St. Pius X Primary School
Dubbo

Annual School Educational and Financial Report

2012

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# ANNUAL REPORT TO THE COMMUNITY CONTENTS

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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 2011 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

__________
Date
PRINCIPAL’S MESSAGE

St. Pius 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 where they can develop their spirituality, individuality and potential.

As a school we are accountable to this community and to the CEO in Bathurst who manage our school as part of a system of schools in the Bathurst Diocese. This report provides information on our Annual Development Plan. It outlines policies and informs parents and the wider community of school performance and the improvements that have occurred in the areas of teaching and learning, information technology, living Gospel values and enhancing communication among stakeholders in our school.

St. Pius X has a reputation as a “happy school”. This fact has been commented upon by parents, visiting professionals and other visitors to our school including casual staff. We are very proud of this and work 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.

Heather Irwin
PARISH PRIEST’S MESSAGE

When I arrived as the new Parish Priest in January, coming from the snow blizzards of New York to the Dubbo summer it took a while to adjust. In those early weeks of settling in, I had the challenge to quickly acquaint myself with the five Catholic schools in our parish.

With opening school Masses and staff gatherings, I soon discovered that this parish was very blessed. I was welcomed into a parish where the parish schools were actively committed to their Catholic ethos. As the Parish Priest and Manager of the schools, I was grateful that these local Catholic schools were united and collaborative in their relationship with the parish. Yet, in affirming the schools, I was also keen to challenge them as the year unfolded.

We are blessed that the values of the Gospel are lived out in all our schools and the faith dimension and social justice dimension of school life is always apparent. Together we must all be witnesses to our faith.

Pope Paul VI once said, “People today don’t listen to teachers, priests or Bishops, they listen to witnesses. If they listen to a teacher, a priest or a Bishop, it is because that teacher, that priest or Bishop is a witness”

The Gospels always portray Jesus as a teacher who spoke with authority, so much so, that his teaching made a deep impression on them. His authority is not just expressed in words. He follows up his teaching with action, compassion, and a capacity for healing. He liberates the vulnerable and stands up against the bully, whether adult or child, who seeks to dominate or oppress them.
The Gospels give us a glimpse into what a truly Catholic school can be. A Catholic school is a place where students experience information, formation and transformation. A Catholic school is a place where students come to know Jesus, and that they are made from love, to love and be loved.

A Catholic school is a place where students are educated for life and not just to make a living. A Catholic school is a place where young people develop Christ like relationships and come to know that they are fully alive when in community with others.

A Catholic school is a place where young people learn that they have an eternal destiny in the presence of God who loves them and cares for them unconditionally.

The heart of Catholic Education is in the hearts of Catholic educators…those who teach with authority, who make a deep impression on the lives of students, who show compassion and bring healing where lives are fractured and even broken.

James Cutcliffe
PARENT AND FRIENDS ASSOCIATION MESSAGE

St Pius X P&F has had a challenging and successful year.

Three purposes of P&F were outlined: to raise funds, to develop the school community and to be a forum for discussion of educational matters.

A strategic plan was developed with these three purposes in mind. The community should be able to apply for grant money using this document in support of its applications.

The immediate challenge faced by the P&F was the financial difficulty caused by the wages cost of the school canteen.

The school community was surveyed, the menu reconsidered and recess trading on non normal canteen days introduced.

These measures and the threat of closure were insufficient to refloat the canteen. It was forced to close and the P&F were then responsible to pay costs associated with termination of the staff member.

The P&F committed to providing a treat lunch once a month until the end of the year. Mrs Irwin approached the parent group offering to take control of the provision of lunch services in 2012. Her offer was gratefully accepted.

Sadly the focus of the fundraising in 2011 became clearing the canteen debt.

Fundraising Events 2011- all dollar amounts are from memory

- Easter Raffle - $1300
- Trivia Night - $1900
- Sports carnival canteens. $4500
- Deb Ball. $1700
- Golf Day $5000
- Street Stall. $500
- Treat Lunches. $1200

The community raised approximately $16000. The debt of the canteen was
cleared and the P&F was then in a position to donate $9000 to the school to finalize payment on Team Boards for each classroom.

Other donations made to the school included –

Year 6 Excursion Support $750  
Library donation. $500  
Awards for awards night. $500  
Bibles for Year 6 grads. $250

The community has agreed that the focus of 2012’s fundraising needs to be the updating of computers in the school.

Community development is another important aim. New members will be recruited and welcomed and hopefully the school will become even stronger.

Vonnie Gilpin  
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, hampers for St. Vincent De Paul.

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
S.R.C. Year 6
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/her place in the community and provide him/her 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 77.6%.

Parish Contact Details

Parish Priest/Manager  James Cutcliffe

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.

