



# ST PIUS X COLLEGE

CHATSWOOD



EDMUND RICE EDUCATION  
AUSTRALIA

Submitted on 30 June 2020 to NESA (NSW Education Standards Authority) according to the requirement to provide information about the educational and financial performance measures and policies of the school.

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# 2019 ANNUAL REPORT

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**Cross Reference of**  
**St Pius X College 2019 Annual School Report**  
**Against**  
**NESA/RANGS Manual Mandated Inclusions**

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# SECTION 1

## MESSAGES FROM KEY SCHOOL BODIES

### a) FROM THE PRINCIPAL

It is with much pleasure that I report on the College's many activities during 2019. It was without doubt, a year of significant activity, high achievement and tremendous progress. The College is continually expanding, developing and improving its academic, spiritual, cultural and sporting and other programs. Community outreach activities are now a feature of the College in line with the EREA Touchstone of *Inclusive Community*. Enrolments continue to be strong and the College is in a constant state of renewal. We have been blessed with a succession of outstanding graduating classes over many years.

Our Student Leadership Team for 2019 selected the theme *Unity in Community*, which had the exhortation, *Get amongst it!* as a slogan. The aim was to have the boys, led by the student leadership team themselves, take every opportunity and experience the full range of activities available to them. The beliefs underpinning this aim are that a fully involved and engaged learner has enhanced wellbeing and a sense of purpose and that in turn will make a positive difference in the world. We continued to use the four EREA Touchstones of Liberating Education, Gospel Spirituality, Inclusive Community and Justice & Solidarity, to guide our mission and connect with the wider community. These Touchstones in turn shape my report for 2019.

#### **Gospel Spirituality**

The College is a place where the Gospel comes to life. The Good News of the Gospel is that the Risen Lord is present with us in every aspect of our lives. The College maintains a rich liturgical life with a program that includes Masses for both the entire school and smaller groups. In addition, the College celebrates Ash Wednesday as well as many significant Feast Days. Prayers are regularly said within the College community including at whole-school assemblies, year meetings, before exams, at parent evenings, in staff meetings and in the classrooms. Teachers regularly start their classes with prayer. All students also undergo formal Religious Education.

A particular feature of the Gospel is the inclusion of Indigenous Spirituality in our life. The College is committed to Reconciliation with the First Nation's People. Key Learning Areas such

as Religious Education, English and HSIE have course content that specifically targets Indigenous issues. In addition, we hold our annual Reconciliation Ceremony in May with a visit by the Walangari Dance Company. There is also regular formal recognition of Indigenous Spirituality in the Acknowledgment of Country and in classroom teaching.

Our current Parish Priest, Fr Jim Mckeen, arrived at Our Lady of Dolours Chatswood in 2018. He is a prayerful, generous and energetic pastor and friend of the College. Fr Jim is much involved in our activities here. He presided at the Opening Mass and Year 12 Graduation. Fr Jim was a Guest of Honour at our Prefects' Investiture. He also kindly visited our Year 12 Retreat at Tallow Beach, where he camped out with the boys in the sand dunes within sound of the waves, celebrating Mass under shelter at night.



The College has had a long history of close association with the Parish and one practical way in which this occurs is in our College Mass, every second Tuesday in our own Chapel here. On other occasions our RE classes attend Mass in Our Lady of Dolours. In addition, former College Captain Adrian Brannan works with us as well as the parish in Youth Ministry. This close association is of great benefit to both the College and the Church. We wish Adrian every future success as he moves to the Parish of St Augustine's in Coffs Harbour in 2020.

We also welcomed Bishop Anthony Randazzo as the newly installed Bishop of Broken Bay, replacing Bishop Comensoli in 2019. Bishop Anthony has already celebrated Mass for some of our students in Waitara and we look forward to him visiting the College as soon as his busy schedule allows. I want to pay great credit to the Diocesan Administrator in the intervening period – The Reverend Dr Peter Ranson. Fr Ranson worked with the College in several areas and has made a significant contribution to the shared vision for Catholic education in Chatswood. This shared vision of education will expand in future years. I also want to acknowledge with appreciation the leadership in Religious Education of Dr Katie Meale, our Religious Education Curriculum Coordinator who leaves us for Canberra commencing in 2020.

### **Inclusive Community**

The College constantly seeks to engage with the wider community. We always commemorate Anzac Day within the College and greatly value that members of the extended College community often attend our Remembrance Day service on 11 November in honour of the Fallen



in all wars. This year the College also sent students to Remembrance Ceremonies at the local RSL and the ANZAC Memorial in the city.

To facilitate our connection with the wider community the College revised its website over 2019. The new website and App was developed for launch in February 2020. The College has many links with the wider community. Mercy College use Treacy Centre for their Year 7 Reflection Day in November – one of several times we share our facilities with others. It is our intention to further develop our links with local Catholic schools into the future, presenting a shared vision of education in the Catholic precinct.

The very successful annual Founder's Day was one of the final whole school events for the year. It was held at the Treacy Centre at Oxford Falls on Friday 21 November. The day featured an excellent presentation on mental health and resilience by media personality and Director of Beyond Blue Ms Johanna Griggs. Ms Griggs has a long family association with the College. Her father, John, attended here as did her uncles and brother, Michael. Jo spoke very effectively about many aspects of her career and the challenges she has had to overcome. The final session of Founder's Day involved the usual entertaining concert put on by staff and students. The Teachers' Band is always a favourite but there were also some other excellent performances by students and teachers in a variety of forms and costumes. It was a great way to celebrate the community.



The College raised in excess of \$60,000 throughout 2019 and including through Founder's Day, Junior School Walkathon, Market Day, Parent Donations, Project Compassion and a range of fundraising activities and these funds were distributed to:

- \$9,000 St Mary's Bowraville
- \$400 Carly Ryan Foundation
- \$23,795 Edmund Rice Foundation Overseas (Callan Services)
- \$10,000 Caritas Australia
- \$3,000 St Edmund's College Wahroonga
- \$2,000 St Gabriel's College Castle Hill
- \$2,000 Edmund Rice Services (ERC)
- \$10,000 St Joseph's Walgett

- \$2,000 Beyond Blue
- \$900 World Vision

School is essentially a partnership between staff, parents and students. All play their part. I want to particularly acknowledge the assistance I receive from the College Leadership Team who provide a constant source of advice and ideas for the smooth operation and improvement of the school. Also, the College Board, so ably led by its Chair, Mr Brian Populin, are a group of professional, committed and dedicated and generous people who oversee the governance of the College in partnership and accordance with EREA governance protocols and the EREA Board. There are a good number of retiring members of the College Board and I offer the College's appreciation to Br Jeff Regan, Mrs Martha Maiorana, Mrs Catherine Ephraums, Mr Greg Wilson and Mr David Kennedy for their wisdom, service and dedication in recent years.

Another great source of support for the College has come from the Old Boys' Association, led by Mr Jeff Clark. The College offers sincere thanks to all the teachers, students, parents and other members of the College community for their great support.

Special thanks to our P&F and its President, Mrs Braelen Zwart. Parents are integral to the daily life of the College, not just in the way they support us by sending their sons here but by the way they actively assist in fundraising and other activities.

The Parents & Friends Association gave practical help in the following areas:

- Chatswood Canteen upgrade \$35,000
- Sarto kitchen upgrade \$3,000
- *Lights and Larry* were hired for the drama production of *Great Expectations* \$5,000
- HSC support – PAPA \$6,400
- Oxford Falls additional seating \$16,326
- Outdoor education – Snowy Hike gear – \$15,460
- *MindMatters* peer mentoring \$7,000
- Chinese Study Tour \$3,938
- Red Dirt Immersion to Bourke - \$2000
- Buddies not Bullies - \$2,000
- CCPS Association levy \$1,192
- Sustainable bookshop \$1,136
- Author John Larkin \$3,600

The College is also grateful for the efforts of its staff. A number of staff have left the College after giving great service. Mr Ross Masters has been an outstanding member of staff for decades. He began teaching at the College in 1979 and since that time has been a passionate classroom practitioner, particularly in History and Religious Education. He is an outstanding role model and influence on the thousands of young men who have been in his care, particularly as a much-valued Year Coordinator. Outside of the classroom Ross led many activities but was particularly noted as a coach in Rugby who prepared excellent teams for games all over New South Wales, often travelling long distances himself to watch them play. Mr Masters has taken 2020 as a year of Long Service Leave and is planning to return to the College in 2021.

A stalwart in the canteen, Marianne Erickson also left the College after beginning here in 1998. Marianne has been a great source of energy and efficiency – keeping the boys well-nourished and fed is indeed one of the most important parts of education. Marianne manages the constant pressures of lunchtimes with great style.

The Performing Arts Department farewelled two excellent staff members – the Coordinator, Ms Pip Waters and Music teacher Ms Natalie Rawle. Ms Waters has been here only a short time, but she has shown herself to be an energetic, talented performer and a fine leader of an expanding department. Ms Rawle has been here longer and has been a wonderful teacher and performer. Both teachers have given above and beyond to make music and drama such an important part of the College's curriculum and other activities.

Also departing us is Mrs Roslyn Gaston, one of our much-valued support staff who started here in 2002. Mrs Gaston has produced our weekly Newsletter, Woodchatta, among many tasks including a multitude of exams, reports, letters, articles, advertisements and other communications and she has significant skills in graphic design. Mrs Gaston was always helpful, good humoured and most professional.

The College values all members of its extended community – past and present. We were saddened to hear of the passing of a number of members of this community. Brother Brian Moylan passed away in July this year after more than fifty years as a Christian Brother. Brother Brian was Principal here in 1982. He was also a Principal at several other schools around New



South Wales and was on the Christian Brothers' Leadership Team for many years. Another former Principal who passed away was Tom Casey, who was Principal here from 1979 to 1981.

The College takes a great interest in its past students. Our ex-student Michael Hooper Captained the Wallabies in the World Cup, and we were particularly proud of the way Michael conducted himself on the field. He combines his tireless enthusiasm as a player with his leadership and ability to articulate well and remain composed and gracious in the many difficult media appearances he had to make. On Friday 2 November members of the College community rallied to host a benefit dinner for two ex-students, Liam Knight and Greg Wade, who have suffered challenging injuries. The evening was in Norths Leagues Club and hosted by television and radio personality, Gus Worland, who had visited us on Founder's Day in 2018. Almost 400 guests came to hear our special guest, Braith Anasta, Fox Sports Commentator, and share and contribute to the future for Liam and Greg.

### **Liberating Education**

This Touchstone guides our holistic approach to education at the College. As such we aim to educate students spiritually, academically, socially and physically. An important aspect of this aim is to ensure all people, staff and students have an opportunity to extend themselves. Education is a way to liberate people from the oppression of ignorance but also a practical way to make a difference for those who may be marginalised by poverty or other forms of oppression. The College greatly values its active membership of a worldwide network of schools which share the vision of Blessed Edmund Rice, to educate young people and "give to the poor in handfuls" as Edmund urged his Brothers.

As part of our outreach program, the College welcomes guests from the wider community at a range of events including our weekly assemblies; graduations, year meetings, subject sessions, whole school gatherings and celebrations. Some guests have included: Christian Brother, Steve Rocha from New Delhi, who visited us in July. Br Steve was an entertaining speaker. He connects us with the international Edmund Rice community and highlights the importance of supporting those in need. Br Steve is an inspirational leader, who is the Executive Director of PRATYeK. He 'thinks big. Plans big and achieves some spectacular results for Human Rights' according to Edmund Rice International (ERI). In October Tommy Nyawir, founder of the Mirror of Hope, visited us from Kenya. Tommy shared his story about how a stranger paid for his education and

thereby lifted him out of poverty and into a career that resulted in his graduation from university.



*Br Steve Rocha with Year 6 students*

Our 2019 HSC results were particularly impressive. John McKinnon, an outstanding all-round student, was Dux with an ATAR of 99.05. John was also First in State in Chinese Beginners. The College achieved some its best results since 2001 in terms of the number of Band 6 grades awarded to students. These results are analysed in detail in the Teaching and Learning section of this Report, but it is worth acknowledging here that 41 boys (31% of the entire cohort) achieved ATARs above 90.

MERIT LISTS	2019	2018	2017	2016	2015
BAND 6	16.4	15.8	10.3	10.3	11.3
BAND 5	48.0	37.5	38.7	41.5	45.4
BAND 4	28.6	27.5	36.2	31.5	29.3
BAND 3	6.7	13.3	10.2	12.0	8.2
BAND 2	0.6	3.6	2.0	2.1	3.2
BAND 1	0.0	0.2	0.4	0.4	0.2



*Mr Couani congratulates John McKinnon*

The Performing Arts have been a particular feature of the College's academic and extracurricular program over many years. Recognition of the depth of talent in this area came with the

announcement that the Year 12 Drama students' Group Performance was nominated for possible inclusion in *OnSTAGE*, a showcase of the best HSC Drama Performances: Lachlan Donlevy, Nicholas McKenzie, Timothy McLachlan, Samuel Schyvens and John-Paul Shahady were nominated for their script and performance of *East Side Story*. The following Drama students' Individual Performances were also nominated for possible inclusion in *OnSTAGE*: Timothy McLachlan, for 'James' from *Blackout*, and John-Paul Shahady for his performance in *Two scoops, or one?* These were incredible results and a true reflection of the students' outstanding performances and Ms Lindley's extraordinary talent as a teacher. Such high-quality performances reflect the breadth of excellence of the Performing Arts community within the College.

Music continues its tradition of success, with Nicholas Bendall in Year 12 nominated by NESA examiners for the ENCORE concert in 2020. The annual series of Twilight Concerts featured our own musicians and actors, supported by many staff and the very energetic Performing Arts Parents' Association (PAPA). There were three concerts in all, each with their own theme: 'Twilight Around the World', 'Twilight at the Oscars' and 'Twilight at Christmas'.

Another area of the curriculum which continues to develop is the study of Languages. For the second time since 2014, the College achieved a First in the State for Chinese Beginners – a demanding course which requires knowledge of the spoken and written forms of the language. The Languages Department worked hard to raise its profile through many different activities, including immersion courses in China and New Caledonia and many cultural experiences in and around the school.

Our students have been successful in many external forums and competitions, and there are many activities at the College that connect our students to the world and elite programs. For example, Ben Cullen of Year 9 entered the demanding History Teachers' Association Competition and gained first place in the Year 9 student category. The benefits of such high-level activities extend throughout the entire department and to the wider College community. There have been a number of other successes in a range of areas, including Mathematics, Science and Languages.

The College is always seeking ways to expand the scope of the education offered to the students. The College encourages its staff to attend a variety of professional development courses offered by the many subject related associations. In addition, we have a particularly close relation with



the courses offered by EREA including those that target new or more experienced teachers or those who wish to consider leadership opportunities. Edmund Rice Education Australia (EREA) through its “Full of life” Program provides Formation, Leadership, Immersion, Professional Development and Networking Opportunities across all EREA Schools nationally as well as internationally. EREA offers the following formative experiences designed for all EREA staff across the nation. They are also suitable for school Board personnel, staff from Edmund Rice Ministries Oceania and members of other Edmund Rice communities. *A Call to Mission*, *A Call to Leadership* and *A Call to Transformation* are offered at least once in each EREA Region every year, while *A Vision for Liberation* is offered twice at a national level.

In 2019 Pius Staff who benefitted from these enriching experiences were:

- A Call to Mission: Antony Horan, Jacqui Loughman, Fernando Mendez, Nathanael Primrose-Heaney, Felicity van Riet, Justin Varjavandi.
- A Call to Leadership: Annabel Gunns
- Women In Leadership: Jo Schuster, Pip Waters
- A Vision for Liberation: Judy Black, Nathan Mulheron
- Well Being Conference: Sean Brannan, Donna Janes, Rick Russo
- Teaching & Learning Conferences: John Couani, Mark Casey, Nathan Mulheron, Alex Damo.
- A Call to Transformation: Tony Cunneen
- “Let’s Talk” Aboriginal Immersion: Sean Brannan
- India Immersion: Ryan Balboa

Frances Doyle, Veronica Kuganathan and Denise Ramsey completed the NESLI (National Excellence in School Leadership Institute) ‘Women’s Middle Leadership Program’. Also, Tim Long completed an Edmund Rice Beyond Borders Leadership Course. It is encouraging to see teachers continue to work to extend their own knowledge. For example, a number of teachers are involved in Masters Programs in Educational Leadership. The College was particularly proud when its Head of Student Services, Sean Brannan, was awarded the 2019 EREA Charter Touchstone Award for Inclusive Community at the EREA Thanksgiving Mass in Melbourne on 23 November. This was well-deserved recognition of Sean’s tireless contribution to Catholic Education in the Edmund Rice Tradition.

## Justice and Solidarity

The College gave practical form to our Touchstone of Justice and Solidarity through its many programs as mentioned in other sections of this report. A key feature of Justice in the College is our accountability to parents, students and the wider community. With this in mind we took part in a Child Protection Audit conducted by Crowe Horwath (now called Crowe Australia) in April.

In terms of supporting people in Australia the College inaugurated its Red Dirt Tour of the New South Wales western district – sadly a place marked by red dirt as it is still in the throes of a terrible drought. There are other immersion experiences to the Central Coast, Bowraville and Walgett where the boys engage in practical activities to engage with the local communities. As a Principal in an EREA school I attended the EREA Congress in Melbourne. This meeting of representatives from across Australia stressed the way St Pius X College is part of a world-wide network of educational institutions connected by the common themes of service to God through education, justice, sensitivity to global issues and the vision of Edmund Rice.

