Annual School Educational and Financial Report

2008

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# ANNUAL REPORT TO THE COMMUNITY CONTENTS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>About this Report</td>
<td>3</td>
</tr>
<tr>
<td>Principal’s Message</td>
<td>4</td>
</tr>
<tr>
<td>Parish Priest</td>
<td>5</td>
</tr>
<tr>
<td>Parent Representative Body</td>
<td>6</td>
</tr>
<tr>
<td>Student Representative Council</td>
<td>7</td>
</tr>
<tr>
<td>Catholic Identity</td>
<td>8</td>
</tr>
<tr>
<td>- School Features</td>
<td>16</td>
</tr>
<tr>
<td>Enrolment Policies and Profiles</td>
<td>17</td>
</tr>
<tr>
<td>Student Attendance, Retention and Post School Destination</td>
<td>18</td>
</tr>
<tr>
<td>School Curriculum</td>
<td>19</td>
</tr>
<tr>
<td>Student Performance in Statewide Tests and Examinitions</td>
<td>19</td>
</tr>
<tr>
<td>- Includes National Benchmarks and Comparative performance over time</td>
<td></td>
</tr>
<tr>
<td>Professional Learning and Teacher Standards</td>
<td>22</td>
</tr>
<tr>
<td>Teacher Attendance Rate and Retention Rate</td>
<td>23</td>
</tr>
<tr>
<td>School Policies</td>
<td>23</td>
</tr>
<tr>
<td>School Determined Improvement Targets</td>
<td>31</td>
</tr>
<tr>
<td>Initiatives Promoting Respect and Responsibility</td>
<td>31</td>
</tr>
<tr>
<td>Parent, Student and Teacher Satisfaction</td>
<td>32</td>
</tr>
<tr>
<td>Summary Financial Information</td>
<td>33</td>
</tr>
</tbody>
</table>
ABOUT THIS REPORT

St. Pius X Primary School, Dubbo is registered by the Board of Studies (NSW) and is part of a system of schools managed by the Catholic Education Office (CEO), Bathurst. The CEO, Bathurst is the ‘approved authority’ for the Registration system formed under Section 39 of the NSW Education Act 1990.

The Annual School Educational and Financial Report for this year provides the school community with reliable and objective information about school performance measures and policies, as determined by the Minister for Education (NSW) in conjunction with requirements of the Minister for Education, Employment and Workplace Relations.

This Report also outlines information about initiatives and developments of major interest and importance to the school community during the year, and the achievements arising from the implementation of the school’s Annual Development Plan.

Accordingly, this Report demonstrates accountability to the BOS, the school community and the CEO, Bathurst.

This Report complements and is supplementary to school newsletters, yearbooks and other regular communications. This report will be available on the CEO website by 30 June 2009 following its submission to the Board of Studies.

Further information about the school or this report may be obtained by contacting the school on (02) 6882 3808.

Heather Irwin
Principal
PRINCIPAL’S MESSAGE

St. Pius X is proud to be a Catholic school in the Bathurst Diocese. We have had a very busy year yet again with many happy events and successes.

St. Paul teaches that ‘active happiness’ should be the most distinctive characteristic of a Christian. I write with conviction when I say that ‘active happiness’ truly exists at St. Pius X.

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

St. Pius X school is Catholic in origin and history. A Catholic philosophy of education is reflected in the spirit and life of the school and in its emphasis on educating the whole child, physically, socially, emotionally and spiritually.

Our goal is to be a Christian community, living out the Gospel values in word and practice. All staff members contribute to making school a safe and exciting place for children. We provide a supportive and welcoming environment for all parents and visitors.

On behalf of all involved in our school community, I am happy to present the Educational and Financial Report which provides information about the school’s activities and performance over the past year.
PARISH PRIEST’S MESSAGE

One of the great traditions of Dubbo Catholic Schooling is the commencement of the school year with a Mass for all those involved in the Dubbo Catholic Schools. It serves as a focusing of the task ahead - that all the many elements that constitute our educational endeavours are underpinned by the person of Jesus Christ, the mystery of God, and the strength and guidance of the Holy Spirit.

