

# 2016 Annual School Report to the Community

## St Pius X Primary School Dubbo

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Principal Mrs Heather Irwin



### Principal's Message

St. Pius X is part of a witnessing Catholic community that includes the school community of staff, children and parents, the Parish and the wider community. Catholic values are enunciated and practised to create an atmosphere of love that provides children with a safe and secure environment of total acceptance.

We offer quality Catholic education from Kinder to Year 6 because we have dedicated teachers who make learning exciting and meaningful for children.

We are very proud of the happiness that filters right throughout our school community which is due to the fact that everyone works tirelessly to promote a sound and caring pastoral care program for our students and parents and a friendly and welcoming atmosphere of hospitality to all. "Active happiness" should be the most distinctive characteristic of a Christian, Saint Paul teaches.

Our Annual Development Plan outlines policies and informs parents and the community of the school performance and the improvements that have occurred in the teaching and learning.

### Parish Priest's Message

Catholic schools and institutions must reflect the moral and religious principals on which they were established - universities, schools and hospitals - must be "genuinely Catholic" and conform to official teaching on "respect for human life, marriage and family and the right ordering of public life". As we acknowledge the help and financial support of the government we must always maintain that independence which allows us to see that the "utmost importance" in Catholic institutions is that we be "Catholic in our self understanding and Catholic in our identity" JP II

This remains the great challenge facing Catholic institutions in Australia today. As Catholic schools operating within the Catholic Parish of St Brigid's we are called to work ever more assiduously to embrace the Gospel message of Christ and his teaching as passed on to us through His Church and to reflect these values in every aspect of our school life.

We thank our teachers and staff for taking the Gospel imperative to teach the truth in its fullness.

Fr Greg Kennedy

### Parent Body Message

St Pius X Parents and Friends Association provides a vital link between the parents of St Pius X and the school. Apart from a variety of fund raising activities, the committee also organises a number of social functions for the school community and gives parents an opportunity to participate in the education of their children.

A highlight of the social calendar is the annual Trivia Night, this enjoyable social night gives parents and teachers and the wider community a great opportunity to interact on a social level. This night also serves as a major fund raiser for the committee. Other events in the past have included a Golf Day which has great community participation and we are thankful to our sponsors for their support.

The P and F is very grateful for the support it receives each year from the students, parents, teachers and the Dubbo community as a whole.

### Student Body Message

At St. Pius X School we have a student Representative Council. The Council is made up of students from Kindergarten through to Year 6.

Our school SRC formed in 2015. One member is elected from each class every six months. Students are nominated by their class mates. Our school Captains and House Captains also belong to the SRC.

Two teachers coordinate and organise the SRC. We meet approximately three times a term during lunchtime.

Each member is given a badge and a book to record ideas and suggestions for meetings. Each member is also allocated a duty to be responsible for within or school.

At meetings we discuss our duties, any points for discussion from our respective class members and any upcoming events. After meetings have been held we report back to our class members.

During the past couple of years we have been constructive in the organisation of fundraising for Sr. Alex and her Missionary work, sponsoring students in Papua New Guinea, organising Harmony Day and our schools feast day activities, conducting Values Education and Anti-Bullying activities at assemblies, hampers for St. Vincent De Paul and Save the Rhinos Appeal.

The SRC have achieved many things.

SRC Year 6

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## SECTION TWO: SCHOOL FEATURES

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St Pius X Primary School is a Catholic systemic Co-Educational School located in Dubbo.

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St Pius X opened in 1973 as a single stream K to 2 Catholic School situated at the corner of East and North Street in West Dubbo. The foundation Principal was a Sister of Mercy. St Pius X has celebrated over 40 years of providing Catholic education to Dubbo children.

In 1982 St Pius X became a K to 6 school. The extensions were officially blessed and opened by the most Reverend Bishop Thomas of Bathurst on 18th April 1982.

Thanks to the P21 BER program, we were able to have brand new toilets and a covered shelter area adjacent to the infants classrooms. We have a state of the art Library, a new classroom, refurbished Admin building and interactive white boards in every classroom. We also have an I.C.T. Centre.

The top playground is paved and landscaped with attractive shrubs. To protect children from the sun we have a sheltered paved area for quiet play.

Our annual concert was the St. Pius X Carnivale which depicted Latin American dancing. Each class performed a different dance - Kindy - Mexican Hat ; Year One - Cuban : Year Two - Samba : Year Three - Salsa : Year Four - Capoeira : Year Five - Cha Cha : Year 6 - Tango

Enrolment: We now have 191 students.