In other Social Justice initiatives the boys sold items on behalf of Legacy, the Salvation Army and other charities. The idea of fostering right relationships both within and outside the immediate College community is an important part of College life. The annual RUOK Day in September was a practical operation brought everyone together, and included the traditional game of Dodgeball between staff and students. In addition the annual *Movember* promotion highlighted the need for actively addressing issues of mental health, particularly amongst males.



## In Conclusion

The College is very aware of the need to gain feedback on its educational programs. It has a range of instruments to measure Parent, Teacher and Student satisfaction, including an annual survey of all members of the College community. In 2019 this survey suggested a high level of satisfaction measured as 4.5 out of a 5 point scale. Another indication of a high level of satisfaction with the College is that turnover of staff and students is minimal as is the number of direct complaints from parents. In 2019 this high level of satisfaction was also evident in a national survey of school conducted by Edmund Rice Education Australia (EREA), the overall governing body of the College. Another indication of the high level of satisfaction from all people involved in the College is the extensive involvement of parents, teacher and students in extracurricular and other activities, as reported in other sections of this document.

It has been a busy year. It is hard to do justice to so many successful activities such as the First XI Football Team who were NSW CIS Cup Champions and runners up in the ISA competition.

The College embarked on a new program of refurbishment of classrooms: B Wing was recarpeted and repainted as was the Administration Block. In addition, C Wing had a major overhaul in terms of layout and appearance to provide a dynamic, modern classroom environment.

It is hard to summarise the achievements of a school community of over 1130 students, with more than 100 teaching and support staff and the thousands of carers, parents, grandparents, siblings, ex-students and friends of the College. In its 82 years the College has grown from a modest six classrooms tucked in behind the church to becoming a thriving Catholic Boys' School in the Edmund Rice Tradition. Thank you to all who continue to make this possible. This report will highlight the many activities within the College.

God bless all in the College Community.



Mr John Couani  
**Principal**





## b) FROM THE BOARD

The College Board has a strategic and advisory role of supporting the College's authenticity as a Catholic school in the Edmund Rice tradition and to remain sustainable into the future.

The Board has particular responsibilities for the oversight of faithfulness to the Charter and Touchstones: Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity. We work collaboratively with the Principal and Edmund Rice Education Australia Executive to provide quality stewardship aimed at offering the best possible learning environment for the students at the College.

The College is heavily dependent on Commonwealth and State Government funding to help keep tuition fees affordable. The ongoing implementation of the Commonwealth Government's Gonski Review of 2017 (including recently proposed amendments resulting from the National School Resourcing Board's Review) will result in a significant decline in Government funding in real terms for our College over the coming years. The Board remains committed to ensure the fees remain as affordable as the College can sustain while allowing for increases in education costs and the ongoing need to maintenance and upgrade of buildings and resources.

Under the leadership of our Principal Mr John Couani, the Board and the College community contributed to the ongoing development of the Strategic Improvement Plan and implementation of its strategic priorities, founded on the College's Vision and Mission statements and the EREA touchstones and values which remain our constant.

We thank the Principal, Mr Couani and the College Staff for their commitment to educating our boys in the Edmund Rice tradition, striving as they do to promote their academic, pastoral and faith development as part of an inclusive community: an inclusive community that prioritises humility, kindness, compassion and gratitude and promotes respect for each other's uniqueness and differences.

We congratulate the HSC Class of 2019 who achieved some of the best overall results in the history of the College with over 30% of the cohort achieving ATARs above 90. It is also pleasing to see the ongoing development of the Performing Arts, with 6 students nominated for possible inclusion in the prestigious *OnSTAGE* or *ENCORE* performance of HSC major works. These results are a credit to the students and their teachers.

We also acknowledge the wonderful contribution to College life of the Old Boys Association lead by Jeffrey Clarke and the Parent & Friends Association lead by Braelen Zwart.

As Board Chair, I would like to thank our Board and Committee members for their generous service to College governance over 2019. I particularly like to thank retiring Board members Br Jeff Regan,

Catherine Ephraums, David Kennedy, Gregory Wilson and Martha Maiorana for their valuable contribution to the Board and the College during their many years of service.

In closing, the Board thanks our community of parents and families for the support you give to the College and its role in nourishing the hearts and minds of our boys to make a positive difference in our world.

Brian Populin

Board Chair, 2019

### 2019 COLLEGE BOARD

**Back row:** Mr David Kennedy, Mr Greg Wilson, Ms Martha Maiorana, Mrs Catherine Ephraums, Br Jeff Regan, Mr Tony Masone, Mr Jean-Paul Wallace.

**Front row:** Mr John Couani, Mr Brian Populin (Chair) Mrs Therese Maclaine.



## c) FROM THE PARENTS AND FRIENDS ASSOCIATION

There are essentially three main tasks for the P&F at St Pius X College:

1. Provide opportunities for social engagement for parents & carers to build an active Pius community
2. Provide liaison between parents and the College
3. Assist the College with all its undertakings, including financial support of targeted initiatives outlined below

The P&F hold a series of events throughout the year to provide the parent community many opportunities to meet other parents, build year group friendships and be involved in the school. Events include the Welcome Mass, Mother's Day, Father's Day, Teachers' Breakfasts, a Cocktail Party and Trivia Night which are always successful in terms of being a fun and relaxed way for parents & staff to catch up and meet each other & to raise funds to be re-invested back into the college. To build the year group networks, the P&F coordinates the year group representatives and funds year group social events throughout the year.



The P&F supports the five main clubs: Performing Arts, Football, Cricket, Basketball, Rugby and Robotics, via co-ordination of the key fundraiser each year in the Trivia Night, providing financial assistance, along with building the profile of Club Committees and volunteers, while showcasing the many ways parents can engage and participate in the school.

The P&F assists the College with the College Open Day and the New Student Orientation Days by having current parents assist at such events to showcase our strong St Pius community spirit to prospective and new families, and facilitate answers to many new parents' questions.

In terms of providing liaison between the College and the Parents, through the P&F meetings held each term we facilitate presentations from Staff to the parents on topics such as Technology, College Campus upgrades, Staff Learning and Development focuses, and Student Enrichment programs including the Kokoda Expedition and Immersion experiences. We hold a breakout session on a topic of interest with the community at each meeting to provide parents with the opportunity to give their feedback, thoughts and ideas, which have been valuable in supporting the College on policies or projects.

In 2019 the P&F made significant financial contributions to the College across a wide spectrum of areas. Capital works being the largest investment with contributions made to the Canteen upgrade, new spectator seating at Oxford Falls, Sarto Kitchen & Gym upgrades, C-Wing air-conditioning. We invested in Year 11/12 PAPA tutoring support; Robotics equipment; Boxercise & Mind Matters kits and activities; Junior School Resource Centre writer project; Immersion opportunities as well as Kokoda & Snowy Mountain hikes.



The P&F at St Pius X College is an active and engaged parent body due to the dedication and commitment of the members of its Executive, and the many volunteers who assist throughout the year at the P&F events and within clubs. All members of the Parents and Friends Association are to be thanked for their contribution throughout 2019.



Braelen Zwart  
P&F President 2019

#### d) FROM THE STUDENT LEADERSHIP TEAM 2019

The Student Leadership Team of 2019 was a dedicated and focused group of students who were all eager to make a difference within the school community, and beyond. After long discussion at our camp in Term 4 of 2018, we developed our school theme of 'Unity in Community,' which encouraged the whole school to 'get amongst' the co-curricular and extra-curricular activities on offer, and in so doing would allow students to meet and make new friends that may not be in their year group. Students would become more connected with the school, and supportive of each other, living by the touchstones of the school, and the St Pius X College motto, 'Fide et Labore'.

One example of the 2019 theme in action was the whole-school handball competition hosted by the Student Leadership Team toward the end of the year. The event saw students from each year group compete against each other in handball – the sport-of-choice at recess and lunch – for a chance to win Points for their sport Colour House and a Westfield gift voucher. Once all year groups had competed, one lunchtime was dedicated to the Year 12 competition, which was spectated by the entire school community.

The Student Leadership Team was divided into four portfolios: Academic, Cultural, Mission and Identity, and Wellbeing. Each portfolio was headed by three or four prefects who led a body of non-elected students who were interested in the focus area. This 'team' of non-elected students was a first for the school and was in response to the overwhelming interest for prefect positions. The teams played a vital part in making the year so successful, with many ideas being discussed within each portfolio that would not have been possible with only three or four prefects. Every portfolio contributed to the delivery of the 2019 theme to the school.

The Academic Prefects did an excellent job in motivating the Year 12 cohort to stay focused on the goal of the HSC exams. Regular Year 12 Study Days held at the Treacy Complex sporting grounds Oxford Falls were completely redesigned by the prefects who were able to engage and motivate the year group to achieve great results at the end of the year. However, the Academic Prefects' efforts were not limited to their own year group. The Academic Prefects and their team attended information sessions for other year groups, where they spoke with students about subjects and gave them valuable information about selecting subjects from a student's perspective.

With such a thriving Performing and Creative Arts Department, the Cultural Prefects had their work cut out for them, although it was nothing they could not handle. The school's tri-yearly Twilight Concerts were given an overhaul by the prefects and their team, resulting in a new format at the



Christian Brothers' Centre, Oxford Falls. The theme of 'Around the World' supported the 'Unity in Community' theme, and many students and families attended. Furthermore, some lunch breaks through the year were accompanied by student bands playing on the podium for others to enjoy. Teacher participation was not scarce, and many students were drawn to the rare sight of their Maths and English teachers risking it all on the microphone. The Creative Arts Department welcomed an art competition, and the school-favourite annual film festival, both under the guidance of the cultural prefects.

The Mission and Identity Prefects expanded the school spirit to invite Mercy College to work with us and the Chatswood Parish to develop a Youth Mass that was led by the students from both schools. The monthly Youth Mass hosted by Father Jim McKeon at Our Lady of Dolours Parish, Chatswood, quickly became a success, with students from both schools serving on the altar, presenting the readings, and playing great music for the congregation to enjoy. After Mass, students lived the theme Unity in Community by playing games together, enjoying a light meal, and meeting members of the community. The sense of community created at the Youth Masses was then brought into internal school liturgies and Masses throughout the year, led by the Mission and Identity Prefects and the whole team.

Pivotal to the 2019 theme, the Wellbeing Portfolio led activities that were enjoyed by the entire Chatswood community. For many years, St Pius has offered boxercise to students two mornings a week before school. The Wellbeing Prefects opened these sessions to students across the road from Mercy College, which boosted the energy on those cold mornings before school. Within the school community, the Wellbeing Team also supported the well-known St Pius X College Buddies program by joining in the bushwalking, rock climbing, and swimming activities. Additionally, the Prefects led the activities for the National Day of Action Against Bullying and Violence. The day promoted the necessity of "looking out for your mates", and respecting everyone, as well as explaining how to get help, or get someone else help if a situation ever were to arise.

Finally, the Sport House Captains contributed to the 2019 theme by encouraging the student body to get involved in sport and other school activities. Unfortunately, the athletics carnival was cancelled due to poor weather, however the swimming carnival was a great success. The House Captains ensured as many students as possible participated in the events and lead deafening war cries in an attempt to prove they were the best. Friday morning assemblies throughout the year featured entertaining sports reports from each house captain, livening up the mornings, and encouraging the boys to put their best foot forward for the coming weekend sport.

By the end of the year, the 2019 Student Leadership Team had contributed to the wellbeing and community of the entire school. The boys who made up the Student Leadership Team were able to balance their studies with their contribution to the school. By graduation, they all left a positive and lasting impression within the school community, and were leaving St Pius X College better than it was when we arrived.

Oliver Tysoe

College Captain 2019



## GOVERNANCE OF THE COLLEGE

In late 2007 the Congregation of the Christian Brothers (as Trustees of the Christian Brothers) established Edmund Rice Education Australia (EREA) to govern, manage and conduct its schools, while maintaining proprietorship. In 2013, Trustees of Edmund Rice Education Australia incorporated. Proprietorship of St Pius X College (initially for the purpose of school registration) was formally transferred from Trustees of the Christian Brothers to Trustees of EREA in 2017.

The Council (as Trustees of EREA), as proprietor, now has full authority for the governance, management and operation of St Pius X College. The Council appoints the EREA Board to develop and oversee the strategic directions of EREA and the Board appoints the EREA Executive Director to operationalise these strategic directions, in collaboration with the Principal of the school. After consultation with the Principal, the Executive Director appoints the St Pius X College Board.

Initially established by the Christian Brothers in 1996, the St Pius X College Board has a role in the collaborative governance of the school, operating under an advisory/consultative model. The College Board with the Principal and EREA share a tripartite responsibility for the present and future directions of the College.

The St Pius X College Board consists of no more than eleven members. The Principal is an ex officio member of the Board. After a nomination/selection process, the EREA Executive Director appoints members to the College Board, initially for a three year term which is renewable. Ordinarily no member of the Board serves for more than two consecutive terms.

The fundamental aim of the College Board is to assist the Principal to provide an excellent Catholic education in the tradition of Blessed Edmund Rice through the promotion of the full spiritual, academic, social, cultural and physical potential of each and every boy.

Annually an opportunity is provided for those interested in membership of the Board or one of its Committees to indicate their interest. Prospective and current Board members are involved in an induction and ongoing formation program to assist them to fulfil their responsibilities to the College community.

The Board meets at the College ordinarily monthly during school terms. Board Committees ordinarily meet at regular intervals prior to Board meetings and report to the Board.

The Board acts in a consultative role within the context of governance and collegially with the Principal and EREA. The management of all aspects of College life is the prerogative of the Principal. In performing its role, the Board works to support the values and achieve the objectives defined in the Charter for Catholic Schools in the Edmund Rice Tradition and the Touchstones.

The Board considers a diverse agenda including Strategic Improvement, Annual Improvement Plans, Mission and Vision Statements, Annual Budget, Master Plan and Capital Development. The Board has a range of sub-committees. These include: Governance and Formation Committee, Finance and Risk Committee, Property Committee, Strategic Planning Committee and Nominations Committee.



## RESPONSIBLE PERSONS ST PIUS X COLLEGE, CHATSWOOD 2019

Name	Role	Commenced
<b>EREA COUNCIL</b>		
Br Paul Oakley cfc	President	1 September 2006
Dr John Honner	Deputy President	15 February 2013
Ms Kathy Freeman	Council Member	20 July 2017
Mr David White	Council Member	20 July 2017
Ms Philomena Billington	Council Member	1 July 2018
<b>EREA BOARD</b>		
Mr Graham Goerke	Board Chair	1 January 2013
Mr Anthony Arnel	Board Member	24 March 2014
Mrs Vicki Clark	Board Member	1 January 2015
Dr Cathy Day	Board Member	1 July 2019
Mrs Fleur Hannen	Board Member	1 January 2015
Mr Alan Rix	Board Member	20 July 2017
Mr Mark Anderson	Board Member	1 January 2018
Mrs Bobby Court	Board Member	1 January 2018
<b>EXECUTIVE DIRECTOR</b>		
Dr Wayne Tinsey	EREA Executive Director	1 October 2007
<b>PRINCIPAL</b>		
Mr John Couani	Principal X College	January 2011



## LOCATION

St Pius X College is an independent, high-achieving Catholic school in the Edmund Rice tradition providing a comprehensive education with a strong pastoral and academic focus, as well as an extensive cocurricular program. The College was founded by the Christian Brothers in 1937 at the invitation of the Parish Priest to provide a reasonably priced education for the increasing number of local Catholic boys. The College is named after Pope Pius X who was canonised in 1954 and was especially known for his efforts to extend the participation of laity in the Sacraments.

The education campus is located in the Chatswood CBD on the lower North Shore of Sydney and has approximately 1130 students from Years 5 to 12. The playing fields and related educational facilities are located at Oxford Falls, just off the Wakehurst Parkway and is known as the Treacy Education Complex, comprising the Treacy Centre and the Christian Brothers' Centre. There are four ovals incorporating a fully maintained turf cricket wicket, tennis courts, cricket nets, hospitality areas, three indoor basketball courts, a gymnasium, small and large group workrooms as well as numerous other facilities.

*Photos: The College's Chatswood Campus*



*Treacy Education Complex at Oxford Falls*

The College shares a retreat facility at Wamberal on the NSW Central Coast in conjunction with Christian Brothers High School Lewisham. This facility, known as Workul Koo (One God in the Darkinjung language), contains accommodation for approximately 30 people, a full industrial kitchen and outdoor education resources.

## COLLEGE VISION AND MISSION STATEMENTS

As a member of Edmund Rice Education Australia the College offers a distinctive educational philosophy. Its vision and mission are underpinned by a community's commitment to bear witness to the following shared values as modelled by Jesus Christ and Edmund Rice, Founder of the Christian Brothers. These values are expressed in the four Touchstones of the Charter for our schools.

- **Gospel Spirituality**
- **Justice and Solidarity**
- **Inclusive Community**
- **Liberating Education**

The values have been refined in the College's current Strategic Improvement Plan as:

### FAITH, RESPECT, OPPORTUNITY, EXCELLENCE



*College Opening Mass 2019*

#### MISSION STATEMENT

The Mission of St Pius X College is to provide Catholic education for boys in the Edmund Rice tradition for the whole person. The College community strives to promote the spiritual, intellectual, social, cultural and physical growth of each person.



#### VISION STATEMENT

The Vision of the College is to spread the Good News of Jesus Christ through quality Catholic education in the Edmund Rice tradition to make a positive difference in our world.

## CHARACTERISTICS OF THE STUDENT BODY

The College is an independent Catholic boys' school catering for students from Years 5 to 12, with a population of 1136 students.