We reaffirm that reality for each school community at our opening school Masses. These Masses and other liturgies that are celebrated during the year make explicit our recognition of our faith in JESUS Christ and our dependence on his grace and love. This nurturing of the spiritual dimension of students’ lives is also woven into the daily life of each Catholic school. The values of kindness, fairness, compassion, and justice are witnessed to in many ways by all members of the school community.

The ongoing struggle for all of us is to be consistent in our living out these values. Sometimes we fail and that other crucial Christian value of forgiveness has to be brought into play. While we can learn a lot about God and how God has been particularly revealed by Jesus, the challenge is always to apply what we have learnt in our relationships at home, school, in the workplace, on the sporting field, in all those places we live and interact with one another.
I have recently assumed the role of President of the St Pius X P & F. In my short time in the role I have witnessed first hand the dedication of not only the P & F but also the staff and students. This dedication and commitment is driven by not only a desire to benefit the students and school but also the wider community.

This was highlighted recently by a fundraising BBQ that was held at the school to raise funds for the communities affected by the Victorian Bushfires of February 2009. Through the generosity and kindness of our school community we were able to raise $1,000 which was donated to the Salvation Army to assist these communities in rebuilding.

I have one child currently attending Year 1, with another two children to attend the school over the next few years. Therefore having been involved with the school for just over a year now; I have been most impressed with the caring nature of not only the teachers but also the students. I have been particularly impressed with the way in which the older students welcome the new children to the school and really make an effort to make them feel a part of the school community. This culture of welcoming and belonging has obviously been driven by the teachers, staff and parents at the school, and is a credit to all involved.

The staff and teachers are always willing to provide information to parents on the progress of their children’s education. This information is conveyed by not only parent/teacher interviews, but also regular parent/teacher information sessions. These information sessions are an ideal forum for parents to ask questions on the education strategies being employed by the school.

My wife and I feel blessed and privileged to have one of our children attend St Pius X and have no hesitation in enrolling our other children in such a fantastic school.

Matt de Jongh
P&F President
STUDENT REPRESENTATIVE’S 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’s SRC formed in 2007. 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 our 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.

Some duties of the SRC include raising and lowering the flag, emptying and putting out the bins, helping maintain our school grounds, setting up and conducting assemblies, tallying house points, collection of lost property and reminding students of lunch orders of a morning.

During the past couple of years we have been constructive in the organization of fundraising for Jeans for Genes, Cranes for Brains, Sr. Alex and her Missionary work, sponsoring students in Papua New Guinea, organizing Harmony Day and our schools feast day activities, conducting Values Education and Bullying activities at assemblies, building an infants sandpit, planting trees for National Tree Day and participated at school Masses and Liturgies.

We feel that being part of the SRC is a memory we will treasure for life. The SRC have achieved many things for our school and we are proud of what we have accomplished.

Written by
Lily Comerford and Anthea McDonald
CATHOLIC IDENTITY

St Pius X
Vision Statement

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.

St Pius X
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
- To encourage the children to use their leisure time wisely
- To provide an acceptable discipline that will foster the growth of self discipline in the child
- To make the child as a Christian, aware of his place in the community and provide him with an education for life
Prayer and Liturgy, including Special Liturgies

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

- A schedule of liturgies will be prepared by the R.E.C. in consultation with our Chaplain prior to the commencement of each term

Preparation of Liturgies

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

- Grade teachers are to organize grade Masses and are responsible for preparing their children for Reconciliation and for leading the liturgy

- Teachers are to meet with our Chaplain to discuss a ‘draft’ outline of the liturgy and incorporate any suggested modifications the week prior to a liturgy

- It is recommended that teachers utilize the Liturgy Format Sheet and the Checklist for Preparation of Liturgies as a guide when preparing liturgies: noting particularly that not every element should be included in every liturgy
Features of Liturgies

- A central element of liturgy at St. Pius X is the involvement of children (e.g. readings, prayers, action songs, mimes, dance, banners etc) with thorough preparation and explanation beforehand. Ideally in older classes children can actively contribute to the planning of the liturgies.
- When choosing a theme for a Grade or School Liturgy, first check the Daily Mass book or Ordo to see if the ‘Readings of the Day’ may be suitable. If the daily readings are not appropriate other readings may be chosen in consultation with the celebrant to suit the needs of the children.