Thanks to the P21 BER program, we were able to have brand new toilets, 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.T.C. Centre.

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

Enrolment: On the school census date of 5th August 2011 the school enrolment was 190 students. Since 1998 there has been a steady increase in enrolments except for 2009 when families relocated to other cities.

Staff: The staff of 19 includes the Principal, 7 full time teachers, 3 part time teachers (including Teacher-Librarian, Support teacher, 1 Executive Release Teacher), two part time Teacher Assistants, 1 full time teacher Assistant, one full time Secretary, 1 Maintenance/Groundsman, 1 cleaner. We have one indigenous member of staff

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 practising 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 190 students enrolled at the school. The maximum number we can have is 210. There are 98 boys and 94 girls. Our indigenous students total to 21 and there are 2 NESB students.

**STUDENT ATTENDANCE RATE**

The average student attendance rate during 2011 was:

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>97.2%</td>
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<tr>
<td>Year 2</td>
<td>96.7%</td>
</tr>
<tr>
<td>Year 3</td>
<td>90.8%</td>
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<tr>
<td>Year 4</td>
<td>96.4%</td>
</tr>
<tr>
<td>Year 5</td>
<td>95.9%</td>
</tr>
<tr>
<td>Year 6</td>
<td>95%</td>
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</table>

Total 95.3%

**Follow Up Procedure**

Our school policy on attendance is – a note must be sent to the teacher stating why the child was absent. If there is a pattern of continuous absence the parents are called in for an interview. If it still continues DOCS is informed and the Youth Liaison Officer from the Police

**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.
2011 saw the continuation of our daily fitness program which the children enjoy. I.C.T. and sport are integrated into the curriculum.


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

Students in Years 3 & 5 around Australia sat the NAPLAN Tests in May 2010. Individual student reports were provided in September 2011.

The test results provide information about student achievements in literacy and numeracy.

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

#### YEAR 3

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<thead>
<tr>
<th></th>
<th>State Mean</th>
<th>Diocese Mean</th>
<th>School Mean</th>
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<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>423.7</td>
<td>437.7</td>
<td>411.0</td>
</tr>
<tr>
<td>2010</td>
<td>422.6</td>
<td>426.3</td>
<td>443.8</td>
</tr>
<tr>
<td>2011</td>
<td>423.7</td>
<td>429.3</td>
<td>419.1</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>423.6</td>
<td>428.7</td>
<td>405.4</td>
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<tr>
<td>2010</td>
<td>429.4</td>
<td>433.9</td>
<td>444.5</td>
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<tr>
<td>2011</td>
<td>429.2</td>
<td>437.5</td>
<td>438.9</td>
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<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
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<tr>
<td>2009</td>
<td>405.9</td>
<td>407.9</td>
<td>374.4</td>
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<tr>
<td>2010</td>
<td>402.3</td>
<td>406.6</td>
<td>428.1</td>
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<tr>
<td>2011</td>
<td>406.6</td>
<td>408.0</td>
<td>422.0</td>
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#### YEAR 5

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<thead>
<tr>
<th></th>
<th>State Mean</th>
<th>Diocese Mean</th>
<th>School Mean</th>
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<tbody>
<tr>
<td><strong>Reading</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>503.2</td>
<td>513.2</td>
<td>468.0</td>
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<td>2010</td>
<td>496.9</td>
<td>507.0</td>
<td>481.6</td>
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<tr>
<td>2011</td>
<td>496.0</td>
<td>505.5</td>
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### Writing

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<td>491.8</td>
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<tr>
<td>2010</td>
<td>494.8</td>
<td>501.5</td>
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<tr>
<td>2011</td>
<td>492.7</td>
<td>495.8</td>
<td>488.5</td>
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### Numeracy

<table>
<thead>
<tr>
<th></th>
<th>State Mean</th>
<th>Diocese Mean</th>
<th>School Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>502.9</td>
<td>499.2</td>
<td>455.9</td>
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<tr>
<td>2010</td>
<td>499.5</td>
<td>503.5</td>
<td>462.1</td>
</tr>
<tr>
<td>2011</td>
<td>500.6</td>
<td>497.7</td>
<td>507.6</td>
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</tbody>
</table>

The Year 3’s performed quite well in Literacy and Numeracy. Year 5’s Numeracy results were better than 2009 but there is still room for improvement.

**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>92%</td>
<td>96%</td>
<td>96%</td>
<td>88%</td>
<td>95.8%</td>
</tr>
<tr>
<td>Year 5</td>
<td>96.6%</td>
<td>89.7%</td>
<td>96.4%</td>
<td>89.7%</td>
<td>96.4%</td>
</tr>
</tbody>
</table>

We are very pleased with the Year 3 and Year 5 results compared to the 2010 results. Year 3 have certainly fared very well. Year 5 have had difficulty with Numeracy but their scores indicate they have made some improvement. Congratulations to the teachers and students. In 2012 we will be focusing on problem solving and teaching the children how to analyse data.