- 90% of students are Roman Catholic
- 1% of students have a language background other than English
- English as the first language is spoken by 99% of students

YEAR 5	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	TOTAL
96	128	161	159	152	160	142	138	1136

*\* These figures are taken as at 31 January 2019.*

## ENROLMENT POLICY

All children of parents who are prepared to support the religious principles and ideals of the College are considered eligible for enrolment. The following group of applicants has a priority in admissions.

The College Enrolment Policy gives priority to:

1. Catholic boys attending the following local systemic primary schools: Our Lady of Dolours, Chatswood; St Thomas, Willoughby; St Philip Neri, Northbridge; Our Lady of Good Counsel, Forestville; St Martins, Davidson; Holy Family, Lindfield; Corpus Christi, St Ives; Our Lady Help of Christians, Epping. Catholic students attending Our Lady of Perpetual Succour, West Pymble and Sacred Heart, Pymble are given priority for Year 7 only.
2. Siblings of current students;
3. Catholic boys from non-feeder Catholic primary schools;
4. Catholic boys attending non-Catholic schools who are members of a Catholic community;
5. Non-Catholic boys from Catholic Schools;
6. Non-Catholic boys from non-Catholic schools.

Sons of ex-students of the College are also given consideration.

The schools feeding into the College are a combination of Catholic (majority) and State primary schools from areas which mainly include Chatswood, Willoughby, Artarmon, Lindfield, Roseville, Turramurra, Wahroonga, Forestville, Frenchs Forest, Davidson, Belrose, St Ives, Hornsby, Berowra, Ryde and Lane Cove and West Pymble.

Parish feeder schools are invited to identify boys whose families are experiencing financial difficulties. There are a number of scholarships at the College for students experiencing such hardships. A sibling discount for school fees exists. Parents of an existing student who find themselves in financial difficulty are encouraged to make suitable representations to the Principal.

Year 5 is the largest intake of 96 students. There are three Year 5 Homeroom classes, four Year 6 Homeroom classes and five Homeroom classes in each of Years 7, 8, 9, 10, 11 and 12. Students apply for continuing enrolment into Year 11/12 and are invited to sign a Statement of Enrolment Understanding, confirming they will involve themselves in all aspects of College life and participate actively in all programs and co-curricular activities.

*\* A full text of the Enrolment Policy can be found in Section 10 – Attachment #1 and also on the College Website at the following link: <https://www.spx.nsw.edu.au/enrolment/enrolment-procedures/>*

## STUDENT RETENTION RATES 2019

	Years 5-6	Years 7-10	Year 11-12	Years 7-12	Years 5-12
<b>Apparent</b>	96.43%	96.52%	98.93%	97.26%	97.01%
<b>Actual</b>	96.43%	95.89%	98.57%	96.71%	96.65%

Years	Year Start	Year End*	Leavers	Enrollees during 2019
<b>5 &amp; 6</b>	224	223	8	0
<b>7 - 10</b>	632	610	26	4
<b>11 - 12</b>	280	277	4	1
<b>7 - 12</b>	912	887	30	5
<b>5 - 12</b>	1136	1103	38	5

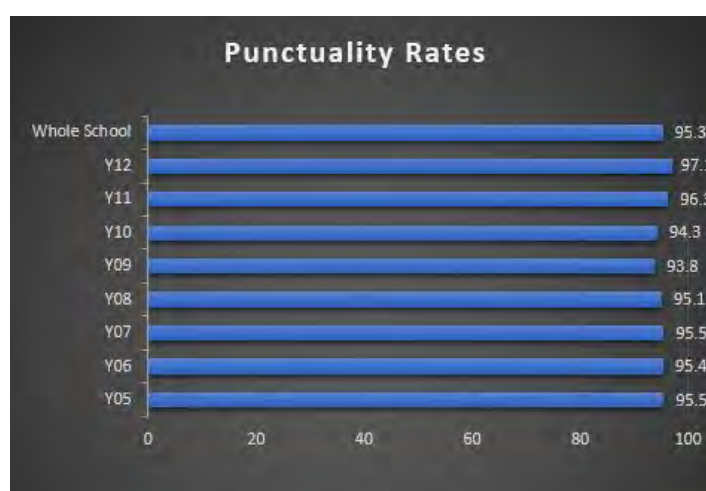
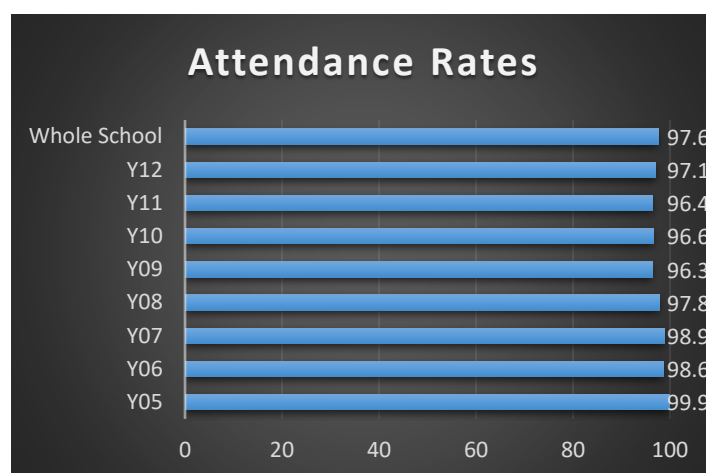
*\*including enrollees during 2019*



## STUDENT ATTENDANCE

### a) 2019 Rates from 31/1/2019 – 5/12/2019

School	Students	Days	Attendance	Punctuality
<b>Y05</b>	96	183	99.9	95.5
<b>Y06</b>	128	183	98.6	95.4
<b>Y07</b>	161	183	98.9	95.5
<b>Y08</b>	159	183	97.8	95.1
<b>Y09</b>	152	183	96.3	93.8
<b>Y10</b>	160	183	96.6	94.3
<b>Y11</b>	142	183	96.4	96.3
<b>Y12</b>	138	183	97.1	97.1
<b>All students</b>	1136	183	97.6	95.3



For the 2019 school year, students from Years 5 to 12 achieved an average attendance rate of 97.6%. This percentage includes all absences excluding official leave granted by the Principal to students. The attendance rate and high degree of participation in College activities are holistic indicators of a culture of positive student and parental engagement with the College. These rates were attained in the wider educational context of a concerning incidence of periodical refusal or challenges in attending school by a small minority of students, which are managed by pastoral care staff, family, counsellors and case managers.



## b) Management of Non-Attendance

The College manages student non-attendance through its Pastoral Care processes. In the event of a student absence, where there has been no communication from the home, parents are emailed daily with a request to communicate with the College to explain the absence satisfactorily. The Homeroom Teacher, Year Coordinator or College Ancillary staff facilitate further contact with the parents on / after the third consecutive day of an unexplained absence. This system is easily manageable due to the relatively minimal number of students involved and enhances positive interaction and communication between the College and families.

Any student with a chronic problem regarding attending school is referred to the College Counsellors for consultation, and appropriate outside agencies for support when necessary. Where regular school attendance becomes problematic, case managers are appointed who employ case conferences and other trigger point interventions for these students and their families in support of their connection and engagement with learning. Student attendance and other concerns are considered at transition points during the student's pastoral care journey through the College.



## TEACHER QUALIFICATIONS

### Teacher Accreditation 2019

Provisional	6
Proficient	83
Highly Accomplished/LEAD	0
<b>Total</b>	<b>89</b>

*Figures are as at December 2019*

*No teacher is identified as Highly Accomplished or LEAD.*

All permanent teachers appointed at the College are required to have suitable academic qualifications as is required to meet the accreditation requirements of the NSW Education Standards Authority (NESA).

TEACHER STANDARDS CATEGORY	NO. OF TEACHERS
(i) Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	89
(ii) Teachers who have qualifications as a graduate from a higher education institute within Australia or one recognised within the AEI- NOOSR guidelines but lack formal teacher education qualifications.	0
(iii) Teachers who do not have qualifications as described in (i) or (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

## TEACHER ATTENDANCE RATES

The average attendance rate for teachers in 2019 was 87.1%, indicating a very high level of teacher satisfaction. This attendance rate has been calculated including Personal Leave, Carers' Leave and Sick Leave. Long Service Leave has not been include in the calculations.



## TEACHER RETENTION RATES

The percentage of teachers retained from 2019 to 2020 was approximately 94%. Some teachers left the College during 2019, having completed short-term placements in order to replace existing staff on leave or others to take up positions elsewhere. Those teachers who left at the end of the school year did so for the following reasons:

- Moving employers to be closer to home or for personal/family reasons
- Accepting promotional positions in other schools
- Relocating intrastate or interstate
- Completing temporary positions at the College
- Retiring from the teaching profession

The data above suggests a high degree of teacher satisfaction within the College and is consistent with annual trends. The College supports a range of staff well-being initiatives, including sharing of varied resources to support staff well-being and positive engagement at the College. Staff are surveyed on an annual basis to observe and act on any areas of concern for staff wherever possible. Ongoing reference to the benefits of peer mentoring, coaching and professional development that benefit staff of all career stages is planned for and made reference to regularly.

Publications and direct (confidential) support offered through 'AccessEAP' is regularly referenced to ensure that staff know how they can be supported in personal and professional contexts.





## TEACHER INVOLVEMENT IN PROFESSIONAL DEVELOPMENT

### a) Teacher Professional Development

In 2019 the College embarked on a new direction for the professional learning of teaching staff by focusing attention on two areas: Literacy and Differentiation. As has been noted earlier in this Annual Report, the College is working with specialist providers Dr Trish Weekes (Literacy) and The University of New South Wales (Differentiation); faculties were allocated to the two groups and developed skills in these two areas during the dedicated Staff Professional Learning Days at various times of the year. In 2020, these groups will rotate to the other areas. The aim is to build our collective capacity in these two key areas. Along with the College-wide focus, individual teachers and faculties were encouraged to participate in external courses and professional association meetings to broaden their knowledge and skills. In 2019, a total of 150 external professional learning events were attended by 68 individual members of staff, representing 74% of teachers. Figure 1 provides an example of the types of external professional learning events attended. Figure 2 identifies the providers of these external events.

**Figure 1 - External Professional Learning Events Attended by College Teachers**

Abbotsleigh Teacher Librarians' Conference	Guringai AECG Cultural Immersion Course
AIS Reading to Learn Across the KLAS Yrs 5-9	HTA NSW 2019 Teaching History Symposium
AIS Supporting Students to Achieve the Minimum Standards and Beyond	INSPED - Successful strategies for students with intellectual disability and autism
AIS Writing Across the Curriculum Years 5-9	Larry Moss Masterclass on Musical Theatre
AIS Course - Business Studies Through the Eyes of the Student	LawSense - Legal seminar and training designed to avoid litigation and mitigate risk
AIS Economics Conference	Learning Difficulties Symposium
AIS Heads of Sport Conference	Legal Studies State Conference 2019.
AIS History Extension Symposium	Let's Talk EREA Aboriginal Cultural Awareness Immersion
AIS PDHPE Conference 2019	Liberating the Mind for Learning
AIS Teacher Librarian Conference	Lucida Learning Conference for Visual Arts

AIS Teacher Librarian Meeting Term 4
An Evening with Professor Martin Seligman
Annual Conference Passion to Practice
ANSTO teacher professional development
ASLA- 50 years Celebration Conference 2019
BBI-TAITE's National Religious Education Symposium
Best Start Training
Breaking Shackles: Liberating the Mind for Learning
Building the capacity of Australian teachers to improve their teaching practice
Canvas Conference
Career Advisor Association Tertiary Update
Child Safety Officer Training for EREA Schools
CLTANSW Annual Conference
Coding workshop using Unity 3D software.
Conference on teaching students with learning difficulties and the Orton-Gillingham approach
Creating Creative Writers workshop - PD Conference
Crossing Cultures Hidden History
CSNSW - Disability Support Network Meeting
CSNSW - Inservice on NCCD
CSNSW - Moderation for NCCD 2019
Debating Workshop -Adjudication
Design and Technology HSC marking course.
Designing Learning for English 7-12
Digital Literacy: The challenges and opportunities for schools, Sydney
Early Career History Teacher's Day
EduTECH IT expo and conference
EREA - Pastoral Care Conference
EREA - A Vision for Liberation
EREA - Call to Leadership
EREA - Call to Mission
EREA - Immersion Training
EREA - National Women in Leadership Forum
Free Will, Fate and Determinism (Philosophy course)
Gandel Graduate Conference: Text and Context - Contextualising the Holocaust in

and Photographic & Digital Media educators
Macquarie University Department of Computing Professional Development Course
MANSW Annual Conference
Mathematics Advanced Year 11: Getting to know content, resources and assessment
Maximising HSC Marks for New English Syllabus covering all Modules
Mental Health & Wellbeing of Young People
Mindfulness for Parents program
MS Edu Meets training days
Musical Futures Groove Your Classroom
National Boys Education Conference - Strong Men: Soft Hearts & Sharp Minds
NCN Network
NESA - Effective Practices for Stage 6 Assessment Workshop
NESA - HSC Visual Arts Practical Marking Day
NESA - Integrated Computing Years 7-10 Draft Syllabus Consultation Meeting
NSW Syllabus for the Australian curriculum PDHPE K-10
PDHPE HSC Marking Simulation
Philosophy and Film Course: The Philosophy in Inception
Photomedia Conference
Positive Education Symposium Sydney
Positive Schools Conference 2019
Preparing for the 2019 HSC Chemistry Exam
Preparing to teach new Maths Ext 2
Professional Workshop for the Studies in Catholic Thought course
Role of a chemical safety officer: WHS & Me
Sculpture Fibre Workshop for pattern and process
Stage 6 History Professional Development
STANSW K-12 Chemistry STEM Conference
STANSW Meet the Marker Event
Studies of Religion Conference
Teaching Stage 6 PDHPE for the first time
Texts and Human Experiences New Syllabus Module
The Studies of Religion Judaism Seminar
Unlocking Musical Potential
UV-VIS and AAS Spectroscopy; NMR; Analysing and reading data
Visual programming languages such as ScratchJr, Scratch and Logo and use Spheros



the 21st Century	and Bee-Bots
Generation Next - Sydney Mental Health & Well-being of Young People Conference	Work with Frantic assembly, a UK physical theatre company
Geography Teachers Association Annual Conference	Worlds of Upheaval elective in Extension 1 English for the first time
Growing Religious Consciousness - Exploring Worldviews and Traditions	Writing in Junior History - Professional development course

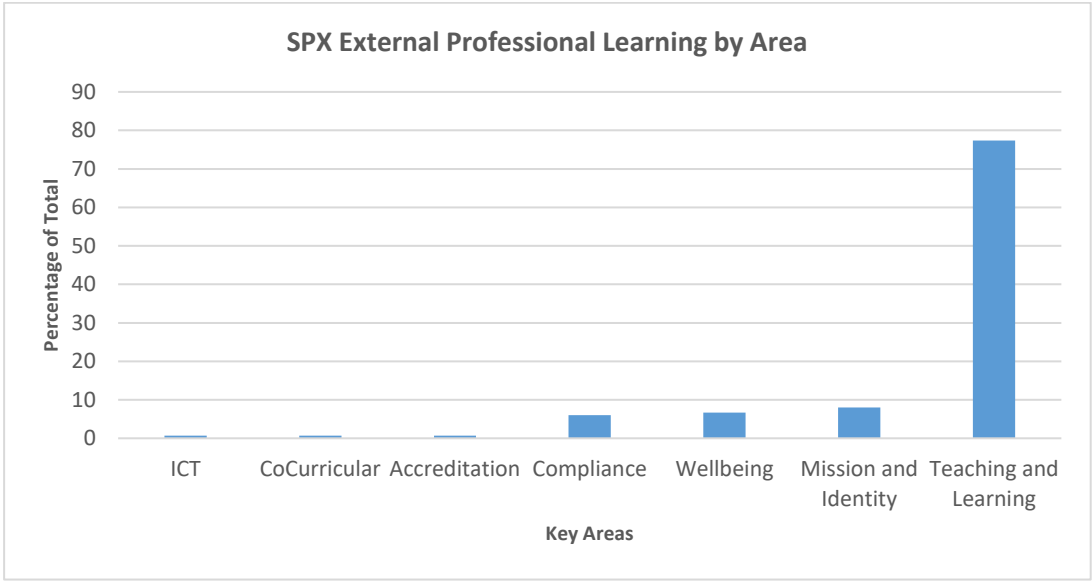
**Figure 2 - Professional Learning Providers**

Abbotsleigh School	Eventbrite	Musical Futures Australia
ACHPER	Gandel Philanthropy	NCN Science
ANSTO	GATSTA	NESA
ASLA	Generation Next	NSW English Teachers Association
Association of Independent Schools (AIS)	Geography Teachers Association	NSW Aboriginal Education Consultative Group
Association of Science Education Technicians NSW	History Teachers Association NSW	NSW Board of Jewish Education
Broken Bay Institute (BBI)	ICT	NSW Catholic Schools
Broken Bay Schools	INSPED Professional Learning	Orton-Gillingham Institute
Career Advisor Association	IPSHA	Positive Schools
Catholic Schools NSW	ISRA	Q Station Sydney Harbour
CCER	JCS online resources	Ravenswood School
Centre for Continuing Education Sydney University	Lachlan Macquarie College & Western Sydney University	Society of Children's Book Writers and Illustrators
CIS	LawSense Legal Seminars	Science Teachers Association
CLTA NSW	Learning Difficulties Coalition	The Arts Unit
Cornerstone Teacher Learning	Legal Studies Association NSW	The Institute of Positive Education Geelong Grammar School
Crooked Science	Lucida Learning	The Kings School
Deus Ex Photomedia	Mathematics Teachers Association NSW	TTA
Drama NSW	Microsoft	UNSW Physics department
EREA	Moore's	Wellbeing for Kids

The College categorises professional learning into functional areas including ICT, Co-curricular, Teacher Accreditation, Compliance, Mission and Identity, Wellbeing, and Teaching and Learning. Figure 3 identifies the proportion of events attended for each of these areas.