Year 5

- A series of Personal Development classes is conducted by the class teacher based on the C.E.O. Diocese of Bathurst Programme.
- Themes covered in the Year 5 programme 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.

Class Prayer

Agreed Practices

Prayer Time

- Children pray daily with their class
- School assemblies commence with a school prayer
- Peer Support sessions will begin with a prayer devised by the peer support leader
- Children will be actively encouraged to visit the chapel
Prayer Experiences

- Prayer should be meaningful and varied, with children being given an opportunity to express themselves through a variety of prayer mediums: e.g. meditation, song, quiet times, creative prayer

- Spontaneous prayer will be encouraged

- Formal prayers will become familiar to the children and, they should be appropriately introduced and memorized in accordance with the suggested grade sequence

- Children should come to know that prayer experiences can be anywhere, at any time whilst appreciating there is a priority in ways of praying:
  1. The Mass
  2. Prayer before the Blessed Sacrament
  3. Prayer in common

- Encourage personalized prayers to help make children aware of our community (prayers for special intentions)

Organisation of Prayer Experiences

- The children’s input is important in class prayer times. Older children especially should be encouraged to design and lead their own prayer times on a regular basis

- Each class will develop and care for an appropriate Prayer Focus/Altar in their classroom. It is suggested that the prayer focus be varied on a regular basis to link in with class themes or to highlight new symbols or images. Care should be taken so that children don’t spoil the prayer focus by placing inappropriate items on the table

- Classes are encouraged to develop their own Class Prayers (e.g. for Grace, End of Day) which should then be published and prominently displayed in the classroom
Pastoral Care and Social Justice activities

**RATIONALE**

“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

**Beliefs**

1. **Personal Relationship with God**

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

2. **Shared Ministry**

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.

3. **Faith Community**

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.

4. **Witness to Faith**

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.

5. **Social Responsibility**

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

6. **Self Esteem**

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.
Student and Staff Information

The Sacramental classes have a day of reflection before they receive their Sacraments.

The staff attends a Retreat once in 2 years on a pupil free day.

70% of staff has their Graduate Certificate in Religion.

30% majored in Religion as part of the Bachelor of Education and Masters of Education.

Religious Education Programme

All classes follow the Bathurst Diocesan Religious Education Curriculum “The Christ We Proclaim”. The programme has an overview of seven strands which form the umbrella for the content of the programme. The strands are:

- God
- Jesus
- Scripture
- Prayer and Worship
- Church
- Christian Life

The support units for each topic are provided as a guide and teachers are encouraged to use other resources to enrich the teaching/learning strategies of a particular topic.
Teaching/learning strategies are developed in accordance with the Praxis Model, i.e. Life Experience, The Christian Story, Critical Reflection, Response.

The Catholic Climate and Ethos of St. Pius X permeates the whole fabric of the school, notably in the following ways.

- The pastoral care of the students, especially exhibited by the Peer Support Programme
- The implementation of a Personal Development Programme (Yrs 5 & 6) with an emphasis on incorporating Christian values.
- The SRC addresses the school at assemblies on values. Each week the children are asked to think about and work on a value.

**Sacramental Programme**

The Sacramental Programme is parish based. Overall planning for the Sacramental Programme is conducted early in Term 1 with a meeting of the Sacramental team.

**Administration of Sacraments**

- Reconciliation Year 2 Term 4
- Eucharist Year 3 Term 3
- Confirmation Year 6 Term 2

**Parental Involvement**

- Parents will be asked to attend ‘obligatory’ Parent Workshops during the programme
- Child workbooks are distributed for completion at home
- Regular attendance at Sunday liturgies is encouraged
Community Involvement

- The Parish/school community should be especially asked to support the candidates in prayer e.g.
  - Reminders in newsletters
  - Prayer Sponsors
  - Special prayers at school assemblies

Following each sacrament an appropriate celebration is held.

