident in the new programming template. A statement of beliefs on spelling was drafted and was finalised in Term 4.

Parent workshops were offered on the reading process and this allowed for many of our volunteers to update their skills and work effectively within the classroom setting.

Technology supporting learning
2014 has once again been a year of significant growth with St Pius X, continuing as a leader for other schools in the implementation of learning technologies for the students, staff and parent community. The school has made improvements to the current school website and to make this an essential communication point for the parents and wider community. Some improvements have the use of the Schoolbag app, a parent calendar and album additions to the gallery covering a range of events at St Pius X, a parent help section and consolidating policy and procedures.

The Grade pages aided students learning in the classroom through access to interactive sites class gallery, reminders, Google calendar and Term curriculum notes. The staff have continued to use Google Drive as an online tool, which is hoped will be the main programming tool for future years. The use of Google folders for the new curriculum programming has allowed for collaboration, minimised the difference between classes and assisted staff in their compliance documents. The implementation of set templates and proformas across students learning is aimed to support staff in their work life.

St Pius X uses an effective team approach to assist in a number of technology areas through the ICLT Think Tank Team. This group continues to help with the rapid evolution and direction by researching and assisting in the purchasing, maintenance, professional development opportunities and overall evaluation of technology in the school.

This year the school purchased a number of devices to cater for the needs of Year 4 students and their families who have engaged in a 1:1 learning environment. Due to the success of this, the 1:1 program will become a permanent component of the Year 4 classroom. This now means from 2014 onwards, classes from Years 4 – 6 will cater for digital learners in 1:1 environment.
iPads have been utilised as an effective learning tool to aid access to the curriculum for the students with specific learning difficulties. The students were provided an iPad from their class pod and applications with a specifically matched to the child were purchased. School support officers were offered professional development with the use of these apps.

All classes are effectively using the software purchased last year to enable students to print from any device to their classroom printer and to also showcase their work on the class SmartBoard through Airserver, allowing immediate student feedback and showing skills and knowledge in a range of Key Learning Areas (KLA)s. Infant classes use a pod of 45 iPads in a 1:2 ratio as a tool to assist them in their learning. Co-learning opportunities in the iPad area to support staff, students and the parent community were offered throughout the year with support from CEO staff. This has added to the effective implementation to the learning environment in all classes. The school continues to offer Digital Citizenship workshops, handouts, website notices and reminders to help empower parent to reinforce responsible, respectful and safe use of technology whilst at home.

**Meeting the needs of all students**

At St Pius X we continue to strive to be a student centred school, providing learning and teaching experiences through small, guided groups with a specific focus to cater for the need of the individual student. These experiences are planned from quality assessment of students’ knowledge and skills. Staff use a variety of pedagogies, the NSW Syllabus for the Australian Curriculum and K-10 Continuum to facilitate quality learning and teaching experiences for all students in English and Mathematics. Through tracking students on the K-10 Continuum in English and Mathematics, teachers are able to meet the needs of individual students.

The provision for the diverse needs of learners continues to be a focus as part of our SRI process. This emphasis on students and their learning has been maintained and improved over the last five years. In 2014 all staff at St Pius X has completed online modules from the University of Canberra to support them in identifying students with disabilities. Staff has developed Learner Profiles to identify the strengths and weaknesses of the students with specific needs (support or extension) in their class and with support from CEO personnel, individual student learning plans were developed in collaboration with parents. The Individual Plans (IP) were implemented, progress monitored and assessed. A variety of resources including the use of technology were used to support the learning.

In 2014 the Managing Student Pastoral and Educational Concerns (MSPEC) School Team was formed and is responsible for monitoring students identified with specific learning difficulties in English and/or Mathematics and/or Behavioural and/or Social Skills. The MSPEC School Team members work closely with classroom teachers to support and assist them in their role of meeting the specific needs of all their students. A flow chart or Class Based Response to Student Learning Needs was developed to support teachers if they have a concern related to social, emotional and/ or academic well being of a student under their care.
In 2014, as part of the focus on diversifying learning, the school reviewed its Gifted and Talented practices – identifying, monitoring and learning opportunities. This involved the identification of students in Year 2, as well as any new students to the school, being assessed using the ACER General Ability Test (AGAT) assessment. High achieving student results were provided to parents and these students were given the opportunity to complete another assessment – the SLOSSAN Intelligence Test for Children. From this three students were identified as Gifted and Talented. In consultation with parents, classroom teachers and CEO support staff; Learner Profiles (as mentioned above) were developed. These profiles outlined areas of giftedness, strategies used by the teachers to meet the needs of these students including program modifications and reporting student progress through goal setting. Teachers received professional development in the form of staff meetings and release time with a CEO support staff, to investigate, develop and then implement these profiles.