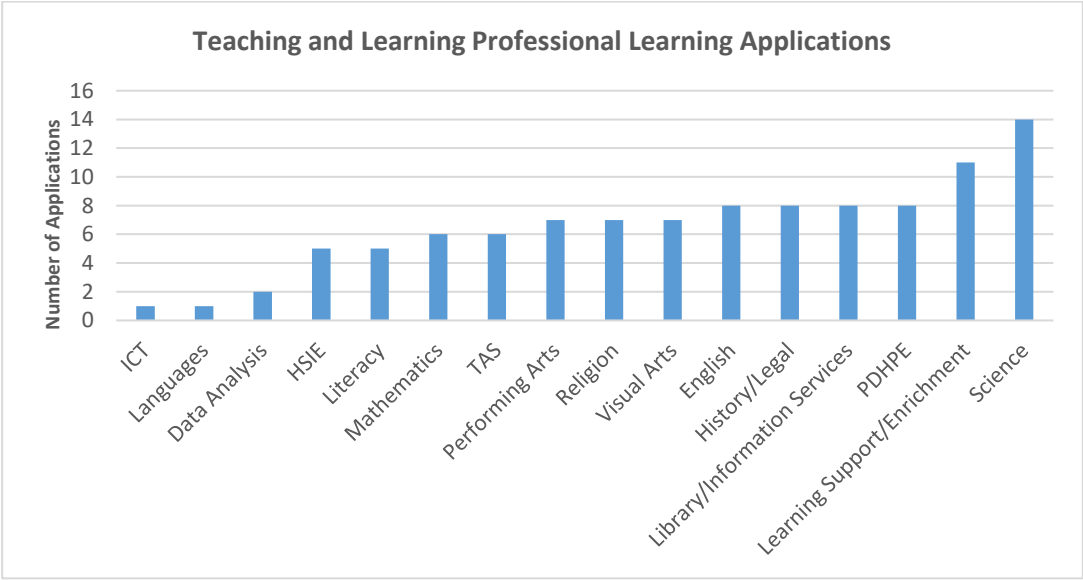


**Figure 3 External Professional Learning by Area**



The largest proportion of professional learning events attended (77%) was in Teaching and Learning, reflecting the College’s focus on improving the professional practice of teachers. Figure 4 identifies these applications by faculties and key areas.

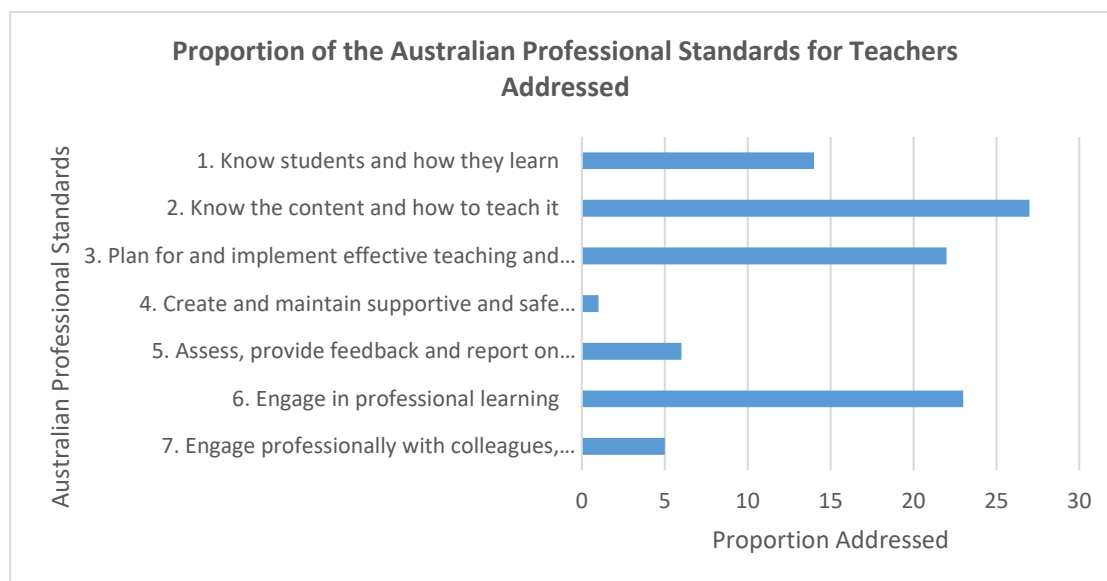
**Figure 4 Teaching and Learning Professional Learning Applications**



## Australian Professional Standards for Teachers

Professional learning opportunities addressed a range of the Australian Professional Standards for Teachers, which is shown in Figure 5. The Standards that were predominantly addressed were: Standards 1 and 2 (Domain of Professional Knowledge), Standard 3 (Domain of Professional Practice) and Standard 6 (Domain of Professional Engagement).

**Figure 5 Australian Professional Standards for Teachers addressed through Professional Learning**



### b) Teacher Induction

The College has its own internal 'Year One Induction Program' and also promotes external opportunities for staff formation in supporting staff become more aware of the context of the Edmund Rice Tradition in which they work. Induction applies to all new members of staff, not only graduate teachers. Support staff also access induction at the most suitable points, as relevant to their role.

#### Internal Induction Processes include: Prior to commencement at College

- A 'Welcome Letter' from the Staff Services & Compliance Coordinator outlining the features of an Orientation Day for all new staff including lunch with College Leadership Team;
- Introductory session to the effective use of ICT at the College, Child Protection Policy, EREA Code of Conduct and WHS information provided;
- Staff Handbooks providing relevant information;
- Provision of support through linking with a relevant colleague as a 'Go to Buddy' and with a

member of the Leadership Team as a reference person;

- Participation in a Welcome Mass for New Staff to the Broken Bay Diocese, supported by the Leadership Team and followed by dinner together at a local restaurant;



*New staff who commenced in 2019*

### **At the Commencement of Term 1**

#### A Formal New Staff Induction Program of 5 fortnightly sessions:

- Information Sessions for all staff new to the College on the College processes for assessing and reporting student achievement;
- Pastoral Care approaches at the College – the role of the Homeroom Teacher, pastoral activities;
- Information for new staff on the College Policy for the Co-curricular Program;
- Specific support sessions for Early Career Teachers in the first weeks of teaching – particularly referencing and promoting online tools from AITSL and NESA;
- Staff collegiality – new staff welcome event with whole staff;
- NESA Accreditation – outlining and sharing documentation on the College procedures and policies regarding St Pius X College as a TAA;
- Processes regarding structures for Professional Learning for all staff;
- Introduction to Library Services;
- Processes related to Learning Support and Enrichment
- Staff Formation – opportunity to ask questions regarding Catholic rituals and traditions in the context of being a faith-based community and a school in The Edmund Rice Tradition;
- Information on accessing online and face-to-face staff compliance training – EREA Code of Conduct, Student Duty of Care, Child Protection, WHS, Bullying: Prevention &

Management, Privacy, Complaints Handling, First Aid, Evacuations, CPR, Anaphylaxis/Asthma;

- End of Term 1 Celebration - Morning Tea with Coordinators, Buddies and Leadership Team.

#### **Ongoing support in the 'Year One Induction Program':**

- Time release of up to 2 school days, for Provisional/Conditional teachers to meet requirements for NESA Proficient Teacher Accreditation;
- Opportunity for feedback from Studies Coordinators on classroom practice with a class observation during Term 1 or 2 – depending on the needs of the teacher;
- Workshops conducted to support teachers in their application for Proficient Teacher;
- "Week 12" Progress Interviews with the Staff Services and Compliance Coordinator
- A delayed start to staff involvement with the Co-curriculum Program – no allocations in Term 1;
- Continued social gatherings encouraged with whole staff;
- Ongoing mentoring and support from the Staff Services & Compliance Coordinator and relevant College Leaders



*Farewell to Departing Teachers 2019*

#### **For Early Career Teachers:**

In addition to the 'Term 1 College Induction Program' that all new staff complete, Provisional/Conditional teachers are provided with formal, time-tabled mentoring support from the Professional Learning Coordinator and/or the Staff Services & Compliance Coordinator and their respective Studies Coordinators. Targeted professional development opportunities suited to this career stage are also promoted. Accreditation support meetings and workshops are offered in accordance with NESA requirements.

External Resources and Agencies include: CSO, AITSL, AIS, Edmund Rice Education Australia (EREA) and DET Network Induction Programs and Resources.

## WORKFORCE COMPOSITION

The teaching staff ranges from mature, experienced practitioners to recently qualified graduates. In 2019, 20 of the 89 teaching staff were identified as having 10 years or less teaching experience. 69 of the 89 teaching staff were identified as being senior and experienced teachers, given their years in the profession. All of these teachers were accredited as 'Proficient Teachers', in the context of NESA Accreditation at the beginning of 2019.

In 2019 the ratio of male to female members across the entire staff of 129 persons was 72:57.

There are no known staff who have identified themselves as being Aboriginal or Torres Strait Islanders.



## SECTION 2

### LITURGY, PRAYER AND FAITH LIFE

The Mission and Identity Team, comprising of the Assistant Principal - Mission & Identity, the Religious Education Coordinator, the Social Justice Coordinator and the Youth Ministry Coordinator, has provided the leadership for the Religious Education Curriculum, the liturgical and prayer life of the College and the development of the social justice initiatives within the College in 2019.

The school continues to identify strongly with the teachings of Gospel values through Catholic tradition and the charism of Edmund Rice as the College embraces the Edmund Rice Education Australia (EREA) Charter with the four touchstones of Gospel Spirituality, Liberating Education, Inclusive Community and Justice and Solidarity.

The core values of Faith, Excellence, Respect and Opportunity complement the four touchstones and work in unison to maintain a strong Catholic ethos in the Edmund Rice tradition. In 2019 our theme was “Unity in Community”, as chosen by the student leadership team. Our prayer was

#### **Unity In Community**

Our Creator God, you created each of us for some specific role  
in society. Each community that I belong to, whether this be  
my family, my school, my parish or the universal Catholic  
Church, requires my best efforts so that great things occur in  
your name.

Be with me, especially in times when I find difficulty. May I  
come to realise that my toil ultimately leads to the betterment  
of the community and your greater glory. All that I am and  
have has come from you. May I use my gifts and abilities for  
the greater good. I pray that I may look towards role models in  
the Church, like Blessed Edmund Rice, as an example of  
unselfish devotion to you and the community.

We make this prayer through Christ our Lord

AMEN





*'Get amongst it'*



Our theme of “Unity in Community” was based on the touchstone of Inclusive Community as well as Justice and Solidarity. Following in the tradition of Blessed Edmund Rice, we continue creating opportunities for awareness and personal action for those in need through the programs we run and the various partnerships we support.

In 2019, we continued to use the Gospel quotes and symbols which had been allocated to each year group in 2017. This ensures that across the eight years of education at St Pius X College, students will be intensely exposed to eight scripture quotes.



In 2019, the College strengthened its Indigenous Reconciliation process.

A key event in the Reconciliation process this year was the performance and dialogue with the Walangari Dance Group.



The Cammeraygal people are the custodians of the land on which our College stands. This is just one of the activities our young men were involved in to further their educational awareness of our indigenous people.

In 2019, the College continued to identify with all aspects of Social Justice teaching as outlined in the Charter.

Key developments in 2019 included:

- The presentation of badges for the Edmund Rice Society (ERS).
- Each Key Learning Area (KLA) integrated Unity in Community teaching into its programs where appropriate.
- Year Groups were again involved in supporting allocated charities and Social Justice organisations or initiatives.

Years and their charitable focus points included:

**YEAR 12** Caritas Project Compassion Lenten Appeal

**YEAR 11** Founder's Day Festival  
Callan Services, PNG  
White Knight  
Foundation Centacare



*2020 School Captain, Lachlan Mathie, working at Centacare*

**YEAR 10** Edmund Rice Camps  
St Mary's Bowraville  
St Joseph's Walgett  
St Edmund's Wahroonga  
St Gabriel's Castle Hill  
Regional Youth Support Services  
The Glen & Coast Shelter  
Exodus Foundation  
Willowood Nursing Home and Matt Talbot

**YEAR 9** St Vincent de Paul Winter and Christmas Appeals Market Day for Bowraville/Walgett



*Photo: Year 9 Winter Appeal*

**YEAR 8** "Day" Collections in Chatswood CBD for Legacy, Daffodil Day etc.

**YEAR 7** Christmas Giving Tree  
St Joseph's Walgett & St Mary's Bowraville

**YEARS** Walkathon - St Joseph's Walgett

**5 & 6** St Mary's Bowraville  
World Vision Christmas Giving Tree



In 2019, \$71,195 was raised and donated to the following list of charities and welfare groups:

- Beyond Blue
- Callan Services PNG
- Caritas – Project Compassion
- Carly Ryan Foundation
- Edmund Rice Camps
- St Agnes Assist
- St Gabriel’s Castle Hill
- St Edmund’s School, Wahroonga
- St Joseph’s School, Walgett
- St Mary’s School, Bowraville
- World Vision



Again in 2019 the Year 12 cohort was successful in promoting Project Compassion. The appeal raised \$10,000 and awareness about the work of Caritas.

The College continued to support charitable works, including the White Knight Foundation for the Victims of Violent Crimes led by an Old Boy of 2013, Liam Knight. Liam initiated this Foundation after his own life was impacted by violence when he was a student in his final year at the College. As part of this program the College also supported ex-students through a range of initiatives.

In Year 10 and Year 11, boys were selected to represent the College at various Social Justice Youth Forums organised by the Broken Bay Diocese, Caritas Australia and the EREA network.



## EUCHARIST

### a) Overview

The College continued to demonstrate the centrality of the Eucharist in the lives of its students. The Edmund Rice Charter challenges its schools to promote the celebration of College Masses. The College hosts a Chapel Mass every fortnight through the generous support of the Our Lady of Dolours Clergy.

In 2019 the entire school community commenced and concluded the College year with the celebration of a Mass of Thanksgiving, with generous support with Father Jim Mckeen, Parish Priest of Our Lady of Dolours Chatswood.

The College Leadership Team and all new members of staff attended the Diocesan Staff Commencement Mass at Our Lady of the Rosary Cathedral, Waitara in Term 1. An informal dinner celebration was held afterwards.

Students in Years 5 and 6 participated in a Bible and Leadership Liturgy where Year 5 students received the gift of a Bible and the Year 6 students made the Year 6 Leadership Pledge.



On Thursday 24 October, seven students represented the College at the Broken Bay Diocese Mission Mass at Our Lady of the Rosary Cathedral at Waitara. This Mass was the first opportunity for the boys to meet our new bishop, Anthony Randazzo. Catholic Mission is the international mission agency of the Catholic Church in Australia and operates in 160 countries, including remote centres in Australia. The background story laid the foundation for an uplifting Mass and moving homily.

*Students at the Broken Bay Mission Mass with Bishop Anthony Randazzo.*



All Religious Education classes, attended Mass at Our Lady of Dolours Parish, Chatswood each semester as well as the Junior School each term, to share in the celebration of the Eucharist with the local parish community.

The Junior School celebrated a Mother's Day Mass with the local parish and Year 6 Representatives attended the Diocesan Primary Schools' Student Leaders Mass.



Many mothers and grandmothers, together with their sons and grandsons, attended a Mother's Day Liturgy and morning tea in the College Gymnasium on the Friday before Mother's Day. Students were able to purchase goods made by mothers in developing countries as part of our support for Social Justice initiatives.

#### **b) Year Group**

Liturgy for the Year cohorts included:

- Programmed singing practice in preparation for major College liturgies
- Opening prayers at the commencement of Year Meetings and Parent Meetings.
- The Sacraments of Eucharist were offered to the students where and when appropriate, including the celebration of the Eucharist at the various year camps or retreats.

#### **c) College**

The College participated in the following major Eucharistic liturgies throughout 2019:

- a. College Commencement Mass (February)
- b. Year 12 Graduation Mass (October)
- c. College End of Year Mass in December (Years 5 - 10)





In addition to these Eucharistic celebrations, the College also participated in the following Liturgies of the Word:

- i. Ash Wednesday
- ii. Easter/Holy Week
- iii. Anzac Day
- iv. Founders Day
- v. Reconciliation Assembly
- vi. Feast of St Pius X
- vii. Remembrance Day
- viii. Advent/Christmas Liturgy for Staff



### OTHER LITURGICAL AND COMMUNAL PRAYER EXPERIENCES

All College Assemblies and Year meetings, as well as many classes, began with prayer. Throughout the year, the College Student Leaders and each Religious Education class from Year 5 – 10 prepared and led the College in prayer at College Assemblies each Monday. The Friday Sports Assemblies also commenced with prayer led by the Year 12 Mission & Identity Prefects.

Friday Morning Prayer was conducted throughout the Season of Lent, the month of the Rosary in October and through the month of November in Remembrance of departed loved ones. Prayers were led by Staff, the Mission and Identity Prefects as well as the Eucharistic Ministers.



### CLASS PRAYER

All Religious Education classes and many other classes began with prayer. The Year 9 Religious Education program offered "Prayer Room" experiences for all classes once a cycle.