The essential requirement for enrolment and continuing enrolment is adherence to school policies, full participation in the Catholic practices of the school and that parents/guardians provide supporting documentation when enrolling their child.

Prospective parents can access an enrolment pack by contacting the school or from the school website.

Enrolment acceptance can only occur after an interview with the Principal. The Principal will then make the final decision regarding enrolment.

Staff: The staff of 17 includes the Principal, 4 full time teachers, 3 in a job share position, 3 part time teachers (including Teacher-Librarian, Support Teacher, 1 Executive Release Teacher), 5 part time Teacher Assistants, 1 full time Secretary, 1 Maintenance/Groundsman, 1 Cleaner.

We have one indigenous member of staff who is an Aboriginal Education Worker.

Our school motto "Living is Giving" is truly indicative of the spirit which exists at St. Pius X.

### Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016:

Girls	Boys	LBOTE*	Total Students
98	103	8	201

\* Language Background Other than English

### Enrolment Policy

The school enrolment policy has been developed in the context of government, system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Diocesan school fee, the Diocesan Family Building Levy and local fees and charges.

Detailed information about enrolment at the school is available from the school administration office.

### Student Attendance Rates

The average student attendance rate for 2016 was 93.76%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94.89%
Year 1	94.26%
Year 2	94.21%
Year 3	92.45%
Year 4	94.23%
Year 5	94.30%
Year 6	91.97%

### Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their learning. The School, in partnership with parents, is 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 staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Executive Director of Schools (or designated CEDB Officer) is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

## SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
13	11	24

\* This number includes 7 full-time teachers and 6 part-time teachers.

Percentage of staff who are Indigenous	4%
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### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Education Office Sydney. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The School held the equivalent of five staff developments days this year with areas of focus as follows:

<b>Term 1</b>	General school policy and edited policies
<b>Term 2</b>	Jolly Grammar, MCCL
<b>Term 3</b>	Google Training for all staff
<b>Term 4</b>	Principal's Conference, A.P. Conference, STEM Conference, Google Training, Kinder Ready for Learning, MCCL Training

Some of the professional development which staff attended during the year are: Science, Guided Reading, QELI, Writing, Live Life Well, Principals Conferences, AP Conferences, PLC Academy and STEM conference.

### Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the Board of Studies:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	13
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

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## SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

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Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The School follows the Diocesan Religious Education Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Bishop of Bathurst.

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Our vision for St. Pius X school community is that in providing a quality, positive, learning environment, all children will reach their true potential and be witnesses to the Catholic faith.

### Mission Statement

- \* To be a witnessing Catholic community where values are understood, enunciated and practised by staff and pupils
- \* To create an atmosphere of love in which the child will feel secure and accepted and so be able to develop his/her individuality to his/her potential
- \* To guide the children's learning experiences so that they acquire the appropriate knowledge and skills to satisfy curriculum requirements
- \* To provide experiences that will foster the total development of the child
- \* To help the children realise that they compete for the personal satisfaction that competition provides and not just for the winning

### Schedule of Liturgies

Generally children will experience one or two whole school liturgies each term, corresponding with the opening and closing of school each year and special feast days and occasions

Each class will have the opportunity of preparing a grade Mass or liturgy approximately once per year

The whole school will attend one Mass per term in St. Brigid's Church if possible.

### Preparation of Liturgies

The task of preparing whole school liturgies is shared responsibility across all the teaching staff. Two or three staff members work in a small team and take particular responsibility for key features of the liturgy (e.g. hymns, liturgical movement)

Grade teachers organise grade Masses and are responsible for preparing their children for Reconciliation and for leading the Mass

A series of Personal Development classes is conducted by the class teacher using the CEO Diocese of Bathurst Programme. For example themes covered in the Year 5 include:

- \* Building self esteem
- \* Decision making
- \* Feelings
- \* Peer Pressure
- \* Child Protection: "You can say No!"

In association with all initiatives in the field of Personal Development there will be an element of parental consultation and education before the unit of work is taught.

Students in Years 6 and 8 in Catholic schools in the Diocese of Bathurst undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions.

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Our School's average result (as a mark out of 50)	
Year 6	34.48

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and](#)



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## SECTION SIX: CURRICULUM

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The school provides an educational program based on, and taught in accordance with the BOSTES syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Education Office Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEO personnel. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

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The Key Learning Areas meet the Board of Studies requirements.

We have programs that are designed specifically by the class teachers, parents, support teacher and outside consultants such as speech pathologists, occupational therapists and physiotherapists, for a child with Down Syndrome, children with special language disorders, children with cognitive disabilities and occupational therapy needs.