Percentage of Catholic Students

The percentage of Catholic students at St. Pius X is 89%.

Parish Contact Details

Parish Priest  Paul Devitt
Church  St. Brigids
Address  198 Brisbane Street Dubbo  2830
Phone  6882 4233
Fax  6884 0369
SCHOOL FEATURES

General Structure

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.

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

We have a combined Library and I.T.C. Centre. With the I.O.S.P. funding we were able to build a large sports shed infrastructure.

The top playground is paved and landscaped with attractive shrubs. To protect children from the sun we have sails covering the whole top playground.

Enrolment: On the school census date of 4th August 2008 the school enrolment was 205 students. Since 1998 there has been a steady increase in enrolments.

Staff: The staff of 19 includes the Principal, 6 full time teachers, 3 part time teachers (including Teacher-Librarian, Support teacher, 1 Executive Release Teacher), three full time Teacher Assistants, one full time Secretary, 1 Maintenance/Groundsman, 2 cleaners, 1 Canteen Manager.

Our school motto “Living is Giving” is truly indicative of the spirit which exists at St. Pius X.
**ENROLMENT POLICIES AND PROFILES**

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.

Enrolment is determined by the following criteria:

- Siblings of Catholic children already enrolled in a Dubbo Catholic school
- Siblings of non-Catholic children enrolled in a Dubbo Catholic school prior to 2003
- Baptised Catholic children of practicing Catholic parent(s)/guardian(s)
- Catholic children of non-Catholic parents
- Children baptised in other denominations or faith traditions. Children who are not baptised are considered for enrolment if there is a vacancy in the school.

Key elements of the school’s enrolment policy are criteria for enrolment and the enrolment process. The following changes were made to this policy during the 2008 school year.

- Younger siblings of non-Catholic children enrolled at St. John’s College are not guaranteed a place in a Catholic Primary School
- Those families with children commencing school part way through the year, parents to attend School Fees Office, preferably the same day as the interview with the School Principal. This must occur before enrolment can be finalised.
- Children *may* not be enrolled if they have been expelled or suspended from another school, have a criminal record, or have a poor history of fee payment or continued behavioural problems
- Previous schools will be contacted during the enrolment process for all children
- School Fees Office will be contacted during the enrolment process for all children with regard to siblings already in system
• If parent(s) / guardian(s) remove their child(ren) from the school due to non-compliance of school policies, the child(ren) will not be re-enrolled

Prospective parents can access an enrolment pack by contacting the school. Enrolment acceptance or non-acceptance can only occur after interview with the Principal. The Principal will then make the final decision regarding enrolment.

This is just a summary of the policy. The entire policy can be accessed from the school.

**School Profile**

St. Pius X is a single stream K-6 school situated in West Dubbo. This came into effect from 1982 as St. Pius X was an Infants school in 1973. The foundation Principal was a Sister of Mercy.

We currently have 202 students enrolled at the school. The maximum number we can have is 210. There are 105 boys and 97 girls. Our indigenous students total to 25 and there are 2 NESB students.

**STUDENT ATTENDANCE RATE**

The average student attendance rate during 2008 was:

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Male students</td>
<td>93.7%</td>
</tr>
<tr>
<td>Female students</td>
<td>94.4%</td>
</tr>
</tbody>
</table>
CURRICULUM

The seven major Key Learning Areas meet the Board of Studies requirements. We had an appraisal in 2008 and we fared exceptionally well.

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

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

Music, dance and Drama are taught by the Principal giving the teachers their release each week.

2008 saw the introduction of our daily fitness program which the children enjoy. I.C.T. and sport are integrated into the curriculum.

Our community service activities included: Jump Rope for Heart, Jeans for Genes, Mercy Mission in Sri Lanka and St. Vincent De Paul hampers.