## THE COLLEGE IN THE LIFE OF THE PARISH AND DIOCESE

### a) Student Participation in Parish Liturgies

At Our Lady of Dolours Parish, Chatswood, each class was encouraged to engage actively in various ministries including altar serving, reading of scripture, being part of the offertory procession, playing music, ushering and leading prayers of intercession.

In conjunction with Fr Jim Mckeen, the senior students of St Pius X College and Mercy College combined to assist with the monthly Sunday night “Youth Mass”. All students and their families from both schools (and others) were invited to participate in as many of the ministries of the Mass as possible.

This included students taking roles such as Ministers of the Word, Ministers of Communion, Altar servers and musicians. Students were also invited to speak during the Mass about social justice projects, retreats and other events in the life of their colleges.

The Year 12 Graduation Mass was conducted at Our Lady of Dolours, Chatswood, as the College continues to maintain its relationship and involvement with various local Parishes.

### b) Resource Sharing

The College actively promotes EREA, Parish, Diocesan and wider Church programs through various means of communications including the weekly College newsletter, appropriate assemblies and foyer displays. The local parish uses many College facilities and vice versa.

The College maintained valuable associations with both the National and EREA Eastern Region and the Catholic Schools Office of Broken Bay Diocese through networking and resource sharing.

### c) Sacramental Programs

Many families seek assistance for the Rites of Initiation, namely Baptism, Eucharist and Confirmation. The College has developed a wide reference base within the Diocese to support families seeking the graces of these rites. The College works with local parish Sacramental Coordinators with whom the Assistant Principal - Mission and Identity liaises.

## FAITH DEVELOPMENT AND SOCIAL JUSTICE PROGRAMS

The Eucharistic Ministers' Course was completed by 15 Year 10 students at the end of the year. Boys attended the course conducted by the Parish Priest of Our Lady of Dolours, Father Jim Mckeen and Adrian Brannan the St Pius Youth Minister.



*Photo: Newly commissioned Eucharistic Ministers*

The Year 10 Immersion Program continues to develop in 2019, with 26 Year 10 students being actively involved in outreach and service in a number of venues such as St Edmund's, St Gabriel's, Bowraville, Walgett, and the Central Coast.

The College continues its support of St Mary's Primary School, Bowraville. Unfortunately, due to bushfires in the area, we were unable to visit this school this year. We were able to visit St Joseph's Catholic School, Walgett (2 staff and 4 students). The purpose of such rural immersions is to achieve a greater understanding and appreciation of Aboriginal people as well as an awareness of rural life.

We redeveloped the Central Coast Immersion to include visits to and support of:

- Coast Shelter – an organization that provides meals to all who require this service;
- Regional Youth Support Services – an organisation that provides assistance to disadvantaged youth;
- The Glen – An indigenous drug and alcohol rehabilitation centre.



Another Immersion saw Year 10 students spend five days with our fellow EREA School, St Edmund's School at Wahroonga and St Gabriel's, Castle Hill. St Edmund's School is a co-educational secondary school for students Years 7 to 12 and St Gabriel's is a Primary School catering for a wide range of students with disabilities including sensory impairment, intellectual disability and autism. This immersion provided an excellent opportunity for students to grow in their awareness of young people living with a disability.

The College continued to grow its links with Callan Services in PNG with the continuation of a Letter Writing Program in Year 7 through Religion classes. Students were able to exchange letters about what it means to be in an EREA school.

The Community Involvement Program involved all Year 10 and 11 students completing a minimum of 20 hours and 15 hours respectively of community service, with students opting for work at a wide range of outreach centres including St Edmund's School, Wahroonga; St Vincent de Paul Society; Willowood Retirement Village, Matthew Talbot Hostel for Homeless Men and Centacare.

In 2019 the College continued its weekly visits by Years 10 and 11 students to Willowood Nursing Home, Chatswood. Groups of students accompanied by staff spent each Monday afternoon with the residents, who enjoyed the weekly interaction with the young men. Once a term, students performed a Musical Soiree to entertain the residents.

Similarly, the College continued the responsibility of serving the guests of the Matthew Talbot Hostel for Homeless Men in Woolloomooloo every Wednesday night. A group of staff and students complete this most rewarding task each week. 2019 saw the extension of our program to support Centacare.

Year 8 students, through their PD/H/PE Program, worked collaboratively with the Year 8 students from St Edmund's School, Wahroonga. This project continues to strengthen the educational partnership between St Pius X College and St Edmund's, focusing on human ability and disability and providing students with an introductory experience in participating in sport and recreational activities in a supportive environment.

The annual College Founder's Day Festival is held in November and the theme of 2019 was centred on the idea of 'Positive Mental Health'. Students were given opportunities to reflect on building resilience within the context of a community and in solidarity with friends and family. Guest

presenter, Johanna Griggs, provided insight into positive mental health through her work as a Director of Beyond Blue. The day also provided the opportunity for St Pius X College to enter the Guinness Book of World Records for the most number of people tying their shoelaces in formation.

*Photos: Founder's Day 2019*



*Guinness World Record for tying shoelaces*

## RETREATS, REFLECTION AND PASTORAL DAYS

All Year 12 students attended a three-day Retreat taking part in one of three options, each led by the College Staff at Mulgoa, Workul Koo or a Wilderness Retreat at Tallow Beach. These experiences deepened the spiritual awareness, respect, tolerance and inclusiveness of each student. A special focus on the Year 12 Gospel passage of “Go make a difference” was made. The Eucharist and a Reconciliation Liturgy were celebrated at most of the retreat venues.

Year 11 had a total of two Reflection Days held at Oxford Falls.

Our first focused on leadership from a Catholic perspective, while our second focused on Resilience.

Year 10 held three Reflection Days in Terms 1, 2 and 3 at Oxford Falls. The Reflection Day Program explored the theme of *Journey* for our students, identifying the hurdles they face, the importance of developing trusting relationships as they discover more about themselves and the role of God in their lives. Visiting speakers provided excellent input which was consolidated through prayer and reflection. Input included “Journeys – Dealing with Hurdles” (Term 1), “Building Relationships” (Term 2) and “Day of Hope – Goal Setting” (Term 3).

Years 7, 8 and 9 had Pastoral Days addressing the varying issues surrounding the students’ needs based on the Mind Matters Program. The Year 7 students attended the Snowy Mountains Skiing Trip. This excursion emphasised the need to develop tolerance, respect and trust of others.

Year 8 students participated in three Pastoral Days at Oxford Falls with the themes of Mind Matters, Building Connections and *Bully Busters*. The Year 9 students’ *Bully Busters* presentation from the previous year was further developed through the performance group “Class Act”.

*Photos: Year 12 Retreats*







## STAFF SPIRITUALITY DAY

In the year of embracing our touchstone of **Inclusive Community**, our Staff spent the day in reflection on pilgrimage to significant historical Catholic sites in the city. Our day was facilitated by Br Damien Price, with a focus on the history of the Christian Brothers in Sydney. Our day concluded with Mass at St Brigid's, the site of the first Christian Brothers school in Australia.

## RELIGIOUS EDUCATION CURRICULUM

In 2019 the Religious Education curriculum continued alignment with the Broken Bay Diocese programs. These involved the Religious Education Stages 3, 4 and 5 Programs as well as the Stage 6 Catholic Studies Program which was taken up by a small number of senior students. The overwhelming majority of students in Stage 6 completed the NESA Year 11 and 12 Studies of Religion Syllabus. We also initiated the non-ATAR course, Studies in Catholic Thought.

The programs balance the key elements of Scripture, Sacrament, Prayer, Outreach and Church History as they emphasise the Catholic traditions of the College. These traditions are designed to develop the values of compassion, faith, respect and excellence. In 2019 the curriculum involved the following:

- All teaching units in Stages 4 and 5 included appropriate strategies and resources while all students studied "To Know, Worship and Love" modules supported by the "Understanding Faith" online resource.
- In the Higher School Certificate year, all students followed either the Board Developed Course of Studies of Religion, or Catholic Studies. In 2018, St Pius conducted two 2 Unit Studies of Religion courses, four 1 Unit Studies of Religion classes and one Catholic Studies class.
- HSC students in the 2 Unit Studies of Religion course achieved results above the state average with many ranked in Band 5. Students in 1 Unit Studies of Religion were above the state average with 12 students achieving Band 6.
- In Stage 3 the Junior School Curriculum Coordinator again implemented the two cross curricular units of work on Aboriginality. The Year 5 theme was *The Dreamtime* and the Year 6 theme was based around the story behind *The Stolen Generation*.

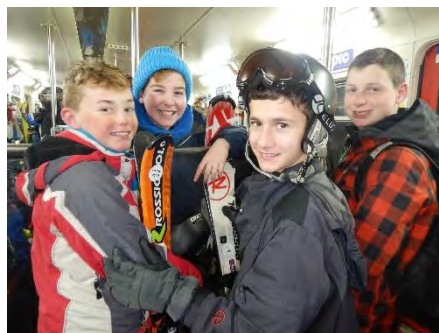
## SECTION 3

### STUDENT AND FAMILY PASTORAL CARE

The College continues to review and develop its Pastoral Care and Wellbeing policies and practices. The structural basis of Pastoral Care are our Year Groups, functioning under the direction of Year Coordinators and Pastoral Care Teams of ten to twelve teachers. Two teachers supervise each Homeroom from Years 7 – 10. In Years 11 and 12 there is one teacher per home room and a Senior Studies Coordinator covering both years. Years 5 and 6 are similarly supported by one teacher per Homeroom Pastoral Care base group.

Regular Pastoral Reflection Days and Periods, Camps, and Retreats provide opportunities for reflection concerning personal responsibility and respect for self and others in a holistic context. These activities focus on the principle that student, staff and community wellbeing underpins higher order learning and performance. These initiatives, highlighted under the College's Strategic Plan 3.2.1 Positive Learning Behaviours and 3.2.2 Positive Education, were endorsed by students, staff and parents. Each pastoral care activity is evaluated and reviewed annually.

Our Year 7 students attended the Snowy Mountains Ski Expedition in August. This excursion emphasises the use of positive psychology growth mindset principles in the development of personal and interpersonal strengths and skills. Organisation, responsibility, tolerance, respect, teamwork and trust of others are key elements of focus in this activity.



Year 8 attended the Great Aussie Bush Camp at Tea Gardens for a sequenced, progressive program of educational experiences in the outdoor environment, while Year 9 utilised the College's shared Retreat Centre "Workul Koo" (formerly Huntington House) on the Central Coast. They engaged in a program of activities and experiences designed to challenge and elicit growth. A shared sense of responsibility, connection, willingness to listen to story, and reflection on their role as leaders in our shared culture and organisation are key outcomes of this journey.



*Year 8 Aussie Bush Camp at Tea Gardens*



*Year 9 Camp on the Central Coast*

Year 10 adopt themes of skills and service as they progress to the latter years of their school education. Year 11, under their Pastoral Care and Mission and Identity Teams, had three Reflection Days at the Treacy Complex at Oxford Falls. For Year 12, College staff facilitated retreats at Mulgoa Retreat Centre, Tallow Beach "bush" style retreat, and our shared Retreat Centre at Wamberal. Timed to strategically follow the HSC Trial Examinations, these experiences facilitate an opportunity for pause, reflection and transition to the next phase of the students' lives and education.

Throughout these experiences the integration of student voice through distributed leadership and advocacy is a key aim. From the framework of positive education the College Student Diary Planner articulates these student wellbeing principles which underpin higher order learning, along with College policies such as the Student Code of Conduct and Anti-bullying policy. A particular focus of the 2019



College Strategic Plan focused on responsible use of technology, Personal Learning Devices and having mobile phones “away all day” at school to enhance genuine interpersonal connections and learning.

At different points across the student cycle there are opportunities for cultural, spiritual and sporting Immersions including Language Study Tours to China, Overseas and Interstate Rugby, Cricket and Football Tours, the Biannual Kokoda Track Expedition and Immersion to work with Callan Services and other schools in Papua New Guinea. Year 11 had the opportunity to participate in an Annual Snowy Mountain 6-day hike. The Duke of Edinburgh Awards Scheme activities are available for students from Year 8 to post school.

These Pastoral growth activities were highly successful in achieving their aims: promoting respect, responsibility and reflection on the contribution of family and peer connections, as well as faith journey development among our senior students prior to their HSC examinations and progression from the College.

Our broad ranging Community Involvement Program (CIP) involved Years 10 and 11, and developed the ideals of service, compassion and responsibility. Students are required to contribute 15 hours in CIP in Year 11 as a Social Justice initiative, building on the 20 hours required to transition into Year 11 from Year 10.

A strong focus exists across the College is to encourage positive links between our students and the wider community. Activities such as local community celebrations and commemorations, the Kokoda Expedition, local, national and international interactions, as well as Social Justice Outreach programs connect our students to people, events, and learning, in concert with those in the extended global community.

Our counselling support services have been bolstered in recent years, with the College integrating one fulltime counsellor and two part time psychologists in support of our students and wellbeing programs. There is currently a 1.8 load allocation of Counselling Staff. These services are well deployed to the advantage of students and families throughout the College Community, with a range of support and proactive programs proving beneficial to our community.

Peer Support programs linked Years 5 and 7 students and 11 student leaders during First Term. Year 10 students were trained and upskilled in Term 4 2018 in preparation for their responsibilities in 2019.



Leadership initiatives incorporated the appointment of portfolio-focused Prefects, Transport Leaders, House Captains and Senior Mentors, acting on a one-to-one basis supporting younger students to overcome adversity in their journey through the College. Semester House Vice-Captains and Summer/Winter Sport Captains, and Junior Class Captains, were elected and supported to broaden distributed leadership opportunities and skills development, especially in the “middle school”. There was a positive focus on Affirmative Action and Reconciliation in 2019, and some of the 50 students who participated in our July Red Dirt Expedition to rural and remote NSW, formed the basis of our ongoing Narragunnawali Reconciliation Action Plan Team.

Parent/Teacher interviews for the review of Years 5-12 student progress were conducted within each reporting cycle. They were strongly attended. There was one night designated for each Stage 6 (Year 11 and 12) cohort while a day was set aside for Years 5-10 Interviews, at the commencement of Terms 2 and 3, with a follow up opportunity in Term 4. Reports and learning measures are the catalyst for discussions about student engagement, learning and individual development as learners. Details of Parent/Teacher interviews for Years 5 and 6 may be found in the Junior School Report (Section 7). Parents who are unable to attend scheduled Parent interview periods may contact the staff for meetings outside these times. Parental feedback indicated a high level of appreciation of the staff and specifically their dedication to the care and teaching of the students. These structures and adjustments were further evaluated and reviewed over the course of the 2019 school year.

An integral part of Pastoral Care is the recognition of students’ effort and achievements in the academic, sporting and cultural components of College life, with Merit Cards, Awards, Certificates and highly regarded Colour Awards presented at College assemblies and events convened throughout the year.

## STUDENT WELFARE POLICIES

Student welfare policies are listed on the College website under the Student Wellbeing tab, found at [www.spx.nsw.edu.au](http://www.spx.nsw.edu.au). Areas covered include Pastoral Care, Counselling Services, Policies and Procedures, Student Code of Conduct, Merit Awards and Careers. These policies are also articulated for the students’ benefit in the Student Diary Planner. The Harassment / Bullying Policy (Student Against Student) can be found at the following site: <https://www.spx.nsw.edu.au/student-wellbeing/policies-procedures/>





**Their introductions read:**

**Pastoral Care:** *"Pastoral care is the total climate of care which exists in the College. It must reflect the broad Christian ethos of individuals caring for and respecting one another. It is a complex web of human interactions and witness and needs to be reflected through all major aspects of the College. It is permeated by the Charism of Blessed Edmund Rice and guided by the Charter and Code of Conduct of Edmund Rice Education Australia, and the College's Vision and Mission Statements."*

**Student Management and Discipline:** *"Good order and management in the classroom stems from well-prepared and presented lessons and units of work. Classroom teachers are initially responsible for discipline in their classroom, or on any duty they may have in the Yard, Sport, or College Excursions. Positive reinforcement (e.g. see Awards System - Student Diary) is preferable to negative consequences. Nevertheless, students need to be educated that actions or inactions have consequences, and that with any privilege comes responsibility. These are excellent lessons in the formation of young men. Staff and students observe the "hands off rule" and all other mandated Child Protection and Anti-Discrimination, Harassment and WH&S requirements. We are "junior" partners with parents in the education of the young men in our care, and the focus is on each individual growing to be an independent, mature and self-directed learner. We follow the Edmund Rice Education Charter and all appropriate values and processes of procedural fairness."*

The College has a zero tolerance towards bullying, and strong anti-bullying policies and procedures. The school partook in the National Day of Action Against Violence and Bullying in 2019. A College focus emphasised our Student Leadership Team inspired theme of "Unity in Community" to foster an Inclusive Community based on the values modelled in the Gospels as a vehicle of positive social change and improved bystander and socially responsible interactions.

## GRIEVANCE/COMPLAINTS PROCEDURES

Members of the College Community who have a grievance concerning the College's operations are encouraged to use the following procedures:

- Try to work out the difficulty with the person involved at the level at which the problem occurred. For example if a person is unhappy with a mark in an examination then consult with the relevant teacher or marker for more useful feedback.
- In the event of unsatisfactory resolution or non-resolution, move to the next level within the school's hierarchy – often either a Year or Studies Coordinator.
- If such contact is unsatisfactory in bringing resolution, then curriculum issues should be addressed to the Assistant Principal – Teaching and Learning, and pastoral issues to the Assistant Principal – Pastoral Care and Wellbeing. (Refer to the Student Diary regarding facilitating contact with the College staff and Leadership Teams).
- After the Deputy Principal as the subsequent contact, the next level of hierarchical operation and leadership is the College Principal.
- Further representations, if required, can be made to the Edmund Rice Education Australia Deputy Executive Director and Eastern Regional Consultant, Mr Peter Leuenberger through the EREA offices on 03 9426 3200.

