

**St Pius X School,  
SALISBURY**

# Annual Report 2021

**Brisbane Catholic Education is  
a faith-filled learning community  
creating a better future.**



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# Contact information

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<b>Contact person</b>	Helen Boevink — Principal

## Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

St. Pius X Catholic Primary School, Salisbury commenced in 1964 under the direction of the Sisters of St. Joseph whose ethos and charism continue to be a vital aspect of the school community today. Our school embraces the charism of St Mary of the Cross MacKillop whose story and example provides the inspiration for our students to 'make a difference' in the world by actively living the Gospel values in their relationships and through outreach to others. Our school motto, "Christ in All" promotes the dignity of, and respect for, each individual and is based on St. Pius X's motto "to restore all things in Christ". The school is guided by our overarching school rules based on RESPECT: Respect for Self, Respect for Others, Respect for Learning and Respect for the Environment. These rules, along with our school values of Faith, Dignity, Community and Service form the basis for our positive student behaviour plan, pastoral care and leadership programs, as well as underpinning all policy development and daily interactions. Our Staff is a highly committed, professional group of educators who continually strive for best practice, innovation and creativity. We offer a broad-based inclusive curriculum with a range of opportunities and experiences that foster the growth of the whole student. At St Pius X, every child is nurtured and empowered to be the very best he or she can be. We strive for excellence, and we value and celebrate the uniqueness, diversity and gifts of each individual. The school is enthusiastically supported by our School Board and Parents and Friends Association and is actively involved in the local Salisbury area including playing an important part in our local Catholic Parish.

### School progress towards its goals in 2021

St Pius X developed goals under four strategic areas aligned with the BCE Strategic Plan and our school's 2021 – 2025 Strategic Plan. The four areas of focus were Catholic Identity, Learning and Teaching, Wellbeing, and Our People.

Within the area of Catholic Identity, we focused on enhancing staff theological knowledge and understanding of the Catholic Faith tradition and Catholic perspectives. We implemented the first year of the staff and student formation plan and engaged in professional development on Characteristics of the Catholic school – Modules 1 & 2.

Within the Learning and Teaching Goals, our focus was on improving Mathematical results for Years 3 to 6 students. This involved an audit of practice, professional development on effective pedagogy, using data across the school to inform next steps and planning, reviewing formative and summative practices, and engaging in professional development on the 4 Proficiencies and 4 Key dimensions of Mathematics.

Our Wellbeing goal was linked to future sustainability. It focused on developing staff knowledge and understanding of the Laudato Si' papal document on environmental sustainability. Staff engaged in

professional development sessions on the key messages from the Papal encyclical Laudato Si' and implemented a review and audit of the elements of environmental sustainability – energy, water, waste and biodiversity, with the aim to develop environmentally sustainable practices across the school.

The goal under the strategic area of Our People concentrated on enhancing home/school partnerships. Strategies to achieve this goal included the exploration of effective and regular communication to parents of student learning and daily life, organising a 'Celebration of Learning' evening for parents and the development of School/Family Engagement policy with the School Board.

Goal	Progress
By the end of 2021, we will have developed the staff's theological knowledge and understanding of the Catholic Faith tradition and Catholic perspectives. A staff and student formation plan will be formulated.	Achieved
By the end of 2021, considering the background and context of the cohorts, we will see a 20%-25% overall improvement in the Year 3 – 6 PAT Mathematics results.	Partially achieved.
By the end of 2021, staff will have deepened their understanding and knowledge of Laudato Si' and will use the encyclical as a guide for reflection, review and environmental sustainability action, planning and policy development.	Achieved. Policy has been finalised. Water waste reduced due to engagement of water tanks to flush the student toilets. Recycle program established and operating well cross the school.
By the end of 2021, the relationship between home and school will be enhanced.	Achieved. School and Class Blogs established Board is finalising the School/Family Engagement Policy Covid-19 restricted community events planned.

### Future outlook

Moving forward into 2022, we will continue to enhance the teacher's theological understanding as part of their spiritual formation and embed their ability to incorporate Catholic perspectives into all learning areas. Staff will engage in professional development around the formation module 3 – Community. The Primary Learning Leader will assist teachers to ensure that planning documents explicitly highlight the Catholic perspectives that can be addressed in each learning area.