Student Performance in National Assessment Program in Literacy and Numeracy (NAPLAN)

Students in Years 3 & 5 around Australia sat the NAPLAN Tests in May 2008. Individual student reports were provided in September 2008.
The test results provide information about student achievements in literacy and numeracy.

### Mean Scores for State & Diocese & St. Pius X

#### YEAR 3

<table>
<thead>
<tr>
<th>Overall Literacy</th>
<th>State Mean</th>
<th>Diocese Mean</th>
<th>School Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>418.0</td>
<td>427.9</td>
<td>446.0</td>
</tr>
<tr>
<td>2007</td>
<td>424.0</td>
<td>426.1</td>
<td>387.6</td>
</tr>
<tr>
<td>2008</td>
<td>419.5</td>
<td>428.5</td>
<td>414.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Numeracy</th>
<th>State Mean</th>
<th>Diocese Mean</th>
<th>School Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>409.0</td>
<td>420.5</td>
<td>421.7</td>
</tr>
<tr>
<td>2007</td>
<td>407.0</td>
<td>411.5</td>
<td>386.6</td>
</tr>
<tr>
<td>2008</td>
<td>409.6</td>
<td>418.5</td>
<td>396.2</td>
</tr>
</tbody>
</table>

#### YEAR 5

<table>
<thead>
<tr>
<th>Overall Literacy</th>
<th>State Mean</th>
<th>Diocese Mean</th>
<th>School Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>499.0</td>
<td>500.4</td>
<td>489.4</td>
</tr>
<tr>
<td>2007</td>
<td>501.0</td>
<td>507.0</td>
<td>482.5</td>
</tr>
<tr>
<td>2008</td>
<td>497.4</td>
<td>502.4</td>
<td>511.8</td>
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</table>
Due to a few children with learning difficulties in Year 3 the School Mean didn’t quite reach the State Mean in Literacy and Numeracy.

The Year 5’s performed quite well in Literacy but not as well in Numeracy.

**National Minimum Standards**

In 2008 the Commonwealth Government set minimum acceptable standards for Reading, Writing, Spelling, Grammar and Punctuation and Numeracy for each grade tested through NAPLAN. These are referred to as ‘national minimum standards’ and replace the ‘national benchmarks’.

The percentages of students in this school achieving the national minimum standard are reported below.

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>93%</td>
<td>100%</td>
</tr>
<tr>
<td>Year 5</td>
<td>100%</td>
<td>100%</td>
<td>97%</td>
<td>97%</td>
<td>97%</td>
</tr>
</tbody>
</table>

Looking at these results – they are excellent.
The children in Year 3 have achieved the national minimum standard scoring 100% in Reading, Writing and Numeracy. They went down a fraction in Grammar and Punctuation.

Year 5’s scored 100% in Reading and Writing and 97% in Spelling, Grammar and Punctuation and Numeracy.

**Professional Learning and Teacher Standards**

We revisited our Policies and a big thrust was on English. We developed an English Policy. Some teachers also did an intensive course in Grammar. As we have 2 NESB students the class teacher completed an E.S.L. course.

We also had a professional day on the new science program – Primary Connections. Resources were purchased and units were going to be trialed out in 2009.

**The total number of days in professional learning activities for 2008 was 115 days**

**The average expenditure per teacher on professional learning for 2008 was $567.00.**

**Teacher Standards**

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

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Those having formal qualifications from a recognized higher education institution or equivalent.</td>
<td>11</td>
</tr>
<tr>
<td>2. Those having graduate qualifications but not a formal teaching qualification from a recognized higher education institution or equivalent.</td>
<td>0</td>
</tr>
<tr>
<td>3. Those not having qualifications described in 1 or 2 above but have relevant successful teaching experience or appropriate relevant knowledge.</td>
<td>0</td>
</tr>
</tbody>
</table>
Teacher Attendance and Retention

The average teacher attendance rate during 2008 was 96.92%

The Teacher retention rate from 2007 to 2008 was 94.12%

Student Welfare Policy

Our school's Discipline Policy is based on respect, rights and responsibilities.