All College policies comply with statutory and mandated requirements of the NSW NESA Registration and Accreditation for Non-Government Schools Manuals.

The Complaints Procedure can be found on the College Website at the following link:

<https://www.spx.nsw.edu.au/about/policies-and-reports/complaints-procedure-policy/>

## SECTION 4

### QUALITY OF TEACHING AND STUDENT LEARNING

A significant area of focus for Teaching and Learning in 2019 was Professional Learning for Teachers. A generous budget demonstrates the significant importance the College places to ensure teachers are continually learning and improving their profession. The two key focus areas in 2019 were Differentiation and Literacy.

Dr Trish Weekes who is a renowned Literacy specialist, led the English, Economics, Geography, Business Studies and Commerce (EGBC), Religion, History and Junior School teachers through a series of workshops to improve their understanding of teaching strategies for writing. Using research based methods, the teachers learnt about the '*I Do, We Do, You Do*' model of explicitly role modelling quality writing for students.

Juanita DeSouza from the University of New South Wales led the teachers from Visual and Performing Arts, Science, Mathematics, PDHPE and TAS through a series of workshops on the '*Hess Cognitive Rigour Matrix*'. Developed by Dr Karin Hess, the matrix empowers teachers to evaluate the type and depth of thinking required of learners to successfully engage with and solve a task.

This year also saw the appointment of a Literacy Coordinator who has developed an array of valued teaching resources for all teachers to address literacy in their classrooms as well as developing the College's first Literacy Plan and setting of Annual Literacy Goals.

### 2019 HIGHER SCHOOL CERTIFICATE RESULTS

In 2019, a total of 150 students comprising 136 Yr 12 students and 14 Year 11 Mathematics Accelerants sat for a combined total of 33 different examinations.

Overall, the College considers these results as outstanding and are very proud of the achievements of these students and the efforts of all teachers who have guided their learning.

According to data collected by Catholic Schools NSW, these are the best results the College has attained based on their records extending back to 2001.

Fifty three percent of the cohort were acknowledged as Distinguished Achievers by attaining a Band 6 in one or more courses. This is an increase from forty seven percent the previous year. What is interesting to note and correlates with this increase is there were no High Achievers within this cohort,

indicating that Band 6 results were spread over a larger number of students.

There were two Top Achievers, awarded for First Place in Chinese Beginners and 20<sup>th</sup> Place for Business Studies.

The number of students achieving either a Band 1, 2 or 3 was also the lowest for the past five years. This has been a targeted area for improvement with strategies implemented to identify and support students at risk of low achievement. Strategies included modelling HSC results using Year 11 Grades and marks and conducting meetings with students to establish goals and pathways.

### HSC Results Summary

MERIT LISTS	2019	2018	2017	2016	2015
No of Courses	33	32	30	30	31
No of Students All Courses	793	805	843	917	840
Cohort (includes accelerants)	150	162	173	174	166
First in State	1	1			
All Rounders	0	6	2	2	1
Top Achievers	2	1			3
Distinguished Achievers	130	127	87	94	95
Courses above State Average	27	24	21	23	24
% of Courses above State Average	81.8	75.0	70.0	76.7	77.4
Courses above State Average by 5%	19	10	6	11	8
% of Courses above State Average by 5%	57.6	31.3	20.0	36.7	25.8
% of BAND 6	16.4	15.8	10.3	10.3	11.3
% of BAND 5	48.0	37.5	38.7	41.5	45.4
% of BAND 4	28.6	27.5	36.2	31.5	29.3
% of BAND 3	6.7	13.3	10.2	12.0	8.2
% of BAND 2	0.6	3.6	2.0	2.1	3.2
% of BAND 1	0.0	0.2	0.4	0.4	0.2
% of BAND 5 and 6	64.4	53.3	49.0	51.8	56.7
Individual students attaining Band 6	79	76	84	68	66
Percent of students attain a band 6	53%	47%	49%	39%	40%

In 2019, 81.8% of courses were above State Average. This was higher than the previous year and was also a focus area for improvement.

A significant strategy that was implemented in 2019 was to include the entire Faculty in discussions on HSC improvements. Teachers and Subject Coordinators were always required to prepare a HSC analysis, however in 2019, the discussion and review of the analysis was undertaken with the entire faculty allowing the opportunity for individual teachers to contribute.

The percentage of courses above state average by more than 5% had increased from 31% to 57.6%. Again, this improvement could be attributed to the detailed analysis each Faculty undertook and the requirement to establish three SMART goals for improvement.

As the 2019 HSC examinations were the first undertaken under the new HSC Reforms, great emphasis was continually directed to students, parents and teachers on the importance of critical thinking and independent thought. In particular, students were constantly reminded that rote learning and prepared answers were inappropriate, and they were required to think for themselves and not rely on teachers for continual explicit instruction. This message was constantly relayed during form assemblies, staff meetings and parent information evenings. Students were also continually encouraged to establish study groups and work collaboratively to further their learning.

Data analysis continues to be a significant area of focus. In 2016 the College commenced a rolling plan where all Subject Coordinators would attend a full day workshop on analysing HSC results with a focus on pedagogy conducted by Catholic Schools NSW. In 2019, all Subject Coordinators had completed this learning and the second phase is to now extend this opportunity to teachers.

HSC RESULTS 2019	Number of Students	SPX Average and State Average			BAND 6			BAND 5			BAND 4			BAND 3	BAND 2	BAND 1
		2019	2019	Diff	2019	2019	2019	2019	2019	2019	2019	2019	2019	2019	2019	2019
		SPX	STATE	Diff	SPX %	State %	Diff	SPX %	State %	Diff	SPX %	STATE	Diff	SPX %	SPX %	SPX %
Subject	Students															
Ancient History	17	79.32	72.62	6.7	11.8	9.2	2.6	41.2	26.3	14.9	29.4	29.3	0.1	11.8	5.9	
Biology	24	77.3	71.93	5.4	4.2	7.3	-3.1	45.8	24	21.8	29.2	28.7	0.4	20.8		
Business Studies	47	83.19	72.18	11	17	9.3	7.7	53.2	23.7	29.5	25.5	28.4	-2.9	4.3		
Chemistry	17	82.28	75.38	6.9	5.9	16	-10	58.8	29.9	28.9	35.3	21.1	14.2			
Drama	9	81.96	78.31	3.6	33.3	15.1	18.2	33.3	28.6	4.8	33.3	40.4	-7.1			
Economics	48	80.59	77.34	3.3	12.5	15.2	-2.7	45.8	36.5	9.3	33.3	22.8	10.6	8.3		
Engineering Studies	6	79.27	74.25	5	16.7	9.3	7.4	33.3	22.4	11	50	37.8	12.2			
English (Standard)	36	74.36	69.16	5.2	0	0.7	-0.7	27.8	11.1	16.7	50	40.1	9.9	22.2		
English (Advanced)	100	81.38	80.73	0.6	5	13.6	-8.6	58	48.3	9.7	36	30.1	6	1		
English Extension 1	8	39.06	41.68	-2.6	25	34.1	-9.1	50	59.8	-9.8	25	5.6	19.4			
Geography	28	81.42	74.66	6.8	10.7	10.3	0.4	60.7	32.9	27.9	17.9	28.8	-11	10.7		
Info Process & Technology	10	81.02	72.46	8.6	0	10.6	-11	70	24	46	30	28.1	1.9			
Legal Studies	10	84.96	73.66	11.3	50	13.5	36.5	10	27.6	-18	40	23.8	16.2			
Mathematics Standard 2	63	77.96	70.68	7.3	6.3	5.2	1.2	42.9	18.9	24	31.7	32.1	-0.4	15.9	3.2	
Mathematics	65	82.9	78.01	4.9	33.8	23.5	10.3	30.8	25.5	5.3	26.2	29.2	-3	6.2	3.1	
Mathematics Extension 1	35	86.12	79.98	6.1	54.3	39	15.3	45.7	41.1	4.6		15.3	-15			
Mathematics Extension 2	10	89	81.59	7.4	50	35.7	14.3	50	50.1	-0.1		11.1	-11			
Modern History	39	81.09	73.44	7.7	10.3	9.7	0.5	53.8	29.6	24.3	30.8	26.7	4.1	5.1		
History Extension	7	33.57	38.92	-5.4	0	27.6	-28	42.9	49	-6.1	57.1	21.7	35.5			
Music 2	5	87.44	87.67	-0.2	20	41.2	-21	80	49.7	30.3		8.9	-8.9			
Personal Dev, Health & PE	24	79.1	72.57	6.5	12.5	6.3	6.2	41.7	25	16.7	33.3	30.5	2.8	12.5		
Physics	33	81.1	73.2	7.9	15.2	12.4	2.8	51.5	24.5	27	24.2	27.2	-3	9.1		
Software Design & Develop	12	80.93	75.22	5.7	16.7	15	1.6	50	29.2	20.8	33.3	26.4	6.9			
Studies of Religion I	76	40.81	38.24	2.6	17.1	10.9	6.2	52.6	35.2	17.4	26.3	32.9	-6.5	3.9		
Studies of Religion II	38	82.79	76.58	6.2	18.4	7.4	11.1	47.4	37.3	10.1	28.9	34.7	-5.7	5.3		
Visual Arts	13	83.29	80.77	2.5	7.7	15.8	-8.1	76.9	46.7	30.2	15.4	27.2	-12			
Due to the small number in the course, and hence privacy considerations, this information is not published																
Chinese Beginners	1															
Chinese Continuers	2															
French Beginners	1															
French Continuers	3															
English Extension 2	3															
Music Extension	2															



## Enrolment in Courses

With a relatively modest cohort size, there continues to be variation in enrolments for various courses whilst some courses maintain relatively stable numbers from year to year.

Course	2019	2018	% Change
Ancient History	17	10	70%
Biology	24	23	4%
Business Studies	47	64	-27%
Chemistry	17	14	21%
Drama	9	5	80%
Economics	48	28	71%
Engineering Studies	6	7	-14%
English (Standard)	36	36	0%
English (Advanced)	100	98	2%
English Extension 1	8	8	0%
English Extension 2	3	1	200%
Geography	28	16	75%
Info Process & Technology	10	9	11%
Legal Studies	10	11	-9%
Mathematics Standard 2	63	63	0%
Mathematics	65	80	-19%
Mathematics Extension 1	35	49	-29%
Mathematics Extension 2	10	1	900%
Modern History	39	47	-17%
History Extension	7	14	-50%
Music 2	5	4	25%
Music Extension	2	2	0%
Personal Dev, Health & PE	24	26	-8%
Physics	33	26	27%
Software Design & Develop	12	7	71%
Studies of Religion I	76	58	31%
Studies of Religion II	38	37	3%
Visual Arts	13	20	-35%
Chinese Beginners	1		
Chinese Continuers	2	3	-33%
French Beginners	1	2	-50%
French Continuers	3	1	200%
English Studies	0	9	-100%

## TVET

The number of students who attained a TVET qualification in 2019 decreased to 5.15% of the cohort compared to 9.8% in 2018. It is interesting to note that in 2019, Industrial Technology and Design and Technology courses did not run at the College due to lack of enrolments.

VOCATIONAL COURSES	2019	2018	2017	2016
Automotive			3	1
Construction	1	9	3	
Design Fundamentals			1	
Electro technology	3	1	2	
Entertainment	1			
Human Services (Nursing)	1			
Information Design and Technology		1		
Hospitality		2		
Retail Services				1
Screen and Media	1			
Tourism and Events		1		1
<b>TOTAL</b>	<b>7</b>	<b>14</b>	<b>9</b>	<b>3</b>
<b>Percentage of Cohort</b>	<b>5.15%</b>	<b>9.8%</b>	<b>6.4%</b>	<b>2.1%</b>

## RoSA

In 2019 the College issued one Record of Student Achievement (RoSA).

At the conclusion of Year 10, eight students left the College. Of these, six students transferred to Colleges with a vocational emphasis.

## STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

### NAPLAN

In May of every year, students in Years 3, 5, 7 and 9 across Australia take part in the National Assessment Program – Literacy and Numeracy (NAPLAN).

The NAPLAN results provide valuable information about student standards in literacy and numeracy. They will be used to develop future teaching and learning strategies with the overall aim of improving students' learning outcomes. Students' NAPLAN achievements are also compared to their school based assessments to identify any discrepancies.

It is very pleasing to see that our overall scores are above state averages and with a varying degree of difference when compared to Statistically Similar School Groups (SSSG) that also include selective schools.

Assessment	SPX Average	SSSG	State Average	% Diff from STATE
<b>Year 5</b>				
READING	548.8	548.4	502.8	9.1
WRITING	503.0	501.9	468.6	7.3
SPELLING	531.9	541.4	502.5	5.8
GRAMMAR & PUNCTUATION	543.1	548.9	497.1	9.3
NUMERACY	555.0	555.8	507.6	9.4
<b>Year 7</b>				
READING	588.1	587.9	543.7	8.2
WRITING	546.2	538.4	502.4	8.7
SPELLING	578.9	577.6	546.2	6.0
GRAMMAR & PUNCTUATION	575.7	582.3	535.7	7.5
NUMERACY	617.6	619.6	565.6	9.2
<b>Year 9</b>				
READING	617.9	617.7	580.0	6.5
WRITING	576.6	573.0	535.1	7.7
SPELLING	611.4	611.7	582.5	5.0
GRAMMAR & PUNCTUATION	604.3	609.6	569.0	6.2
NUMERACY	640.5	648.9	605.1	5.9

## BANDS

### Year 5 SPX compared to State and SSSG.

A student's standard of achievement is reported in Bands. In Year 5, Bands range from Band 3 to Band 8. Students attaining Band 3 are below National Minimum Standards. Students at Band 4 are At Minimum Standards. Students at Bands 7 and 8 are at Proficient Standard.

The following table shows the percentage of students within the three sectors of Bands for Year 5 compared to Statistically Similar School Groups (SSSG) and State levels.

Year 5	Top 2 Bands			Middle 2 Bands			Lower 2 Bands		
	Bands 7 and 8			Bands 5 and 6			Bands 3 and 4		
	Proficient						At or below Minimum Standards for Year 5		
	SPX	SSSG	State	SPX	SSSG	State	SPX	SSG	State
Writing	24.2	28.8	15.6	73.7	63.8	63.1	2.1	7.4	21.3
Spelling	51.6	58.6	38.1	46.2	37.2	47.4	2.2	4.1	14.5
Reading	58.3	62.3	37.4	39.6	33.4	46.4	2.1	4.3	16.2
Numeracy	71.9	64.7	36.4	27.1	32.6	50	1	2.7	13.6
Grammar and Punctuation	63.4	61.4	36.9	31.2	32.9	42.4	5.4	5.7	20.7

### Year 7 SPX compared to State SSSG.

A student's standard of achievement is reported in Bands. In Year 7, Bands range from Band 4 to Band 9. Students attaining Band 4 are below National Minimum Standards. Students at Band 5 are At Minimum Standards. Students at Bands 8 and 9 are at Proficient Standard.

The following table shows the percentage of students within the three sectors of Bands for Year 7 compared to Statistically Similar School Groups (SSSG) and State levels.