Our explicit improvement agenda in 'Learning and Teaching' will remain focused on improving results in Mathematics. We will aim to see a 100% positive effect size of 0.4 or above in the standardised test results of Pat M for students in Years 3 to 6. A focus on a consistent pedagogy across all year levels based on problem-solving and routines will be the basis for professional development. Teachers will also engage in collaborative peer observations to provide and receive feedback to improve practice. A 'lessons study' approach will be introduced to build reflective, collaborative pedagogy.

A large body of work in 2022 will be around the formulation and completion of a 'Whole School Curriculum Delivery Plan'. This work is in direct response to the recommendations that came out of our 2020 External Review. Professional development opportunities will be provided around understanding the concept and big idea that sits behind the WSCD plan. Staff will engage in sessions to draft different aspects of the plan. The focus for 2022 will include the non-negotiable classroom practices in literacy and numeracy, assessment and feedback. The finalisation of this document and subsequent dissemination of its content with staff will ensure a high level of consistent pedagogical practice across the school and will provide the 'touch stone' for all staff members current and those still to come, to work in the 'St Pius X way'.

With Covid-19 having an impact on student and staff wellbeing, our goal in this area will involve growing staff understanding of the PB4L practices and ensuring consistent use across the whole school. Effective 1<sup>st</sup> level teaching practices will be evident and a decrease in behaviour incidents will be logged on

Engage. Achievement of this goal will see an increase engaged learners and decrease in students with anxiety and work refusal.

## Our school at a glance

### School profile

St Pius X School is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

**Coeducational or single sex:** Coeducational

**Year levels offered in 2021:** Primary

**Student enrolments for this school:**

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	158	76	82	5

Student counts are based on the Census (August) enrolment collection.

The students of St Pius X Salisbury are drawn mainly from the suburb of Salisbury and the surrounding suburbs of Coopers Plains, Nathan, Rocklea, Tarragindi and Moorooka. The student enrolment numbers have been steadily increasing over the past 5 years, enabling us to offer 7 distinct classes (Prep to Year 6).

The school welcomes students of all faith denominations. We have a Catholic student population of 47.6%, with 22.6% of students from other Christian denominations, 3.6% from religions other than Christian, 7.7% unstated and 18.5% who have not identified any religious affiliation.

The student body comes from diverse cultural backgrounds, and includes students from Indian, Chinese, South American, Vietnamese, Japanese, Iranian, French, Croatian and African descent. We have 30 students who are listed as EAL/D students, which equates to 17.9% of the school student population. We have 8 students (4.8%) who identify as First Nations. We have 12 students with a verifiable disability who have an Education Adjustment Plan (EAP) and a further 20 students for whom we collect data under the NCCD. The family composition of our students is a mix of nuclear, separated and blended families. The students are interested in sport of all kinds, with a particular passion for soccer and handball, arts and craft, drama, gymnastics and outdoor activities.

Upon completing their formal primary schooling, our Year 6 students enter a variety of secondary schools including St. Thomas More's College, Sunnybank; Clairvaux MacKillop College, Upper Mt Gravatt; St Laurence's College, South Brisbane; Villanova College, Coorparoo, Our Lady's College, Annerley Lourdes Hill College, Hawthorne; and Loreto College, Coorparoo. A small number of our male students leave at the end of Year 4 to attend St Laurence's College or Villanova College. Retention of the male students into Year 5 and 6 has increased over the past few years, with fewer students opting to leave at the end of Year 4. In 2021 we had 95.6% retention.

### Curriculum implementation

#### Curriculum overview

St Pius X School implements all the Key Learning Areas of the Australian Curriculum and the Religious Education Curriculum based on the Brisbane Catholic Education Guidelines. All classes use the BCE model of pedagogy, plan and implement teaching and learning using multiple sources of student data, and support students with learning disabilities and difficulties by providing appropriate adjustments to classroom tasks and assessments suitable for each student's needs.

Elements of our curriculum delivery approach include:

- Short cycle planning linked to other curriculum areas
- Specialist teachers in the areas of The Arts – Music & Drama, HPE – PE and LOTE (Japanese)
- STEM lessons are offered to all year levels weekly.
- Adjustments and differentiation to meet individual students' needs are planned for, recorded, implemented, monitored, and reviewed regularly. Planning for this differentiation is done in collaboration with the Professional Learning Leader and the ST:IE (Support Teacher: Inclusive Education) and can include input from other support staff such as the Guidance Counsellor.
- Assistive technologies are utilised to ensure all students can access the curriculum and have appropriate opportunities to demonstrate their knowledge and understanding.
- EAL/D (English as Additional Language/Dialect) Teacher provides individualised and small group support for students for whom English is an additional language.
- School Officers work in classrooms assisting Class Teachers to support students. Support is given on an individual, small group and whole class level. The ST:IE oversees the support offered by the School Officers and closely monitors and tracks the progress of students who need intervention.
- Professional Development is provided for staff who need training in strategies to support specific disabilities such as hearing disability, speech/language disorder, dyslexia, ASD, trauma background.
- Students with a verification have an Education Adjustment Plan (EAP). Personalised Support Plans, which are developed in consultation with the class teacher, specialist support staff and parents, are provided for all verified students and those with an imputed disability. Engagement with Allied Health Professionals enhances our ability to support students with specific disabilities.
- Multiple ways for students to demonstrate their knowledge and understanding are provided.
- A systematic approach to monitoring literacy levels in reading and writing:
  - repeated and ongoing monitoring of reading levels for students in Prep to Year 3
  - repeated and ongoing monitoring of writing for students in Year 3 to Year 6
- Our whole school data plan identifies the timeline of standardised testing to be completed across the school. Data from Pat M, Pat R, SA Spelling Inventory, Numeracy Monitoring Tools, Literacy Monitoring Tools and the BI tool is regularly reviewed and analysed to inform planning and teaching and to discern the efficacy of interventions and differentiation.
- Regular, scheduled 'Review and Response' meetings to discuss student progress and identify ways of moving forward.
- Formal reports using a 5-point scale, with judgments made against the Australian Curriculum Achievement Standards in all Learning Areas, are completed twice a year, at the end of Semester 1 and Semester 2.
- Parent/Teacher interviews are offered twice per year in Term 1 and Term 3.
- Communication with parents via phone and email about student learning is ongoing across the year.
- Early Years classrooms use Seesaw as a platform to share daily learning from the class to home.
- A School and Class Blog have been established as a vehicle to share learning with parents.
- A strong, hands-on, purposeful play-based Early Years approach is evident.

### Extra-curricular activities

At St Pius X, our Vision and Mission centres on educating the whole child. We recognise the diverse interests and talents of our students and encourage them to take part in co-curricular and extra-curricular activities to broaden their educational experience.

- Early Years – sensory motor program
- Prep readiness program for prospective students (2 sessions)
- Ditto Student Protection incursion (Braveheart)
- Gymnastics lessons for Prep to Year 6
- Mind and Body Wellbeing Program for Prep to Year 6
- Swimming lessons for Prep to Year 6
- Life Education Van
- Off-campus interschool sports for Years 3 to 6.

- Annual retreat day and leadership day for Year 6
- Camping program Year 4 to Year 6
- AFL Auskick
- Chess.

## How information and communication technologies are used to assist learning

St Pius X has had a strong focus on the use of information and communication technologies (ICT) across all classrooms to support learning. Six out of the seven classrooms are outfitted with contemporary furniture to support contemporary pedagogies. Students in Years 1 to 6 have a 1:1 ratio for devices and a 1:2 ratio in Prep. Students use both iPads daily to enhance learning. The use of Microsoft Teams in Year 3 to 6 have enabled online collaborative spaces in which students share work, give and receive online peer and teacher feedback on their work and enable joint construction, conversations and collaboration on projects.

At St Pius X, ICT is also used to support the learning for students with learning needs. All classes utilise 'Immersive Reader' as a universal design approach to assist students with literacy needs. Some students access 'Speech to Text' assistive technologies for literacy-based learning activities and assessments. The use of ICTs in both learning and assessments enables our teachers to effectively differentiate their knowledge and understanding of concepts covered. ICTs are also used to improve interest and engagement, which in turn, improves attendance.

## Social climate

### Overview

The social climate at St Pius X is warm, welcoming and inclusive. At St Pius X we are responsive to the needs of the children, the staff, their families and the wider community. We seek to enhance the self-concept of each child within a safe, stimulating, and caring environment for all year levels from Prep to Year 6.

Our interactions and decisions are guided by our school motto "Christ In All" and are directed by the 4 school rules – Respect for Self, Respect for Others, Respect for Learning and Respect for the Environment. These expectations are well known across the student and wider community and form the basis for individual and class awards presented at weekly assemblies. Our positive student behaviour plan focuses on a restorative justice model and is based on the Positive Behaviour for Learning (PB4L) framework. Posters which promote expected behaviours in the different areas of the school (Behaviour Matrix) are in all classrooms and strategically placed around the school grounds to support students in making good choices.