**Professional Learning and Teacher Standards**

We revisited our Policies and a big thrust was on English. A Professional learning plan was formulated for two years 2010 and 2011. By the end of 2011 every staff member would have completed Dibels and Reading to Learn. The Infants staff have completed Reading to Learn and are
very motivated. They have changed their strategies in teaching English and are delighted with the results.

The Special Education teacher and Integration Aides also completed the Multilit course.

The total number of days in professional learning activities for 2011 was 275 days. Teachers were involved in the following professional learning activities in 2011.

Profile of Professional Development and Pupil Free Days

<table>
<thead>
<tr>
<th>Smart Board Training</th>
<th>Policies Review</th>
<th>R.E. Assembly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of Policies</td>
<td>Dibels</td>
<td>Roman Missal</td>
</tr>
<tr>
<td>Naplan</td>
<td>Depression Conference</td>
<td>Indij Readers</td>
</tr>
<tr>
<td>Spelling/Literacy Assessment</td>
<td>I.E.U.</td>
<td>I.C.T. Roadshow</td>
</tr>
<tr>
<td>Mathletics</td>
<td>Behaviour Management</td>
<td>Team Reading to Learn</td>
</tr>
<tr>
<td>Principal’s Conferences</td>
<td>S.R.I Conferences</td>
<td>Retreat</td>
</tr>
<tr>
<td>Cyber Safety</td>
<td>Autism</td>
<td>Principal’s Retreat</td>
</tr>
<tr>
<td>Religion conferences</td>
<td>Jolly Phonics</td>
<td>Q.C.E. Conferences</td>
</tr>
<tr>
<td>Multilit</td>
<td>Godly Play</td>
<td>Sue Larkin Workshop</td>
</tr>
<tr>
<td>Support Teachers Naplan</td>
<td>Small Schools Conference</td>
<td>Peer Support</td>
</tr>
<tr>
<td>Maths Conference</td>
<td>I.T. Conference</td>
<td>Maths Conference</td>
</tr>
<tr>
<td>Behaviour Team CEO Inservice</td>
<td>Maths Workshops</td>
<td></td>
</tr>
</tbody>
</table>

**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**

Teacher attendance for 2011 was:

Teacher retention for 2011 was:

*Workforce Composition*

At St. Pius X we have 1 teaching Principal, 1 teaching A.P., 1 teaching R.E.C., 1 Librarian, 1 Secretary, 2 Teacher Assistants, 1 A.E.W., 5 teachers, 1 Support Teacher

**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 it’s 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**  
  Intention is acted upon

- **Harmful**  
  Imbalance of power

- **Repeated behaviour**  
  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.

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**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.

There were no changes made to the Discipline Policy during the year. 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 safe, inclusive and professional learning environment. Just and right relationships that recognize and respect the dignity of each individual.

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 guidelines 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.

**Process**

- In general, parents should first address the problem with the staff member most closely concerned, as soon as possible after the incident. Contact the school to find out who the 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.
• If the above steps are not successful, the issue may be raised with the Catholic Education Office.
• If the problem is still not resolved, reference to the appropriate external agency e.g. Anti-Discrimination Board, may be made.
• All stages of the complainant handling are to be documented and a copy kept on file at the school and/or CEO.

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.

School Determined Improvement and Targets

Catholic Life and R.E.

The plan for 2010 and 2011 was to rewrite the Religious Education Curriculum. Targeted R.E. Coordinators were invited to the CEO to write units of work. The pastoral care which exists at St. Pius X determines the Catholic life of our school.

Learning and Teaching Targets

Staff were professionally developed in Reading to Learn and Dibels. Support teacher also in the above and Multilit.

New strategies were trialed under the Reading to Learn concepts in English and the staff were very keen and motivated to do this. They were astounded by the results in children’s Reading and Writing.

Team boards were installed in every classroom. This was made possible by the BER funding and the P & F. This technology certainly enhanced teaching methods and made learning very exciting for students.

Our targets for 2012 in Catholic Life will be to collaborate the school, parish and parents in a partnership which will help to facilitate the celebration of Catholic life.

In Learning and Teaching we will be focusing on the Pedagogy and teaching practice which should improve quality teaching and learning.
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

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. Parents have also indicated a great deal of satisfaction in all 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.

![Income and Expenditure Charts]

- Income:
  - Fees and Private Income: 67%
  - State Recurrent Grants: 15%
  - Commonwealth Recurrent Grants: 16%
  - Commonwealth Capital Grants: 2%

- Expenditure:
  - Salaries & Employee Expenditure: 86%
  - Non-Salary Expenditure: 3%
  - Other: 11%