Year 7	Top 2 Bands			Middle 2 Bands			Lower 2 Bands		
	Bands 8 and 9			Bands 6 and 7			Bands 4 and 5		
	Proficient						At or below Minimum Standards for Year 5		
	SPX	SSSG	State	SPX	SSSG	State	SPX	SSG	State
Writing	28.6	26.6	14.6	62.7	57	51.5	8.7	16.4	33.9
Spelling	47.8	47.4	32.4	46.6	46.4	50.8	5.6	6.2	16.8
Reading	50.9	53.3	30.1	44.7	41.7	51	4.3	5	19
Numeracy	68.1	68.9	40.5	29.4	28.6	44.9	2.5	2.5	14.6
Grammar and Punctuation	49.1	47.2	28.5	42.9	44.8	45.6	8.1	8.1	26

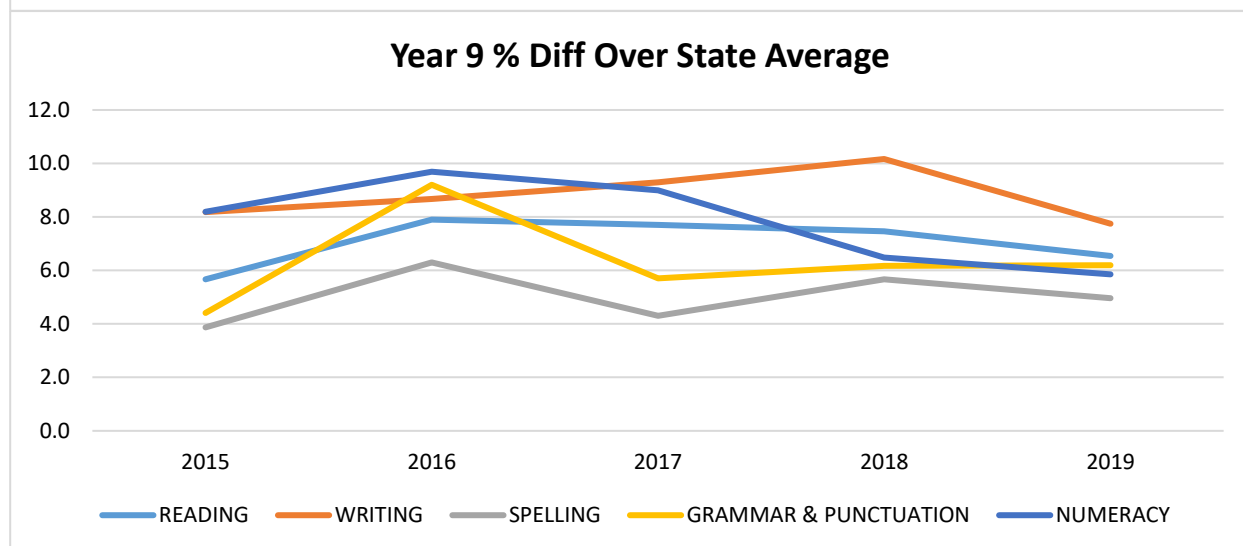
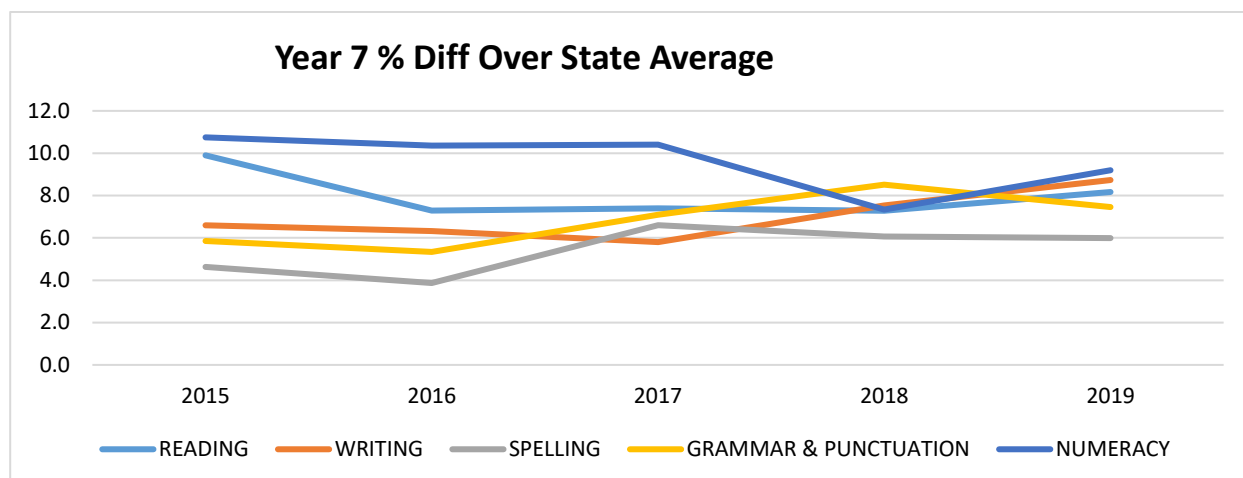
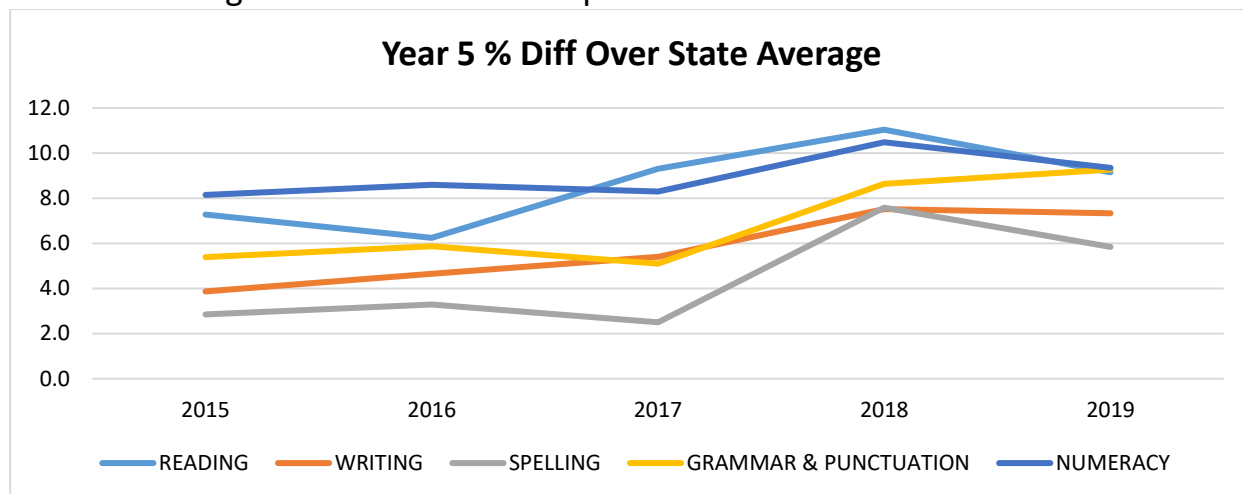
### Year 9 SPX compared to State and SSSG.

A student's standard of achievement is reported in Bands. In Year 9, Bands range from Band 5 to Band 10. Students attaining Band 5 are below National Minimum Standards. Students at Band 6 are At Minimum Standards. Students at Bands 9 and 10 are at Proficient Standard.

The following table shows the percentage of students within the three sectors of Bands for Year 9 compared to Statistically Similar School Groups (SSSG) and State levels.

Year 9	Top 2 Bands			Middle 2 Bands			Lower 2 Bands		
	Bands 9 and 10			Bands 7 and 8			Bands 5 and 6		
	Proficient						At or below Minimum Standards for Year 5		
	SPX	SSSG	State	SPX	SSSG	State	SPX	SSG	State
Writing	18.1	16	9.8	59.7	60.5	45.8	22.1	23.5	44.4
Spelling	26.2	35.5	22.8	68.5	56.9	57	5.4	7.7	20.1
Reading	40.9	41	23.6	51	52.3	53.7	8.1	6.7	22.7
Numeracy	50.3	57.8	32.2	49	39.4	52.9	0.7	2.8	14.9
Grammar and Punctuation	30.2	35.1	19.2	55.7	52.5	49.9	14.1	12.4	30.9

## St Pius X College NAPLAN Scores compared to State over time % Difference



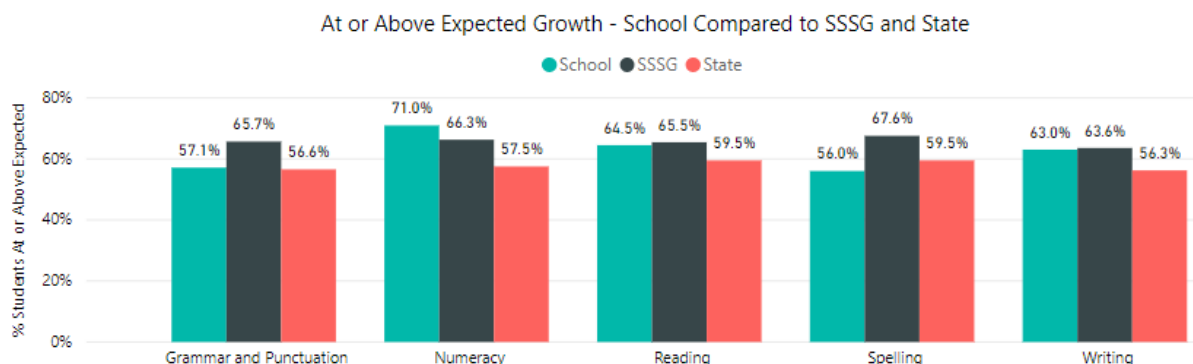


## School Level Growth

This chart provides the percentage of students whose growth is greater than the Expected Growth and compares with the growth of students in statistically similar schools and the State for Grammar and Punctuation, Numeracy, Reading, Spelling and Writing.

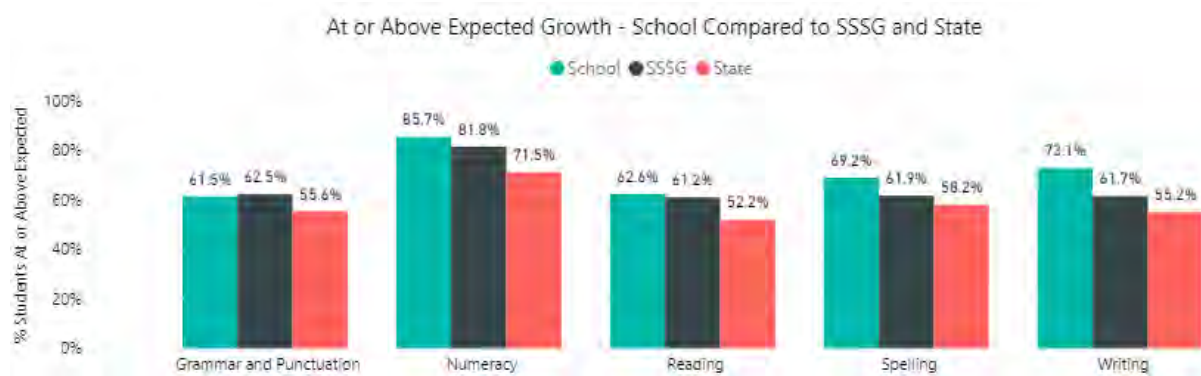
*There is large uncertainty around the ability estimates for extremely high performing students. Students with extremely high results in the base year may be reported as having negative growth. Growth scores for these students are less meaningful and should be interpreted with extreme caution. A key benefit of transitioning to NAPLAN online is that growth scores for these students will be much more precise and accurate than those currently reported.*

### YEAR 5



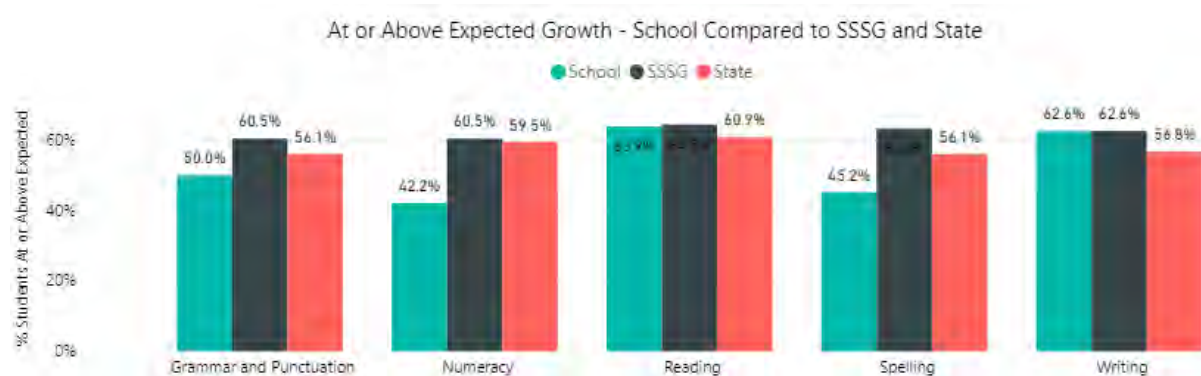
The current Year 5 cohort have demonstrated a high level of growth for Numeracy, Reading and Writing. The level of growth in Spelling is not as high and will be an area for intervention.

### YEAR 7



The Year 7 cohort have demonstrated a very pleasing level of growth for all assessment areas. Grammar and Punctuation is an area the College will need to continue to target, whilst Numeracy growth in Year 7 is very high and this has been a consistent trait at St Pius X.

## YEAR 9



The level of growth for our new Year 9 cohort indicates that Numeracy, Grammar and Punctuation and Spelling are areas that will require targeted intervention strategies. The growth in Writing could be attributed to this being a focus area for this year.

### School Goals for Literacy and Numeracy

A detailed analysis of the NAPLAN results have been undertaken to identify focus areas for improvement for each year level. Appropriate strategies to address these areas have been formulated and implemented across the College. Analysis of individual students is also being conducted to identify particular students who may benefit from appropriate intervention.

These strategies have now been linked to College goals for literacy and numeracy that have been published and have been incorporated within the College's Literacy Plan that was developed in 2019.

### POST SCHOOL DESTINATIONS

Of the 136 students in the 2019 HSC cohort, 122 (89.7%) received an offer from UAC for University in 2020

- 14 students did not apply to university through UAC in 2019.
- 30 students received **Early Offers** in the November Round.
- 115 students received a **Main Round** Offer in December.
- 36 students received a second offer in the February round.

Seventy four students received **ONE** offer. Forty eight students received **TWO** or **THREE** offers.

The following table lists how many offers were made from the major Sydney Universities

UNSW	18
University of Sydney	23
Macquarie University	89
UTS	37
ACU	11
University of Western Sydney	8
Regional	2

General areas of university study for 2020 (based on offers received)

Engineering	23
Science/medical/Health/Sport & Exercise	38
Business/Commerce/Economics	74
Education	4
IT/Cyber Security	16
Construction/Property Management	7
Arts	12
Law	2
Creative Arts/Architecture/Music	8

56 students were offered **Double Degrees**, for example: Bachelor of Commerce with Bachelor of Science.



2019 High Achievers at a post HSC BBQ held at the College

## APPLIED PHILOSOPHY COURSE

In 2019 St Pius X introduced a well-received Applied Philosophy course. This Year 9 Elective is aimed at building a variety of skill sets that will serve students development of:

**Critical thinking:** building habits of rigorous thinking skills by exploring “What is knowledge?” through deep thinking accompanied by careful attention to logic and the structure of argument. This skill development can be transferred to all disciplines and supports students ability to build their literacy and communication skills (both written and spoken). Students learn to respond rationally to evidence and to reflect upon alternative perspectives. Students will develop deep conceptual understanding through the variety of learning processes undertaken in this course.

**Ethics:** students were given the skills, processes and strategies to develop a personal understanding of their values: where these values come from and the consequences of these beliefs. Students develop a strong appreciation of social, political and cultural diversity as well as exploring personal and community ethical responsibility. Utilitarianism and virtue ethics are embedded in our study of current and historical ethical issues.

**Philosophy:** thinking philosophically helps students to develop intellectual autonomy. Students will learn to develop an approach to their independent learning: exploring how education can be about autonomous growth and the ability to flourish in their learning.

## SECTION 5

### COLLEGE COCURRICULAR PERFORMING ARTS

A notable highlight of 2019 was our participation in the performance of Mozart's 'Requiem' at St Mary's Catholic Cathedral at the Combined Catholic School's Choral Festival. Additional highlights included our Jazz Bands performing magnificently at the Sydney Eisteddfod and the Manly Jazz Festival.

The College's performance calendar grew to include our: Sandwich Soiree series, Elective Concerts, Meet the Music Series, Encore at the Sydney Opera House and *OnStage* at the Seymour Centre.

The dedicated team of Ensemble Directors, teaching staff, as well as Instrumental Tutors, were the cogs which kept our well-oiled Performing Arts machine moving. The additional support of the Performing Arts Parents Association (PAPA) was vital to our success. Sincere thanks to Office Bearers Mrs Odette Shahady (President), Kate Shelton (Vice President), Mrs Ute Appenzeller (Treasurer), Veronica Osborne (Secretary), Carmel Daniels and Gabe Donlevy as well as the many parents who work tirelessly behind the scenes.

A number of new initiatives were introduced this year to the College's Cocurricular Performing Arts tuition program. A Ukelele band was formed, with both students and staff learning and performing on various occasions throughout the year. The department also introduced Hip Hop classes for both the Junior and Senior school. These classes were very popular with those boys who have an interest in dance, giving them the opportunity to improve their skills in this very athletic dance form. The Senior and Junior Drama Ensembles also continued from strength to strength.

The Senior Choir also welcomed staff into their ranks. Staff were a welcome addition to the choir, with both male and female voices lending their tones to the group. The Junior Choir honed their performance skills with beautiful renditions of their songs presented to the staff in the mornings.

The first of the school's triannual Twilight Concerts – "Twilight Around the World" was a very successful production. The event was held at the College's Oxford Falls Christian Brothers' Centre. An array of performers, drawn from both within and outside the College performed in the three hour production. It truly was a reflection of the year's theme "Unity in Community", as many parents, students, staff and members of the community joined together to prepare and present this extravaganza.

The Performing Arts Department held an array of events and excursions, and also participated in many of the College's Assemblies and the Open Day throughout the year. A sample of these were: Three Twilight Concerts, School Production: *Great Expectations*, *Splinters*, *Splashes and Sounds*, Year 12 HSC



Items Presentation, School Assemblies, Masses and Liturgies, P&F Father's Day Breakfast, Academic Assemblies, Founder's Day Festival, Remembrance Day Assembly and the Senior Leaders' Investiture.