St Pius X implements a school-wide social competency program which encompasses the explicit teaching of social skills and a consistent positive behaviour management plan throughout all aspects of the school. Pastoral Care programs in the school which support the social competency program include the Friends program, Circle Time, Mindfulness, Bounce Back program, and Social Competence program. These programs support emotional management and resilience. Conflicts and behavioural issues, both in the playground and in the classroom, provide teachable moments for students to better understand appropriate choices and behaviours. The school has an Anti-bullying policy with explicit procedures for leadership and staff to follow when dealing with bullying incidents and strategies for students to use for reporting of bullying. The school focuses on explicit teaching on bullying prevention. Cyber-bullying and digital citizenship programs are currently used in Years 3 to 6 and are being developed for all classes. Extra learning opportunities to support students in social competence and awareness, health and wellbeing include the Life Education program, Mind and Body Wellbeing program, and the Ditto - Brave hearts Student Protection program.

### Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

### BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2020
This school helps my child to develop their relationship with God	100.0%
School staff demonstrate the school's Catholic Christian values	100.0%
Teachers at this school have high expectations for my child	97.0%
Staff at this school care about my child	98.5%
I can talk to my child's teachers about my concerns	95.5%
Teachers at this school encourage me to take an active role in my child's education	90.9%
My child feels safe at this school	92.4%
The facilities at this school support my child's educational needs	98.5%
This school looks for ways to improve	98.4%
I am happy my child is at this school	95.5%

### BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2020
My school helps me develop my relationship with God	96.9%
I enjoy learning at my school	90.9%
Teachers expect me to work to the best of my ability in all my learning	88.0%
Feedback from my teacher helps me learn	93.9%
Teachers at my school treat me fairly	76.0%
If I was unhappy about something at school I would talk to a school leader or teacher about it	78.8%
I feel safe at school	93.9%
I am happy to be at my school	90.9%

### BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree# that:	2020
Working at this school helps me to have a deeper understanding of faith	100.0%
School staff demonstrate this school's Catholic Christian values	95.0%
This school acts on staff feedback	94.7%
This school looks for ways to improve	100.0%
I am recognised for my efforts at work	90.0%
In general students at this school respect staff members	90.0%
This school makes student protection everyone's responsibility	95.0%
I enjoy working at this school	90.0%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.



## Family and community engagement

The role of parents and guardians in their child/ren's education is valued and respected at St Pius X. We strongly foster the home-school partnership and connections with the local community. Parents, guardians and grandparents are encouraged to volunteer in a variety of ways at the school, including reading to students, assisting in the Library, running the school tuckshop, participation in the P&F Committee or School Board, and organising and assisting with the bi-annual Fete. The P&F organises several community events for families across the year, including the Welcome Back BBQ, Ladies Night, Movie Night and Trivia Night. The school celebrates Mother's and Father's Days with a breakfast and special assembly, and holds an annual Grandparents' Day and Christmas Concert.

St Pius X participates in the local Salisbury community festival 'Chrome St Fiesta' each year, setting up a marquee to promote the school to the wider community. Our school works closely with the local parish St Vincent De Paul society, donating non-perishable goods for the Winter appeal and money to support their Christmas Appeal.

Students with diverse needs are well catered for at St Pius X. Adjustments and differentiation for students with learning difficulties and disabilities are made by classroom teachers in collaboration with the school's Support Team, consisting of the Support Teacher: Inclusive Education, Guidance Counsellor, Primary Learning Leader and Principal. Students with diverse needs have Personalised Support Plans (PSP) which are co-constructed as a support team and shared with parents, who are consulted at the development and the review phases. Parent and student voice is added to these support plans. The Support Team meet weekly to discuss students who need extra support. The team meets with parents in Term 1 and Term 3 to formally review the PSP, update individual student goals and share progress and achievements.

At St Pius X we regularly engage with external Allied Health providers to better meet the individual, diverse needs of students. Our belief that "It takes a village to raise a child" is reflected in the collaborative and consultative approach taken when developing plans and support for students with disability and learning difficulties. Assistive digital technologies are utilised where needed, and specific equipment, eg 'Sound Fields', Wedges, Wiggle Chairs and various Sensory Tools, are purchased to address specific needs of students. Support in the playground is offered through extra staff rostered to 'shadow' certain students and alternative supervised play environments are set up to support students with high anxiety and/or ASD. There is a strong commitment to the consistent implementing of our Positive Student Engagement program (social competence) in all classrooms, including the explicit teaching of social skills and the Zones of Regulation and weekly Circle Time to promote positive student wellbeing.