During 2014 the school has once again been involved in the two Stretching Potential through Learning in Interactive and Challenging Environments (SPLICED) programs offered. This year eighteen students from Stage 2 and 3 participated in the program. These students were also offered many enrichment activities throughout the year to enrich their learning ranging from competitions to participation in University of Wollongong (UOW) Learning Labs offered in the holidays. The school has also been invited to have a team participate in the NSW da Vinci Decathlon, which will be run during 2015. This will once again provide gifted and talented students with an experience to build on their knowledge, skills and talents in a challenging learning environment.

St Pius X has worked hard this year at minimising differences between classes and therefore extra support has been given and modifications made to teaching practices in the area of Gifted and Talented Education. These have included compliant and accessible program templates which have a designated column for modification details of learning experience for G/T students, program supervision and support termly by the leadership team and G/T team members, technology implementation – modifying settings on apps and programs to be of a higher academic level, purchasing of higher Grade apps for individual students and simpler learning profiles that will be utilised during handover at the end of each school year.

Expanding 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 2014, which also had a large number of Kindergarten students participating this year. Those students who took the challenge were awarded with certificates in recognition of their achievements. Students in Years 2-6 were also given the opportunity to participate in the University of New South Wales Mathematics, English, Spelling, Computer and Science competitions. Students in Stage 3 were also invited to participate in the South Coast Public Speaking competition and the Christmas Art Competition organised by the Catholic Education Office of Wollongong and Sydney.
Sport
The community at St Pius X is involved in many sporting activities, including the weekend St Pius X Netball Teams and three major school sports carnivals: swimming, cross country and athletics. Students could also, if successful, participate in South Coast Diocesan carnivals. Stage 2 and 3 students participated in a number of gala days and visiting sports clinics throughout the year, including Dragon Tag clinic run by Australian Rugby League and the St George Illawarra Dragons and a cricket clinic for Years 2, 3 and 4, In2 Cricket

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 at a local, regional and a Diocesan level in public speaking. The school also offered students the chance to participate in SPX Factor, the school choir and ensemble group who are 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 travelled to Canberra in Term 3 to consolidate their learning about Government. The students visited Old and New Parliament House, the War Memorial and the Mint.

Due to the emerging knowledge and skills in ICLT by student and resources into technological devices effectiveness as a learning tool in the classroom, St Pius X put together a group of students whose special interest was technology (the SPX iTeam). These students assisted in keeping technology across the school updated, coordinated and assisted in events where technology was used and also helped with professional development of staff in the use of the iPad and some applications.
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

NAPLAN is implemented for students in Years 3 and 5 and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to

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 2014: % 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>3%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>13%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>17%</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>3%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</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) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

<table>
<thead>
<tr>
<th>NAPLAN 2014: % 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>94%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>93%</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>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>95%</td>
</tr>
</tbody>
</table>

Parent and Student Satisfaction

Parents

Parents were given the opportunity by means of a survey to provide the school with feedback on its performance in a number of key areas including quality of the teaching and learning, leadership and decision making, support of learning and relationships and communication. The information gathered from all those who responded was positive in each of the surveyed areas.

Approximately 60% of the families of St Pius X completed the survey. 100% of parents who completed the survey indicated that they felt that the school helped their child to develop a knowledge and understanding about Catholic tradition. Parents indicated that they felt that teachers were genuinely interested in the welfare of their child, made learning engaging and interesting and that the school provided a safe and supportive environment. Parents also indicated that St Pius X School helps their child be a safe, respectful and responsible technology user and the majority of parents agreed that there was effective educational leadership within the school.
The survey indicated that parents would like more information about the progress of their child’s education with only 53% of parents indicating that they receive helpful information about their child's progress and achievement with 38% responding unsure or neutral and 8% disagreeing. As part of the school action plan for 2015, teachers will regularly send workbooks home for parents in an attempt to ensure parents feel confident in understanding the academic progress of their child.

Students
Students in Stage 3 were provided with an opportunity to participate in an anonymous Student Survey. Of the total number of students in these two Stages, 97% of them completed the survey.

The vast majority of students agreed with the following statements: I am proud of my school, My teachers make learning interesting and clearly explain what students are learning, Students at SPX are encouraged to achieve to the best of their ability, My teacher helps me to become a responsible, safe and respectful technology user; Students get to help make decisions about things like school rules and student activities.

Staff
The staff acknowledged the effective collaboration to minimise the differences between classes. They have highlighted the benefit of teaching proformas curriculum mapping and consistency in creating a positive learning environment for students. A highlight for the staff and community was the celebration to acknowledge our retiring librarian.