This year has been one of successes with the Multilit, Minilit, and Quicksmart programs. These programs have certainly addressed student needs in the areas of Literacy and Numeracy. Teachers focussed on building phonic knowledge, high frequency word acquisition for decoding, grammar and punctuation for fluency, expression and good intonation. Home reading in the lower grades and Premier's Reading Challenge were encouraged.

Individual teachers differentiate the curriculum for Gifted and Talented students. We also have individual programs delivered 1:1 to NESB students.

This year our Professional Learning Community at St. Pius X focussed on the Reading strand of the English curriculum. The school purchased 4 new PM assessment kits with one kit per stage. All children were assessed on the new material and levels were reset using more stringent comprehension and new protocols for determining levels. This gave a more accurate view of which areas of reading needed extra attention.

All classes go on excursions to the Western Plains Cultural Centre for art lessons. This experience is invaluable as children are taught a variety of skills. Excursions to the Tiered Theatre occur when children from all classes are taken to live shows in conjunction with the units they learn in English and the Creative Arts.

Implementation of the new English Curriculum is very successful with staff collaborating in stages when programming and designing proformas so that all aspects of the English Curriculum are covered.

The units of English were integrated with some History. This saved time for creative work and rich tasks to occur.

We continue to use the Live Life Well and Crunch N Sip programs, and a 4 week Gymnastics Program.

Our community service activities included: Mercy Mission in Sri Lanka and St. Vincent De Paul hampers, Relay for Life, and Caritas.

## SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	33.00%	53.00%	15.00%	10.00%
	Reading	39.00%	48.00%	6.00%	11.00%
	Writing	64.00%	49.00%	3.00%	6.00%
	Spelling	48.00%	46.00%	9.00%	12.00%
	Numeracy	24.00%	36.00%	12.00%	13.00%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	33.00%	36.00%	8.00%	15.00%
	Reading	25.00%	35.00%	8.00%	16.00%
	Writing	13.00%	17.00%	0.00%	18.00%
	Spelling	25.00%	30.00%	17.00%	17.00%
	Numeracy	17.00%	28.00%	4.00%	17.00%

### Student Welfare Policy

*"This is what the Lord asks of you: only this, to act justly, to love tenderly and to walk humbly with your God".* Micah 6:8

Each child will be encouraged to develop a special, personal relationship with God.

Parents, School and Parish work in partnership as a shared ministry to engender and affirm the Catholic Faith according to the appropriate level of a child's faith development.

Children will be valued, active members of a Spirit-filled Faith Community. This encompasses the initiation and immersion into the Sacramental life of the church, rich liturgical experiences and frequent opportunities for prayer.

As Christians we develop a sense of responsibility to actively witness and share our faith, particularly in the fostering of gospel values in the wider community.

By developing an awareness of the value of God's creation, we will foster a responsible, balanced attitude towards the community and the environment.

Fostering self-esteem is essential for the cognitive development and education of the 'whole person'. Children need to be allowed to grow as valued members of the school community.

The full text of the School's Pastoral Care Policy may be accessed on the School's website or at the administration office.

### Discipline Policy

Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School.

### Discipline Policy

*"I have come that you may have life and have it to the full"* (John 10:10).

The mission of Christ becomes a reality for us only when each individual respects his/her own worth and dignity and accepts his/her responsibility to respect the rights and dignity of others. Our discipline policy is based on Bill Rogers "choice theory". The Student Welfare and Discipline Policies can be accessed from the Principal

There were no changes made to the Discipline Policy during the year.

St. Pius X school aims to provide a safe and caring environment in which students can develop and reach their full potential.

The school strives to be a community that promotes care, respect and cooperation, and values diversity.

The school acknowledges its legal responsibility to support the care and protection of students while they are at school, involved in school organised activities, or interacting with other members of the school community.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

### Anti-Bullying Policy

The Diocese of Bathurst has established a *Discrimination, Harassment and Bullying Policy* which is used to guide the school's Anti-Bullying Policy. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Education Office (CEO) monitors the implementation of this policy as part of school compliance requirements. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed at the administration office.

### Complaints and Grievances Resolution Policy

The Diocese of Bathurst has established *Guidelines for the Management of Complaints* which is implemented by our school through the Complaints Policy. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Complaints Policy* may be accessed on the School's website, or the administration office.

### Initiatives Promoting Respect and Responsibility

#### *Anti-Bullying Policy*

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## SECTION NINE: QUALITY CATHOLIC EDUCATION

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The School implements the Catholic Education Office Bathurst Quality Catholic Education Framework which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against standards in collaboration with the School Consultant.

