About This Report

St Pius X Catholic Primary School, Unanderra is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) and managed by Catholic Education, Diocese of Wollongong (CEDoW). The CEDoW 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 CEDoW. This Report has been approved by CEDoW to ensure compliance with all the 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 2016.

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

St Pius X Catholic Primary School
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Unanderra  NSW  2526
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Fax:  (02) 4272 2954
Email:  info@spxudow.catholic.edu.au
Website:  www.spxudow.catholic.edu.au
Parish Priest:  Father Graham Schmitzer
Principal:  Philip Moore
Date:  2 December 2015
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 by providing a wide range of experiences that foster the individual differences of each student. The implementation of class meetings across the school and the effective partnership with CatholicCare ensures we continue to provide a school where students are Safe, Responsible and Respectful.

During 2015 school year The Mackillog Block had an additional 2 classrooms completed to accommodate the Year 4 students 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 this was recognised through the Cyclic Review which took place in May. Fr. Graham took up the position of Parish Priest at Easter this year.

Parent Involvement

Throughout 2015 Parents continued to contribute to the St Pius X school community with their time and fund raising activities. St Pius’ strong school community is well known in the local neighbourhood and is a true reflection of the time Parents, Grandparents and Carers give generously to enhance the children’s school experience. Volunteering in the school canteen, organising various school events such as Huff and Puff, Mother’s and Father’s Day stalls, Milkshake Day and a Sausage Sizzle. The annual school Fete was held in April. It was a beautiful day, and the children will benefit from the generous contribution of funds raised towards reading, numeracy and upgrading classroom furniture. Unfortunately, due to school building improvement works, there will not be a Fete held in 2016. The Parents & Friends’ Association (P&F) have begun planning to organise some alternate fund raising activities, such as a twilight event. Students were excited when parents/carers and grandparents participated in events such as classroom open days, school excursions, sports carnivals and Grandparents day. It was great to see parent involvement in cooking a sausage sizzle for the children on one of the days where the canteen would have been otherwise closed.

Parents and Friends Association President

Student Leadership

Our last year of primary school has created wonderful memories for us to cherish for years to come. We have been fortunate enough to be involved in a lot of things that have helped us to grow as the year has progressed. We experienced many people who are great inspirations and we got to be them in our first big task, Night of the Notables. We got our first taste of real work with deadlines and no exceptions. It was tough at times, but overall it was really worth it. Another great experience was when we travelled to Stanwell Tops. We learnt new leadership skills and
made new connections with different people in our Grade. This experience both at the start of the year where it was nearly rained out and in Term Three when we visited again were great and helped us with our leadership.

This year we had different leadership groups based on our skills and talents with different roles for each of them. All the roles were equally important and together we all made a difference to the school in one way or another. Year 6 was fortunate enough to be included in a vast variety of activities such as, being leaders and role models to our buddies, the school Fete, Gala Days, Remembrance Day, Grandparents’ Day, meeting with the Bishop and sadly the last Book Week we would be involved in at St Pius X. We especially loved the Buddy Program because we got to be involved with the start of the Kindy’s journey at St Pius X even though ours was coming to an end. The whole of Year 6 has bonded together and been each other’s rock. It feels like only yesterday we started in Kindergarten and we were just meeting each other. We have loved our final year at St Pius X, grown stronger and became a team rather than individuals. We have been privileged to lead St Pius X and we wish the 2016 school leaders the best of luck throughout next year.

2015 School Captains

School Profile

School Context

St Pius X 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 306

The school 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. The staff is experienced and have been relatively stable with several long term staff recently retiring. The school has maintained a consistent focus on developing a child-centred collaborative learning environment through working with staff to minimise the differences between classrooms. The school has developed effective links with the Parish and has maintained a positive relationship with the clergy. The school has changed physically with the completion of the MacKillop Centre and two new classrooms. Currently, further building works are being undertaken to prepare for a further submission to the Catholic Block Grant Authority, this is to ensure that the school continues to provide for the learning needs of the students as we move forward into the 21st Century.
### Student Enrolments as at August 2015 Census

<table>
<thead>
<tr>
<th>2015 enrolments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>163</td>
</tr>
<tr>
<td>Girls</td>
<td>143</td>
</tr>
<tr>
<td>Total</td>
<td>306</td>
</tr>
<tr>
<td>Indigenous</td>
<td>1</td>
</tr>
<tr>
<td>LBOTE</td>
<td>36</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](http://www.spxudow.catholic.edu.au) and the CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Policy in 2015.