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. The school owes a duty of care to its employees and students. Staff will exercise with diligence, the duty of care that they owe to the student. In addition to this staff are expected to take all reasonable steps to protect students from risk of harm.

ANTI-BULLYING STRATEGY

Definition

Bullying is a deliberate single or repetitive act which sets out to cause pain, unhappiness or fear. Bullying behaviour can be said to have these features:

- Intention to hurt
- Harmful
- Repeated behaviour
- Action is without justification
- Intention is acted upon
- Imbalance of power
- Bully enjoys hurting the target
- Action is without justification
When working with students we say bullying is when someone likes to:

- Have power over you
- Hurt you with their words and actions
- Do the action again and again, sometimes without reason

WHY KIDS DON’T TELL

- Reprisal
- Think they can handle it
- Confused
- Fear of it being handled incorrectly
- Believe they deserve it
- Little confidence in the adults they tell
- Fear of being blamed and not believed

CONSEQUENCES

- Absenteeism
- Poor health
- Suicide
- Suffer shame, embarrassment
- Poor self-esteem
- Anger, sadness, humiliation
- Inability to form loving relationships
- Believe abusive name-calling
**Method of Shared Concern**

The Method of Shared concern focuses on coming to a solution. It is non-confrontational and has a counseling style approach. To assist in documentation please look at /use (Bullying Incident Report), depending on the child’s age.

**Stage 1: - First Meeting**

- Each bully in interviewed separately, commencing with the ringleader
- Interview target after speaking with bullies
- Encourage the bullying students to formulate solutions to bring about a change in their behaviour

**Stage 2: - Follow Up Meetings**

- Review solutions with target and bullies individually
- Review after a week

**Stage 3: - Group Meeting**

- Bullies and target meet together to maintain changes in behaviour
- Each bullying student makes a positive comment to the target
- Affirm students on their change in behaviour and sticking with their solutions and discuss how this can best be maintained
REMINDERS

- Gather as much information prior to meeting students
- Interview students consecutively
- Interview students individually
- Document interview with each student
- Each interview is approximately 8-10 mins
- Seek solutions not blame
- Find a private space
- Set date to follow-up (6 weeks)

STATEMENT OF POLICY ON BULLYING

1) St. Pius X School is opposed to bullying in all its forms be it physical, emotional and verbal.

2) The school endeavours to provide a safe, secure learning environment for its students with a zero tolerance of bullying

3) The school has a Pastoral Care policy as well as reporting and discipline measures which ensure cases of bullying are dealt with

4) The school offers to support victims of bullying and aims to reform those who engage in bullying behaviour

Our overall ‘anti-bullying strategy’ includes:

+ Regular class reminders by teachers about school rules
+ Regular whole school reminders about school rules at assemblies. (By Executive staff)

+ Peer Support Program develops a positive and caring attitude between children

+ Principal/Assistant Principal to visit classes to specifically discuss bullying issues as needed

+ As a school, we aim to keep a POSITIVE FOCUS as well

As teachers we must

1. Listen to the victim
2. Take the victim seriously
3. Make sure the children are not ‘fobbed off’ by us
4. Be consistent in our dealings with children
5. Follow through our own detentions/punishments
6. Support one another

We have an excellent Peer Support program. The younger children wait for the older children’s peer support sessions.

The following changes were made to this policy during the 2008 school year. Anti-Bullying component added.

The full text of the school Student Welfare Policy may be accessed via the school office.
Discipline Policy

Welfare and 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.

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.

The following changes were made to this policy during the 2008 school year. Procedural Fairness in School Discipline added.

The full text of the school Student Welfare Discipline Policy may be accessed via the school office.
Complaints and Grievances Policy

Purpose

The Catholic Diocese of Bathurst and all schools in the diocese are committed to providing a pleasant, safe and effective working environment for the students in our schools. The duty of care should be paramount in all schools. To this end, policies such as Occupational Health and Safety, Child Protection, Student Welfare, Staff Code of conduct and Privacy have been developed.

