Principal’s Foreword
Introduction

This report provides a snapshot of the many offerings and achievements of St Pius Catholic Primary School Banyo. St Pius Banyo is a vibrant community in which each student is valued and teaching targets the needs and learning styles of our students. Our teachers are engaged in professional learning that is aligned to these needs and the goals of the school.

Focus areas for the professional development of teachers included: Exploring the features of Professional Learning Communities and the Australian Curriculum. Whilst individual needs and learning styles are catered for we have also established consistent pedagogy across our school including the use of:

* Learning Intentions
* Success Criteria and
* Specific Feedback to Students

St Pius School is experiencing a time of significant growth and change. Our Master Facilities Plan has ensured our students have ready access to contemporary classrooms and resources. Under the direction of our dedicated staff and with the incredible support of our community, St Pius Banyo is well placed to meet the Educational Needs of our students into the future.

School Profile

St Pius Banyo is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational ☑ or Single Sex ☐

Year levels offered: Primary ☑ Secondary ☐ P-12 ☐

Total student enrolments for this school 295

Total Enrolment 295 Girls 156 Boys 139
Characteristics of the student body

Our student enrolment has increased rapidly over recent years from 139 to 295. Even with Yr 7 moving to secondary our student numbers will continue to grow until 2016 when our school will peak at approximately 340 students. The suburb of Banyo is experiencing a dramatic change of profile with many new families moving into the area. Our community is very supportive and parents are encouraged to be involved in our school in the many different ways possible.

Our distinctive curriculum offerings

These areas include the formal Learning Areas as we move towards full implementation of the Australian Curriculum as well as Social Skills and Personal Development Education. Acceptable learning behavior is taught and made explicit through a process of determining 'What it looks like' and 'What it doesn't look like.' We have adopted School Wide Positive Behaviours. There is easy access to computers, laptops and i-pads throughout the school. The use of technology is integrated as a tool to enhance learning opportunities and is not in itself a course of instruction. Interactive Whiteboard technology has been installed in all classrooms from P-7. Specialist teachers are engaged each week in the Learning Areas of Music, Art, PE and LOTE.
Extra curricula activities

Include a dance program (Dance Fever); a swimming program conducted in our own pool by specialist coaches in terms one and four; structured play sessions during break times; gardening/ environment group, instrumental lessons/ band/choir; lunchtime recreational swimming; a camp program for students in our senior classes; Parish based Sacramental program; leadership and outreach programs. Our school competes in the Catholic Schools' Zone 6 inter-school sporting program.

How Information and Communication Technologies are used to assist learning

Students have access to our wireless system throughout the school. A Multimedia Centre was constructed to complement our new Library. Interactive white-board technology is installed in all year P-7 classrooms and available in our multimedia center. All classes have ready access to computers and i-pads with all classrooms having a small bank of computers, a mobile laptop trolley can be used in classrooms as well as the laptop bank of computers in our multimedia center. Teaching staff have identified professional learning on Information and Computer Technologies as a continued priority for 2013. All teaching staff are provided with a laptop. The installation of interactive projectors in our classrooms has dramatically increased the engagement of our students in the learning and teaching process. A 1-1 technology program is being considered by our School Pastoral Board through 2014 for future implementation.

Social climate inclusive of pastoral care and our response to bullying

Buddy groups and continuous behavior teaching in all classrooms strive to create a harmonious, friendly, 'small school' atmosphere. The school comes together weekly to celebrate birthdays and awards. Parents are welcome and encouraged to be involved where possible throughout the school. Parents are very present within our school community. The Schools' P&F foster a positive social environment by hosting several whole-school social functions each semester. There are regular celebrations and activities organised to recognise state, national and international cultural events which serve to promote a positive social climate eg: Reconciliation Week Assembly and Caritas Walk for Justice. A school-wide Pastoral Care parent group meets each term. Our anti-bulling procedures were updated and communicated to all parents and students in 2013. A recent external review of school processes and procedures recognised the School / Parent partnership as a particular strength of our unique community.
Parent, student and teacher satisfaction with the school

Parents have been invited to offer feedback through surveys offered each year. This allows us to identify areas for renewal and focus. The feedback gained from the surveys and our most recent external review indicate very high satisfaction with the school. Our P&F Association regularly provide feedback through their meetings as to the positive tone within the school as well as to the dedication and professionalism of staff. Our year 6/7 children form our student leadership and work in small focus groups to discuss and provide input into the school community and service activities for our students. The support the P&F receives is evident through the numbers in attendance at meetings. The School Board also offers and seeks feedback on school issues.
The rapid increase in enrolments interest and demand is indicative of the positive public perception of our school.

Parent involvement in their child’s education

Parents are invited to attend and participate where possible and appropriate:-
Opportunities include: Weekly Assemblies for presentation of awards and demonstrations of learning.
Parents and Friends Sub-committees including:-
  Social group, Swimming Club
  Fun Day organisation
  Tuckshop volunteers
  Pastoral Care committee
  Play Groups, Library Assistance and many more
Programs are also run within classrooms that rely on parent volunteers.

Staff Profile

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>15.6</td>
<td>7.1</td>
</tr>
<tr>
<td>Indigenous</td>
<td></td>
<td>0</td>
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</tbody>
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Qualifications of all teachers

<table>
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<tr>
<th>Highest level of attainment</th>
<th>Percentage of teachers and leaders at the school attaining this level</th>
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<tbody>
<tr>
<td>Doctorate</td>
<td>0%</td>
</tr>
<tr>
<td>Masters</td>
<td>5%</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>15%</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>75%</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>5%</td>
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Expenditure on and teacher participation in Professional Learning
The total funds expended on teacher professional learning in 2013 was $58 604.
The major professional development initiatives were as follows:

In 2013 our Focus Areas for Professional Learning were:
* Visible Learning
* Reading to Learn
* Coaching
* School Wide Positive Behaviours

School Income by Funding Source
School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our school income details, click on the My School link above. You will then be taken to the My School website with the following: ‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page.

Average staff attendance rate
The staff attendance rate was 98.59 % in 2013.

Proportion of staff retained from the previous school year
From the end of the 2012 school year, 88.5 % of staff were retained by the school for the 2013 year.

Key Student Outcomes

<table>
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<tr>
<th>Whole School Attendance Rate</th>
<th>95 %</th>
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<tbody>
<tr>
<td>Prep Attendance Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 1 Attendance Rate</td>
<td>93 %</td>
</tr>
<tr>
<td>Year 2 Attendance Rate</td>
<td>95 %</td>
</tr>
<tr>
<td>Year 3 Attendance Rate</td>
<td>95 %</td>
</tr>
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| Year 4 Attendance Rate      | 95 % |
| Year 5 Attendance Rate      | 97 % |
| Year 6 Attendance Rate      | 97 % |
| Year 7 Attendance Rate      | 95 % |
Policy and practice to manage student attendance

Roles are marked electronically twice daily via E-Minerva. Unexplained absences are followed up. Permission from the Principal is required for extended student absences for family holidays etc. Our School Pastoral Care Parents have assisted families who may be experiencing difficulties in getting their children to school.

Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

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