### Student Attendance

<table>
<thead>
<tr>
<th>2015 Attendance</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>95.0%</td>
<td>92.8%</td>
</tr>
<tr>
<td>Year 1</td>
<td>94.1%</td>
<td>94.6%</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.0%</td>
<td>93.0%</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.2%</td>
<td>93.8%</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.0%</td>
<td>94.0%</td>
</tr>
<tr>
<td>Year 5</td>
<td>95.7%</td>
<td>94.1%</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.2%</td>
<td>94.6%</td>
</tr>
<tr>
<td>Whole school</td>
<td>94.1%</td>
<td>94.0%</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, monitor part or whole day absences.

School rolls are marked daily and absentees are notified by parents/guardians through a signed note from the parent, email, phone call, parents advising office staff. In following the Diocese of Wollongong Student Attendance Procedures the Principal or appointed staff member will follow up on unexplained absences daily by email to parents/guardians. Students who have a substantial amount of days off or who are late and leave early on a regular basis will also be contacted.
**Staffing Profile**

There are a total of 21 teachers and 7 support staff at St Pius X Catholic Primary School. This number includes 10 full-time, 11 part-time teachers.

**Teacher Standards**

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

<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

**Teacher Attendance and Retention**

The average daily teacher attendance rate for 2015 was 97.6%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2014 to 2015 was 91%.

**Professional Learning**

During 2015 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 involving 31 staff.
   These days focused on:
   - CEDoW Policies
   - Staff Spirituality Day - Journey
   - Mathematics
   - School Review and Improvement
   - First Aid Training

B. Other professional learning activities provided at school level including CEDoW run courses:
   - School Wide Positive Behaviour 4 Learning (SPB4L) (4 staff)
   - Learning Technologies (2 staff)
   - Master Class Coaching (1 staff)
   - Coaching Accreditation (2 staff)
   - Mathematics and English Leaders Day (3 staff)
   - System Focus Day (2 staff)
   - Lamplighter Course (3 staff)
   - MSPEC (2staff)
   - Australian Early Development Project (2 staff)
● Reading Recovery (1 staff)
● School Compliance and Accountability (1 staff)
● Australian Curriculum (2 staff)
● Equal Opportunity for Women (1 staff)
● Spiritual Animation Project (2 staff)
● Gifted Education (1 staff)
● Oliver Training Library (1 staff)
● Sentral Training (4 staff)
● Best Start (2 staff)

The average expenditure by the school on professional learning per staff member was $435. In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of $488.

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. The students regularly attend the Immaculate Conception Parish Mass on Friday mornings.

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 done through Religious Education and the example of their teachers and parents. All classes use the Wollongong Diocesan Religious Education Syllabus. All teaching staff from Kindergarten to 6 further developed pedagogical practices in storytelling. Teachers’ link knowledge and tradition with the children’s own lives, allowing them to journey in their personal relationships with God.

Understanding Faith is an online Religious Education (RE) resource, which was trialled in Years 3-6 throughout 2015. This resource has proven to be an effective way to engage students and enhance the teaching and learning in RE lessons. It has been aligned with the current RE Curriculum.

Our staff development day in Term 4 focused on Liturgical Celebrations and was facilitated by members of the Catholic Life Education and Mission (CLEM) Team from the CEDoW office. Staff were given support to develop an understanding of how best to prepare and enhance liturgies and Masses.

A student Liturgy Leadership Team was formed in 2015. This Team consisted of 6 Year 6 students who worked with the RE Coordinator to prepare liturgies and Masses and support the numerous
events throughout the year such as; launch of Caritas’ Mission Month, St Pius X Feast Day and Catholic Mission’s Socktober appeal.

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 – Crazy Sock Day raised money for those in need in Madagascar.

The Lenten Program Arise was offered for staff during the season of Lent. A number of staff met weekly to form a Lenten prayer group. During Advent the Beloved Program will be used as a focus for regular prayer gatherings. During 2015 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 prior to them receiving the Sacraments. A twilight retreat was held for the students preparing for Confirmation in the St Joseph’s room and the Church. The students in Year 3 attended retreat day in the school hall.