### **Key Improvements Achieved in 2016**

Each year, the school develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against standards in collaboration with the School Consultant.

A focus of the Annual Improvement Plan for 2016 was to make the school an effective witness to Catholic faith and life responding to the evangelising mission of the church. We also took an active role in assisting parents to fulfil their role as primary educators of their children's faith education.

A big focus on the Sacramental program encouraging parents to be actively involved by invitations in newsletters, at assemblies and in individual class notes to parents. We also established a prayer focus on our playground. Staff are very involved in the church.

We now have implemented the PLC approach where students learning is if of paramount importance.

Staff planned and collaborated their teaching programs in stages, and excursions evolved around these programs.

### **Priority Key Improvements for 2017**

We are continuing the PLC Program in our school as this is a Diocesan initiative. Learning is continuing to be a major focus so that every child will be catered for.

New furniture has been purchased.

IPads/Chrome books have been purchased for every child in the school.

A major focus again will be on reading using the PLC concept. The four critical questions will be the focus on which we base the learning program.

- What do we want each student to know?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?
- How will we enrich and extend the learning for students who are already proficient?

Assessment will play a key role in the PLC project. Staff will plan pre-assessment activities before they program.

The STEM concept will play a very important part in the teaching and learning so children will be prepared for living in the 21st century.

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## SECTION TEN: PARENT, STUDENT AND TEACHER SATISFACTION

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

### **Parent Satisfaction**

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

St. Pius X has an active P & F that meets regularly and has indicated satisfaction in the elements of the school.

We often receive positive feedback on how well their children are looked after by the staff. They also comment on the high education standards.

### **Student Satisfaction**

The school has an SRC who meet on a regular basis. They make requests for small improvements in the school. If the requests are sound and reasonable they are met.

Students indicated satisfaction in the elements of the school.

We have a Peer Support and Buddy System in our school where the older children use their initiative to work on programs with the younger children. These are very successful programs with the children waiting eagerly for these to occur each term.

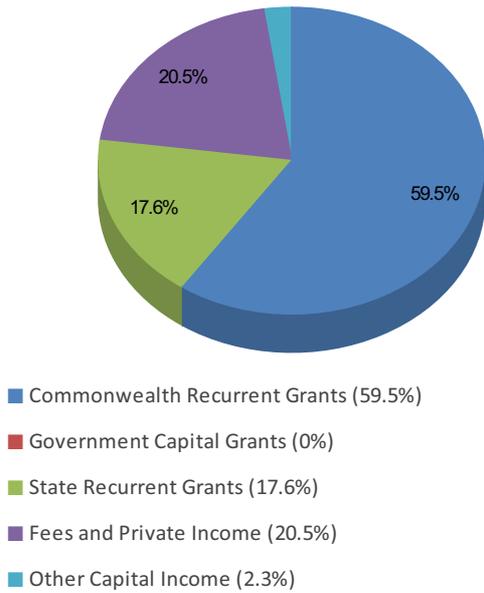
All students respect staff and show this respect by performing their tasks in and out of the classroom in a mature and happy manner.

### **Teacher Satisfaction**

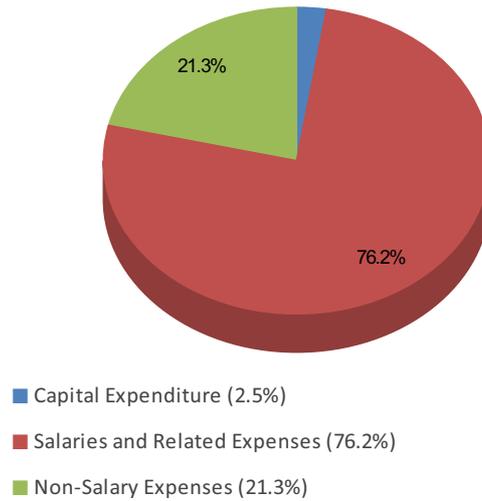
Staff and PLT meetings are held every week. We have an open agenda and staff have indicated a great deal of satisfaction in the elements of the school.

Their attendance rate is quite high and they enjoy what they do and give their 100% because they feel comfortable and safe with what occurs at St. Pius X. They want to come to school and treat it like a second home. All staff work and collaborate as a team with the Principal.

Income



Expenditure



This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

**Notes**

1. Commonwealth Recurrent Grants include recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita and special purpose grants.
4. Fees and Private Income include school based fees, excursions and other private income.
5. Other Capital Income includes capital funded through the central Capital Fund.
6. Capital Expenditure includes expenditure on School Buildings, and Plant, Furniture and Equipment.
7. Salaries and Related Expenditure include all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.