Promoting strong partnerships and communication is key to the success of all students. A formal 'Family – School Partnership' Statement is currently being developed by the School Board.



## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

#### How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Search by school name or suburb

Go

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	19	10
Full-time Equivalents	12.8	6.3

\*Teaching staff includes School Leaders

### Qualification of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate diploma etc.**	3
Bachelor degree	13
Diploma	0
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

## Professional development

There remained some restrictions around professional development opportunities due to Covid-19. The major professional development initiatives undertaken by staff are as follows:

- Formation for Mission – Module 1 Anthropology
- Formation for Mission – Module 2 Sacramentality
- Laudato' Si – school-based action PD
- Storytelling with Scripture
- RE Resourcing and Short cycles of learning
- Curriculum Overview review of Religious Education
- Aligning RE assessment to the Achievement Standard
- Mathematics and Numeracy: Exploring School Data and resourcing
- 4 Key Dimensions of Mathematics
- Mathematics Pedagogy: Teaching for Understanding in Mathematics
- Planning for Effective Pedagogy in Mathematics incorporating the 4 Key Dimensions.
- Concept Planner for Mathematics Review
- Planning for EAL/D students in the classroom
- Assessment Capable Learners in English
- Setting up Class Blogs – how and why.

The proportion of the teaching staff involved in professional development activities during 2021 was 100%

## Staff attendance and retention

### Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.6%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 85% of staff were retained by the school for the entire 2021.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	93.5%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	93.8%

Average attendance rate per year level			
Prep attendance rate	92.6%	Year 4 attendance rate	94.9%
Year 1 attendance rate	93.5%	Year 5 attendance rate	94.6%
Year 2 attendance rate	92.0%	Year 6 attendance rate	93.9%
Year 3 attendance rate	92.5%		

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

### Description of how non-attendance is managed by the school

Attendance at school is an expectation that is strongly promoted by the school leadership and teaching staff. Communication to parents via our school newsletters, parent information evening at the beginning of the school year, and the posters displayed in the school reception, highlight the importance and impact of attendance on student achievement. Articles in the school newsletter also highlight the importance of arriving at school on time, of keeping family holidays to within the designated term vacations and where possible booking medical appointments outside of school hours. The "Application for Exemption from Attending School" form is located on the Parent Portal and parents are expected to complete this form and seek the Principal's approval prior to booking any family holidays that will impact on school attendance.

As per our Attendance Policy, teachers are responsible to record student attendance and respond to instances of irregular attendance. The Attendance roll is marked twice daily by teachers at 8.40am and 2pm. The office staff check for absent alerts sent through via email from parents using the BCE Connect App. These alerts are communicated to the class teacher so that the accurate attendance category can be marked. Unexplained absences are followed up using the Parent SMS system with a message to the Main Contact to contact the school. After a certain time, if parents have not notified the school of the absence, a phone call is made by a member of the Leadership team to follow up.

The leadership team monitor the school's attendance rate using the BI Tool and investigates patterns and underlying causes of non-attendance. Class teachers also bring their concerns of student absenteeism to leadership to support a follow up if they have not been successful in communicating with the family. The families of students who are presenting with a high non-attendance are contacted by the Principal to discuss the underlying reasons and to collaboratively plan possible strategies to increase the student's attendance.

The school staff work in partnership with parents to support students who are presenting with school refusal, high anxiety or other issues which affect attendance. The class teacher and the school Support Team, including the Guidance Counsellor and the Support Teacher: Inclusive Education, are involved in developing these strategies with parents.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](http://www.myschool.edu.au/) website.

### How to access our NAPLAN results

5. Click on the *My School* link <http://www.myschool.edu.au/>.
6. Enter the school name or suburb of the school you wish to search.

A screenshot of the My School search interface. It features a dark red header bar with a search input field on the left containing the placeholder text "Search by school name or suburb". To the right of the input field are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned on the far right of the header bar.

7. Click on 'View School Profile' of the appropriate school to access the school's profile.



8. Click on 'NAPLAN' to access the school NAPLAN information.



#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](http://www.naplan.edu.au/)) is an annual assessment for students in Years 3, 5, 7 and 9.