In the Diocese of Wollongong A number of students engaged in the Stretching Potential Through Learning in Interactive and Challenging Environments (SPLICED) program which caters for gifted students. The focus on the program was on Art and Literacy and was based on the celebration of the 500th Anniversary of the Birth of St Teresa of Avila. Students engaged in writing reflections, lyrics, poetry and creating art celebrating the work and teachings of St Teresa of Avila.

In Term 3, Year 6 students had the opportunity to participate in the Diocesan Year 6 Mass and Gathering with other Year 6 students across the Diocese. This was hosted at St Paul’s Parish Church, Albion Park. Bishop Peter Ingham celebrated the Mass and was able to interact with the students informally following the celebration.

A number of students from Years 5 and 6 entered the annual Christmas Story Art Competition and Exhibition and had their artworks displayed in Wollongong City Art Gallery. St Pius X seeks to promote its own Catholic Identity in the tradition of the Catholic Church. All staff work towards promoting faith development through the provision of a quality RE curriculum. Staff received professional development in Religious Literacy, RE curriculum and Assessment Practices in RE. The staff continued their faith formation through participation in Spirituality Formation Programs such as Lamplighters. Four of the staff members have continued with the Lamplighters program in 2015.
Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2015. The school cohort in 2015 consisted of 31 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 24 August 2015 and 33 completed the Extended Task (Part B). The Extended Task was based on the Unit: Creation: One with God’s Creation and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending.

Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their:

- knowledge of scripture stories and images,
- ability to identify a gift and describe how they share their gift with others - 100%,
- understanding of how to respond to and place their trust in God.

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:

- identify the key times of the Liturgical Year,
- recall and sequence the key events of the Emmaus story; and
- identify Jesus’ example of service to others.

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

For Part A, 3.20% of students were placed in the developing level, 64.50% in the achieving level and 32.30% were in the extending level.

For Part B, 3.00% of students were placed in the developing level, 66.70% in the achieving level and 30.30% were in the extending level.

Combining Parts A and B, 6.50% of students were placed in the developing level, 64.50% in the achieving level and 29.00% were in the extending level for Religious Literacy.

School Review and Improvement

School Review and Improvement (SRI) 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 2015

- Key Area 1 Catholic Life and Religious Education
  1.1 Vision and Mission
Goal: By the end of Term 3 our Vision and Mission will be evidenced in signs and action within classrooms, playground school and wider community.

- **Key Area 2: Students and Their Learning**
  2.3 Reporting student achievement

  Goal: A comprehensive written report on student achievement will be provided to parents twice per calendar year.

- **Key Area 3 Pedagogy**
  3.1 Curriculum provision

  Goal: In 2015, Explicit Teaching practices outlined in the CEDoW guidelines for English, Maths and SPB4L will be implemented to minimise the differences between classrooms.

- **Key Area 4 Human Resources Leadership and Management**
  4.5 Overall compliance with legislation and other requirements

  Goal: The implementation of Australian Professional Standards for Teachers in 2015 are part of the school’s culture of compliance

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

  Goal: The school budget supports implementation plans for curriculum provision, furniture and ICT

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

  Goal: St Pius X is characterised by a welcoming inclusive culture where parents are actively involved in their child’s education.

**School Review and Improvement components to be reviewed and rated in 2016:**

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

  Goal: Utilising creative scripture activities to enhance student faith development

- **Key Area 2 Students and Their Learning**
  2.1 Educational Potential

  Goal: Consolidating teaching in Science syllabus

- **Key Area 3 Pedagogy**
  3.4 Planning, Programming and Evaluation
  3.7 Professional Learning
Goal: Preparation for introduction of History/Geography syllabi in 2017

- **Key Area 4 Human Resources Leadership and Management**
  4.3 An ethical workplace culture

- **Key Area 5 Resources, Finance and Facilities**
  5.2 Use of resources and space

Goal: Building masterplan submission

- **Key Area 6 Parents, Partnership, Consultation and Communication**
  6.2 Reporting to the community

**Financial Summary**

During 2015 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 following are the major expenditure for St Pius X for 2015:

- Technology: approximately $20,000 - including smart televisions, printers, MacBook computer, sound system and robotics;
- classroom furniture approximately $18,000;
- reading resources approximately $7,500;
- Mathematics and Science Resources $6,000;

Maintenance on the building and equipment including electrical, plumbing, tree care, gutter cleaning and ground maintenance cost approximately $20,000, while the cost for ongoing utilities including electricity, telephones, water, security and waste removal cost approximately $35,000.