With every good will, problems may still arise and it is important that these concerns be dealt with swiftly and effectively to address the issue, allay fears and prevent issues developing into major problems. Parents will be made aware of the policy through its publication on the CEO website and in school enrolment folders. All staff will be made aware of the Complaints Policy through staff training. It is expected that all complaints will be dealt with impartially, confidentially, fairly and speedily.

Principles

The following principles should govern all complaint handling processes:

- **Impartiality** – Complaints should be investigated in an open and unbiased way with both parties seeking a fair hearing and clarification of the issues. *No decisions or judgements should be made until all the facts are clear.*

- **Confidentiality** – All parties involved in the concern are asked to maintain confidentiality. The dignity and privacy of all concerned must be maintained.

- **A commitment to fairness** – Repercussions should not be feared following the lodging of a complaint made in good faith. Repercussions will not be tolerated.

- **Timeliness** – It is important that all complaints be dealt with speedily to ensure a quick resolution of the problem.
Process

- In general, parents should first address the problem with the staff member most closely concerned, as soon as possible after the incident. Contact your local school to find out who your first point of contact should be. This can often deal with the problem easily and effectively. An appointment should be made with the relevant staff member at school to outline the problem and seek a solution. Good will on both sides and clarification of the issue should ensure a happy resolution for both parties. It is good practice for the school to summarise the issue and resolution in writing and provide a copy to the complainant.

- If however, an informal approach is not successful in resolving the problem, a formal complaint may be lodged with the school through the Principal. This should be submitted in writing if possible, outlining the problem and the concerns about the initial handling of the issue. It is important that this is dealt with speedily and that a written response is made.

- Concerns may also be raised with the Catholic Education Office. Most concerns should however be dealt with at school level and the CEO would encourage this approach. If there is a particular reason why this is not possible, the CEO will appoint a consultant who will seek to resolve the concern by liaising with the school and the person expressing the concern. A written summary should again be provided.

- If the problem is still not resolved, reference to the appropriate external agency e.g. Anti-Discrimination Board, may be made.

NOTE

Child Protection concerns will be dealt with outside this process using the investigative processes set out by the Ombudsman. All Child Protection complaints must be passed on to the Catholic Education Office without delay.
Ten tips for Handling Complaints

- Encourage people to communicate their concerns and assist them with this.
- Allow people to fully explain before jumping to conclusions.
- Listen carefully and ask for clarification.
- Investigate carefully. Follow the policy and be open.
- Be tactful. Be open and supportive of everyone’s dignity.
- Avoid snap judgements. Be objective.
- Communicate constantly with the complainant.
- Consider the consequences.
- Admit any mistakes. Don’t bear grudges. Don’t blame.
- Explain the decision.

School Determined Improvement and Targets

All Policies were reviewed and rewritten.

Initiatives Promoting Respect and Responsibility’

We aim to make our students aware of important events which occur in our community, so that they can become responsible citizens.

The school captains participate in the Anzac ceremony of Dubbo by laying a wreath and also attended the Armistice Day ceremony.
The whole school contributes and fund raises for the Missions overseas and Hampers for Christmas to assist the needy of Dubbo.

The students also provide morning tea and entertain Seniors during Seniors week. Parents and students are very generous in donations of goods and money to help people less fortunate than themselves in the community.

Years 5 & 6 go on overnight excursions to the Goldfields and Canberra. This is a wonderful experience for the students as they learn to respect and show responsibility to all the different presenters and the places of interest – e.g. War Memorial.

**PARENT, STUDENT AND TEACHER SATISFACTION**

Since 2008 was our appraisal year – surveys sent out to parents were received with very positive comments.

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

The school has an S.R.C. 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.

Staff 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.
FINANCIAL STATEMENT (2008)

Catholic Schools are accountable for all monies received. Each year, the Catholic Education Office, Bathurst submits to the Commonwealth Government a financial statement on behalf of the 34 primary, central and secondary schools. In addition, the financial accounts for each school and for the Catholic Education Office are audited annually.