In late 2015 the library will be converted into a classroom and library area and the double story building will be demolished, funds have been set aside to complete these renovations and move joinery from the double story building into classrooms.

The following graphs reflect the aggregated income and expenditure for St Pius X Catholic Primary School, Unanderra for the year ended 31 December 2015. This data is taken from the 2015 financial return to the Australian Government, Department of Education and Training.
Student Welfare

Student leadership was promoted throughout the year and the Year 6 students formed leadership groups in the following areas: hospitality, the environment, information, communication and technology, liturgy and student support. These groups supported the school community and were visible in many aspects of school life.

The Student Representative Council were effective in running assemblies, liturgies and other initiatives such as school discos. The school’s Buddy System also worked well this year with the Year 6 students assisting Kindergarten children transition effectively into school life.

As part of a whole school approach to providing a safe and friendly school environment, regular class meetings took place. These class meetings provided a safe forum for the students to discuss issues and the strategies needed to solve problems. They also supported our SPB4L initiatives. The school’s SPB4L program is now in its fourth year and clearly outlines the school’s approach to ensuring that all students are safe and that the school rules: Be Respectful, Be Responsible and Be Safe were well understood and followed by all students.

Every Monday a counsellor from CatholicCare is employed at St Pius X. The counsellor’s role is to offer individual support to children identified at need. The counsellor also worked closely with teachers and the Principal to address student welfare concerns. In conjunction with this several formal programs have been offered for the second year to the students including:

● Year 4-5 students participated in a “Mindfulness” program that encourages children to be mindful of others in their listening, speaking and actions;
● Year 6 girls were involved in a program known as “MPower Girls”. This program aims to equip young women with a range of effective problem solving and coping strategies.
● Year 6 boys have been engaged in a program known as “Best Foot Forward” which explores conflict resolution, problem solving skills, compromise and negotiation skills.
● A Group Worker from CatholicCare completed the Everyday Peacemakers Program with Year 3 Students, encouraging positive relations amongst students.
• The Year 6 Students also participated in an Embracing Transition to High School. This program offered practical support and advice to those entering High School.

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* is 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 our commitment to ensuring safe and supportive environments for school communities. These documents can be found on the CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2015.

In compliance with the *NSW Reform Act 1990*, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.

**Learning and Teaching**

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**Curriculum and Pedagogy**

The NSW Board of Studies, Teaching and Educational Standards (BOSTES) Syllabus Documents, in conjunction with the Diocese of Wollongong Religious Education Curriculum underpins learning and the formation of quality teaching programs at St Pius X Unanderra. Learning is outcomes based and focuses on the following Key Learning Areas (KLAs): Religious Education, English, Mathematics, Science and Technology, Human Society and Its Environment (HSIE), Creative Arts and Personal Development Health and Physical Education (PDHPE). This year saw the implementation of the NSW Syllabus for the Australian Curriculum in Science and Technology.

**Assessment and Reporting**

In 2015 there was a staff focus on knowing our students and how they learn. A key component of this was a focus on quality assessment. These assessments allowed teachers to gauge where their children were at and where they needed to take them to next. An Assessment Schedule for Literacy and Numeracy across Kindergarten to Year 6 was developed, to ensure consistency between classes and included the use of several tools including the DALWOOD Spelling Assessment and PAT Maths and Comprehension. The use of these formalised tests, in conjunction with quality assessment for, of and as opportunities has assisted teachers in planning whole class and guided experiences.

Year 3 and Year 5 students participated in the National Assessment Program - Literacy and Numeracy (NAPLAN). Parents received a comprehensive analysis of student’s results from this. Data from NAPLAN was used within the school context to address the learning needs of students, track growth patterns from years 3 to 5 and to establish areas of strength within the school and also areas that needed future focus.

The Diocesan A-E reporting system, as mandated by the Federal Government was used to inform parents of student progress. Year 1 to 6 received a formal report in June and December and all classes across Kindergarten to Year 6 held compulsory Parent Teacher interview sessions. These sessions aimed to provide feedback on where their children were at in their learning and setting
realistic goals for future progression. Stage Three students were encouraged to attend these sessions and take an active role in their learning.

Kindergarten children received a formal report in Term 4, in line with Diocesan Guidelines. Term 4 interviews were optional across Kindergarten to Year 6 and parents and teachers were encouraged to request an interview if necessary.

**Technology supporting learning**

The school uses the school website as an essential communication point for the parents and wider community. The use of the Schoolbag app, parent calendar, photo gallery of events, a parent help section and information policy and procedures.

Staff have continued to use Google Drive as an online tool especially with programming and group collaboration. The use of Google folders for the new curriculum, programing has allowed for collaboration, minimising the differences between classes and assisting staff in their compliance documents. The implementation of set templates and pro-forma’s across students learning is aimed to support staff in their work life.

iPads have been utilised as an effective learning tool across the whole school. With Kindergarten to Year 2 using school owned 1:2 devices. Students in Year 3 are using laptops and will be transitioning to iPads as the laptops deteriorate. Students in Years 4-6 are using student owned 1:1 device’s. Students with learning needs are also assigned their own iPad to aid access to the curriculum for these students with specific apps for their needs.

Throughout the year St Pius X has purchased the following items to maintain and upgraded our technology infrastructure:

- Edison Robots as an IT tool to foster teamwork, problem solving and collaboration.
- New Smart Television to replace broken SMART boards.
- A new network server
- Replacement printers
- Upgraded Random Access Memory for every MAC Mini.
- An updated audio system in the hall.

All classes are capable of printing from any device to their Grade printer and can showcase their work on the class SmartBoard or TV through Airserver, allowing immediate student feedback and showing skills and knowledge in a range of KLAs. The school continues to offer digital citizenship workshops, handouts, website notices and reminders to help empower parents to reinforce the responsible, respectful and safe use of technology.

**Cross Curriculum**

Literacy has continued to have a strong focus at St Pius X Unanderra. In line with our school aim of minimising the differences across the classes a purchasing plan has been put in place that has seen a variety of high quality resources ordered for the classrooms, including new levelled readers for the infants’ classrooms and *conundrum tables* across Kindergarten to year 6 which support small, guided group work.
Classroom teachers have continued to plan experiences that have allowed opportunities for Modelled, Guided and Independent experiences. The K-10 Continuum has been used effectively in classroom to plot students’ progress and plan effectively for future learning. All classes across Kindergarten to Year 6 enter this data on the Sentral data base.

A Reading Volunteer workshop was offered to parents in Term 1 to support parents with Home Reading and also allow parents to be effective classroom volunteers. Our focus on minimising the differences between classrooms has extended to a whole-school revision of Mathematics instruction for K-6. In order to achieve this, the 4 components of the Mathematics lesson have been reviewed and clarified with teachers. This creates a clear, agreed understanding of the practices required during each lesson component, their specific purpose in the learning and teaching process, and means consistent, uniformed sequence within Mathematics lessons across the school. These 4 main components, have been explained to students and are clearly displayed in all classrooms.

All Mathematics instruction is informed by regular classroom assessments, either informal through observations and work samples, or formal tasks or assessments. This year we purchased a standardised test, PAT-Maths, which will be used to add to the wide-range of data teachers collect to guide their professional judgement when planning instruction. To support these decisions, teachers regularly plot students’ progress on the K-10 Numeracy Continuum and utilise this resource on the Sentral database to plan effective whole-class learning goals, small group Guided Numeracy lessons and daily Guided Intervention lessons that meet the diverse needs of learners.

Regular modelled and guided teaching practices allow teachers to demonstrate a range of mathematical strategies and support student learning efficiently and effectively.

This year we have re-stocked key resources for the teaching of the Number strand and ensured that these are well-organised for all classrooms.

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.

The Provision for the Diverse Needs of Learners continues to be a focus as part of the School Review and Improvement (SRI) process. This emphasis on students and their learning has been maintained and improved over the last five years. In 2015 all staff at St Pius X have completed online modules from the University of Canberra to support them in identifying students with disabilities. Learner Profiles are used to identify the strengths and weaknesses of the students with specific needs (support or extension) in their class and individual student learning plans were developed in collaboration with parents. Personal Plans (PP) were implemented, progress monitored and assessed regularly. A variety of resources including the use of technology were used to support the learning.
In 2015 the Managing Student Pastoral and Educational Concerns (MSPEC) Team has been 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 supports teachers if they have a concern related to social, emotional and/ or academic well-being of a student under their care.

During 2015 the school has once again been involved in the two SPLICED programs offered. This year students from Stages 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 Learning Labs* offered in the school holidays. A school team participated in the NSW da Vinci Decathlon, and in 2016 we will participate in this excellent opportunity for Gifted students.

St Pius X has continued to work hard at minimising differences between classes and therefore extra support has been given and modifications made to teaching practices. These have included compliant and accessible program templates which have a designated column for modification details of learning experience for Gifted and Talented students, program supervision and supported by the leadership team.

**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 2015, which also had a large number of students participating from all Grades. 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, Digital Technologies and Science competitions. Students in Stage 3 were also invited to participate in the South Coast Public Speaking competition and Christmas Art Competition organised by the CEDoW and CEO Sydney. Students identified as gifted also took part in the Da Vinci Decathlon.

**Sport**

The community at St Pius X were involved in many sporting activities, including the 3 major school carnivals: swimming, cross country and athletics. Students could also, if successful, participate in South Coast Diocesan carnivals. Stages 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 3, 4 and 5, run by the Western Suburbs Cricket Association. There was also an Australian Football League group who ran multiple clinics for Stage 3.

**Other**

Students have had access to extra-curricular 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 as well as participating in the City of Wollongong Eisteddfod where they placed first for junior vocal
choirs. Students also attended educational excursions to introduce or consolidate classroom work. Year 5 travelled to Canberra in Term 3 to consolidate their learning about Government, visiting Old and New Parliament House, the War Memorial and the Mint.

**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 support the enhancement of literacy and numeracy outcomes for all students. The students in Year 3 mean scores were at or above the State average in all aspects of the NAPLAN tests for 2015. Spelling and Numeracy remain a focus for student improvement goals for the new school year.

The students in Year 5 mean scores were at or above the State average in all aspects of the NAPLAN tests for 2015. Students in Year 5 have improved their representation in the top two bands in Grammar and Punctuation and Writing. Ensuring student reach learning growth targets across all aspects of the NAPLAN tests remains an improvement focus.
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.

| NAPLAN 2015: % in Bands | YEAR 3 | | YEAR 5 | |
|--------------------------|--------|------------------|--------|
|                          | Bands 1 and 2 | Bands 3 and 4 | Bands 5 and 6 | Bands 3 and 4 | Bands 5 and 6 | Bands 7 and 8 |
| **Reading**              |         |                 |         |         |         |         |
| School                   | 2%      | 44%             | 53%     | 6%      | 54%     | 40%      |
| National                 | 13%     | 39%             | 48%     | 20%     | 47%     | 33%      |
| **Writing**              |         |                 |         |         |         |         |
| School                   | 0%      | 47%             | 53%     | 4%      | 77%     | 19%      |
| National                 | 9%      | 44%             | 47%     | 19%     | 62%     | 19%      |
| **Spelling**             |         |                 |         |         |         |         |
| School                   | 11%     | 38%             | 51%     | 4%      | 54%     | 42%      |
| National                 | 16%     | 43%             | 41%     | 17%     | 50%     | 33%      |
| **Grammar & Punctuation**|         |                 |         |         |         |         |
| School                   | 11%     | 27%             | 62%     | 8%      | 52%     | 40%      |
| National                 | 13%     | 35%             | 52%     | 18%     | 46%     | 36%      |
| **Numeracy**             |         |                 |         |         |         |         |
| School                   | 9%      | 53%             | 38%     | 10%     | 56%     | 33%      |
| National                 | 17%     | 49%             | 34%     | 18%     | 55%     | 28%      |
### 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 2015: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
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<td>Grammar &amp; Punctuation</td>
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### Parent, Student and Staff Satisfaction

Through the Cyclic Review process earlier in the year that parents indicated a high level of support and confidence in the school leadership. Parents expressed that they felt welcomed and included and a desire to be even more involved in discussing school planning and development issues.

The students interviewed demonstrated a great pride in the school and felt they were given excellent opportunities within a caring and safe Catholic environment.

The staff are a cohesive group who strive to minimise the difference between classes through engagement in professional discussion, planning and reflection on goals to ensure consistency of teacher judgement.