## ENSEMBLES 2019

### Ensemble

Senior Concert Band  
Intermediate Concert Band  
Junior Concert Band  
Primary Concert Band  
Senior Jazz Band  
Intermediate Jazz Band  
Junior Jazz Band  
Senior Choir  
Junior Choir  
Vocal Ensemble  
College Orchestra  
Senior String Ensemble  
Intermediate String Ensemble  
Junior String Ensemble  
Senior Guitar Ensemble  
Intermediate Guitar Ensemble  
Junior Guitar Ensemble  
Senior Percussion Ensemble  
Talati Intermediate Percussion Ensemble  
Talati Junior Percussion Ensemble  
Talati

Senior Digital Music Ensemble      Mr    Stephen  
Cummins Intermediate Digital Music Ensemble      Mr  
Stephen Cummins Junior Digital Music Ensemble      Mr  
Stephen Cummins  
Senior Drama Ensemble      Ms Penny Lindley  
Junior Drama Ensemble      Ms Penny Lindley

### Accompanists

Mrs Stephanie Gan      Senior Choir  
Mrs Stella Waddington      Vocal Ensemble

### Instrumental Tutors

Mr Tom Andrews      Woodwind  
Mr James Blunt      Brass  
Mr Shane Cranney      Guitar  
Mr Stephen Cummins      Bass Guitar, Guitar and Music Production  
Mr Jonathan Dollin      Woodwind  
Mrs Stephanie Gan      Piano and Musicianship  
Mr Andrew Goodwin      Voice  
Mr Pawel Lewandowski      Percussion  
Mr Geoff Power      Brass  
Mr David Sismey      Brass  
Mr Ian Talati      Percussion  
Mrs Stella Talati      Orchestral Strings, Guitar, Low Brass and Woodwind  
Mrs Maria Timofeeva      Voice  
Mrs Stella Waddington      Piano

### Director

Mrs Stella Talati  
Mrs Stella Talati  
Mr Jonathan Dollin  
Mr David Sismey  
Mr Geoff Power  
Mr Geoff Power  
Mr Jonathan Dollin  
Ms Pip Waters  
Ms Pip Waters  
Ms Pip Waters  
Mr Nathanael Primrose-Heaney  
Mr Nathanael Primrose-Heaney  
Mr Nathanael Primrose-Heaney  
Mr Nathanael Primrose-Heaney  
Mr Shane Cranney  
Mr Shane Cranney  
Mr Shane Cranney  
Mr Ian  
Mr Ian  
Mr Ian



## COLLEGE CURRICULAR PERFORMING ARTS

The 2019 HSC Drama class performed in a Group Project. In this Group Project students collaborate with their peers to devise and perform a piece of original theatre. Drama allows students to investigate, shape and symbolically represent their ideas, feelings, attitudes and beliefs. The Individual Drama Project highlights students' specialist knowledge, skills and experience acquired through the Preliminary courses.

Drama results were very pleasing. In fact they were the best results since the subject was introduced. Congratulations to Drama teacher, Ms Penny Lindley, for her dedication and direction of the boys. The results were even acknowledged by NESA as there were two Individual Performances and the Group Performance nominated for the *On Stage* production which feature the top performances in the state. Congratulations to the group Tim McLachlan, John-Paul Shahady, Samuel Schyvens, Lachlan Donlevy, Nicholas McKenzie with Tim McLachlan and John-Paul Shahady also nominated for their individual projects.

I would like to particularly acknowledge the work of Mr Ian Talati, Mr David Sismey and Mrs Stella Talati who tutored this year's HSC Music cohort, and Mrs Stephanie Gan, Ms Stella Waddington and Mr Stephen Cummins who accompanied the students.

Stage 5 and 6 Drama participated in physical theatre workshops with "Zeal Theatre Company", as well as offerings provided by NIDA. These experiences helped the students to develop their skills across acting, improvisation and play building. Students also showcased their own endeavours at various performance nights throughout the year.

Stage 5 and 6 Music students attended the "Meet the Music" Concert Series, having the opportunity to see and hear the Sydney Symphony Orchestra perform an array of works from jazz to the very British "A Night at the Proms". Well-known Australian composer Jim Coyle worked with senior students during the year to help them hone their skills in this important area of the syllabus. There was also a new initiative in the area of performance, lunchtime "Sandwich Soirees" which enabled students to present and "try-out" their works in front of appreciative friends and College staff, prior to more formal performance nights.



Stages 3 and 4 Music and Drama classes also emphasise performance and practical activities. Year 7 Drama students participated in a series of workshops over two days with the “Swoop Theatre Company” where they learnt circus skills and physical theatre techniques. This focused on the fundamental core values of dramatic theatre, that of working together, collaboration, taking chances and having fun!

Years 5, 6, 7 and 8 Music classes were enhanced this year by the addition of guitars, djembes and several new Orff xylophones and metallophones to grow the practical side of the program. Students were able to involve themselves in small and large group music making exploring a variety of styles and genres. Composition also continued to be a focus using a variety of music software programs.

The College acknowledges the work of the teachers Ms Penny Lindley (Drama), Ms Pip Waters (Performing Arts Coordinator and Music Teacher), Ms Natalie Rawle (Music) and Mr Nathanael Primrose-Heaney (Music) for their hard work, guidance, encouragement and support of our students.

Thank you also to the College Instrumental Tutors and the role they play in working with the academic staff and finally our Performing Arts Captain, Lachlan Donlevy, a fine leader on and off the stage.

## **DEBATING AND PUBLIC SPEAKING**

### **Debating Competitions**

St Pius X competed in two debating competitions: the Catholic Schools’ Debating Association (CSDA) Competition <http://www.csda.nsw.edu.au/> run in Term 2 from Week 1 to Week 8; the Schools Debating Network (SDN) Competition run in Term 3 from Week 1 to Week 7 <http://www.sdndebating.com.au/>.

### **CSDA COMPETITION PUBLIC SPEAKING**

St Pius X College competes in three public speaking competitions. The CSDA Public Speaking competition runs in Term 1.

### **CSDA DEBATE ADJUDICATOR SEMINAR**

St Pius X College senior debaters host an annual adjudicator seminar. The Year 11 and Year 12 debaters participate in the above seminar each year. The evening commences at 6pm

with a tutorial followed by our Year 11's presenting a debate that is used to support this training seminar. Congratulations to all of our Year 12 Debaters who are now qualified CSDA Debating Adjudicators. They will be able to work for St Pius X College in the 2021 debate season as coaches and/or adjudicators. We could not host this event without our Year 11's support so thank you to all of our Year 11 debaters.

### **CATHOLIC SCHOOLS' DEBATING COMPETITION (CSDA)**

Thank you to all of our parents who support us on Friday evenings and our coaches for the time and effort they put into preparing students and the venue, hosting our guests and adjudicating teams when needed. Our adjudicators are known throughout the CSDA for their fair, considered and articulate adjudications. Our wonderful debaters embrace wins and defeats with humility and resilience and turn up every Friday night to build upon their magnificent debating skill set. Bravo to all!

### **SCHOOLS DEBATING NETWORK**

St Pius X participates in the Schools Debating Network (SDN) Competition run from Week 1 to Week 7 in Term 3. We compete against: Abbotsleigh, Redlands, Riverview, Roseville, Stella Maris, Monte & Wenona (and Ravenswood debate with St Pius X as our two Primary team representatives). This 7 round competition runs in Term 3 on Friday nights.

## SPORT AND COCURRICULAR - GENERAL

The College has an extensive sporting program that involves before and after school training sessions as well as Saturday fixtures. These activities are fundamental to a holistic education. They facilitate good relationships between staff and students and provide an opportunity for the development of friendships among the students while fostering physical fitness and general wellbeing. Through sport, students practice healthy attitudes towards competition and recreation generally and embrace the best principles of sportsmanship. Participation in these events develops students pride in their College and the concept of working together for common goals. For some students, cocurricular involvement provides a sense of achievement not gained in other areas of school activity.

All teachers are involved in at least one cocurricular activity. Students involve themselves for a minimum of two terms of such activity each year, including one major winter or summer sport. They are expected to make themselves available for selection for teams involved in the Independent Sporting Association (ISA) and IPSHA (Independent Primary School Heads' Association) Competitions. School surveys indicate that both students and parents appreciate the value of participation in such sporting activities.

The College is a current and founding member of both the ISA and IPSHA sporting competitions. For all sports in which the College participates, it is mandatory that the students play those sports in College teams. Thereby the College's program of sports is maintained. When parents seek enrolment for their sons at the College, they do so on the understanding that they support the values the College promotes and the various strategies it uses to inculcate those values – the sporting program being one of these.

The school has a direct link through the ISA and IPSHA to representation at higher levels for all boys involved in College sport. The College currently has NSW Athletics, Basketball, Cricket, Rugby and Swimming representatives studying here, some of whom have represented at National and International level. In addition, the College also has past students currently playing and captaining Rugby teams such as The Wallabies, Waratahs and Rebels, as well as a Dutch Cricket representative. One of our Old Boys, Michael Hooper, is the current Wallabies Captain and led the team through the 2019 Rugby World Cup. Another player, Luke Jones, has also gained International caps as a Wallaby and will join Racing Metro in the French Top 14 Competition next season. Recent Old Boy, Tom Hunt, was a Silver Medallist in the Oceania Athletics Championships competing in the U20 400m Hurdles.



*Tom Hunt*

A student who is selected for representative sport honours his commitment through regular attendance at practice sessions and matches. The expectations defined for sporting teams apply to all other cocurricular activities including College Bands, Debating, Chess, Mock Trials, Choirs, Musicals, Duke of Edinburgh Award Scheme and Robotics.

In 2019 the following were offered at inter-school and/or club level: Athletics, Basketball, Cross Country, Cricket, Football, Golf, Rugby, Sailing, Softball, Swimming and Tennis. The squash program was extended to include 6 teams and will further expand to include a Winter Competition in 2020. Robotics, Boxercise and Strength Conditioning are also seen as valuable auxiliary activities.

Teachers with particular talents offer their services for school-based club activities, which involve after-school participation. Such clubs/activities are beneficial and valued within the range of cocurricular activities. Students currently participate in Boxercise, rock-climbing, rowing, sailing, surfing, paddle- boarding, skiing, canoeing, kayaking, Dragon boat Racing, Speed Skating and alpine hiking, among many others. However, the College's commitments to traditional and established games have an organisational priority and precedence.

A wide variety of sports and cocurricular activities are offered at the College and boys are genuinely proud to wear the Blue and Gold Colours of the College. Sportsmanship and fair play are encouraged and expected, thereby enabling all students to develop physically, mentally and morally throughout their time at the College.





## 2019 SPORT

Currently we have 160 teams and various individual entrants participating in 14 different activities. In 2018 the College fielded the following sporting teams and was involved in other cocurricular activities:

- **Rugby:** 18 teams
- **Football:** 24 teams
- **Basketball:** 48 teams
- **Cricket:** 11 teams
- **Athletics:** 90 students
- **Squash:** 6 teams
- **ISA Tennis:** 10 teams
- **NSTA Tennis:** 22 teams
- **Softball:** 1 team
- **Swimming:** 50 students
- **Cross Country:** 52 students
- **Debating:** 12 teams
- **Chess:** 13 teams
- **Duke of Edinburgh Award Scheme:** 50 students



In 2019 the College entered a number of competitions including:

- ISA Cricket
- ISA/IPSHA Football
- ISA/IPSHA Basketball
- ISA/IPSHA Swimming
- ISA/IPSHA Athletics
- Northern Suburbs Tennis Association
- Manly District Cricket Competition
- Squash
- CIS Triathlon
- ISA/IPSHA Cross Country
- IPSHA Softball
- CIS Touch Football
- Junior AFL



## 2019 Team Achievements

The College 1<sup>st</sup> XI Football team were crowned CIS Cup Winners, also winning the Andrews Cup and the SPX July Cup.

Representative Honours were achieved by students in the following:

- ISA Representatives in Basketball, Swimming, Football, Cricket, Athletics and Rugby
- NSWCIS Tennis
- NSWCIS and State Athletics and Cross Country
- NSWCIS Triathlon
- NSWCIS Swimming
- NSWCIS Basketball
- NSWCIS Rugby
- NSWCIS Football
- NSW Basketball
- NSWCIS AFL
- NSWCIS Touch
- Australian National Athletics



*College 1<sup>st</sup> XI Football CIS Cup Winners*

*\*CIS - Combined Independent Schools*

## Staff Achievements

- ISA First XI Football Coach and Representative Convenorship
- ISA First XV Rugby Selector
- ISA Second XV Rugby Coach
- ISA Football Selector
- ISA Cricket Convenorship
- ISA First XI Cricket Coach
- ISA Tennis Selector

## COCURRICULAR FACILITIES AND DEVELOPMENTS

The College boasts some of the finest school sports facilities in Sydney, if not in New South Wales. Based at Oxford Falls on the Northern Beaches, with improved road links as a result of a new hospital facility, the grounds have benefitted from regular investment of time and money, and are first class.

Oval drainage completed in 2011-2012 once again resulted in a more consistent Winter program. The Summer maintenance program has added further quality to the already impressive fields. The addition of a second Groundsman/Caretaker along with an apprentice grounds keeper have meant that the site has developed further through 2019, with improved stands and paving along with much-needed tree maintenance and general refurbishment.

The Tennis “Home” venue at Naremburn has been a huge success with both College teams and visitors and resulted in a significant upgrade in amenities. The College now boasts one of the premier Tennis facilities in the Northern Beaches area as our “home” courts. The courts are currently under a legal “Crown Land” cloud but continue to be used exclusively by the College.

The Sarto Gymnasium continues to be a well-used facility and includes a fully equipped Cardio Room with *state of the art* Rowing Machines, Tread Mills and Exercise Bikes along with upgraded sound and visual equipment. Funding for the facility is now being carried by the College and the Gym is used throughout the year. It is open to boys under strict supervision. The College now employs a full-time Strength and Conditioning Convenor along with various Strength and Conditioning coaches to maintain and build on the current program.

The work of specialist coaches and Development Officers is now integrated into the Years 7 and 8 Oxford Falls PD/H/PE programs for three periods once each 10-day cycle. The College was also pleased to secure the services of a new external 1<sup>st</sup> XV Rugby Coach in late 2019 to take us through into 2020.

The Outdoor Education programs continued to build through enhancement of the Duke of Edinburgh Award provision. In addition to this, the various Adventure Retreats culminate with the Year 11 Snowy Mountains Hike. The College recognizes the popularity of this type of activity and its relevance to boys’ education.

Diversification and extension of cocurricular opportunities were consolidated in partnership with the Mind Matters Outdoor programs and included Climbing, Bushwalking and Paddle Boarding, Boxercise and Self Defence. All activities provide greater opportunities for leadership development in the boys as mentors and are much appreciated by all mentees.

## SECTION 6

### STRATEGIC INITIATIVES

The College's Strategic Improvement Plan is a three year rolling plan covering 2019-2021. Significant progress was made in its implementation through the 2019 Annual Improvement Plan. As the Strategic Improvement Plan is a continuous three year rolling plan, it will extend out an additional year annually. This will become the 2020-2022 Plan.

The Plan is reviewed annually by staff, parents, the College Leadership Team and College Board, utilising the St Pius X College Indicators document which was developed by the College Board's Strategic Planning Committee utilising the National School Improvement Tool.

#### **2019 Annual Improvement Plan – End of Year Report**

*Please refer to this Report (Attachment 2 at the end of this document) which shows the progress of the 2019 Annual Plan, outlining the Components, Strategies and the End of year Summary of its completion.*

### ACHIEVEMENT OF PRIORITIES FOR PREVIOUS YEAR

- The 2019 College theme "Unity in Community" was developed by the Student Leadership Team and successfully implemented by students, staff and parents throughout the year with the student developed and promoted slogan "Get amongst it!"
- Development of school-wide pedagogy, consistent with the College Learning Statement to improve inclusion of differentiation, literacy and technology into classroom practice.
- Increased extensive utilisation of the AITSL standards in professional learning of staff in regard to both pedagogy and leadership standards.
- A whole school approach to differentiated learning.
- A whole school approach to literacy.
- Major refurbishment of C Wing classrooms and upgrade of school facilities throughout the Chatswood campus.
- Full implementation of Complispace to ensure full compliance across all legislated areas and EREA Policy inclusive of staff mandatory training.

## SCHOOL DETERMINED IMPROVEMENT TARGETS

These are now contained within the Strategic Improvement Plan and each Annual Improvement Plan. Each component, strategic intent and strategy, and its progress, has been commented upon in Attachment 2 – End of Year Report on the Annual Improvement Plan  
(*See Attachment 2*)

## SECTION 7

### JUNIOR SCHOOL

Education at the College focuses on the developmental needs of boys through their different stages of growth and maturity. The Junior School specialises in Stage 3 (Year 5 and 6) boys' education. The Junior School is a caring community which values each student individually. Every child is assisted to achieve his full potential and is encouraged to develop himself academically, spiritually, socially, emotionally and physically. In working towards this goal, best practice in boys' educational philosophy is adopted.



*New students commencing in Year 5*

Many of the Junior School classrooms have sliding glass doors and bi-fold walls to allow for team teaching and flexible groupings. The Junior School is a one-to-one Personal Learning Device school with all the boys having their own laptop with a Windows Operating System.

Parents are recognised as the first educators of their children. The College aims, in collaboration with parents, to instill worthwhile values, based on EREA Touchstones, to assist in building the boys' characters and to promote academic excellence.

The College aims to achieve this goal within a Catholic understanding of life. Pastoral care is designed so that the boys know their responsibilities and are responsible for their actions. Self-esteem, self-worth and self-discipline are nurtured. The professionalism of staff and the emphasis on quality relationships between teachers and students are important.

Many boys have particular learning styles and, therefore, teachers design learning tasks that meet these different needs, particularly 'hands-on' (kinesthetic) learning experiences and 'visual' learning opportunities. These methods provide opportunities for many boys to access new learning. These methods are augmented by text, electronic and auditory learning.



## STAFFING

- Head of Junior School
- Junior School Curriculum Coordinator
- Junior School Sports Master
- Three Year Five Class Teachers
- Four Year Six Class Teachers
- Specialist Teachers: Computer Studies, Teacher/Librarian, Music /Choir/ Bands/ Ensembles, Language Other Than English (Chinese), Physical Education, Visual Arts, Learning Support/Special Needs and Enrichment.



All Junior School students are assessed using standardised tests. The boys are then streamed for Mathematics and Literacy groups in both Years 5 and 6. In Mathematics there are five groups for Year 5 and six groups for Year 6. In Literacy there are seven groups for Year 5 and eight groups for Year 6. The composition of these groups is reviewed throughout the year and there is the possibility of movement between groups.

## ACADEMIC ACHIEVEMENT/ASSESSMENT AND REPORTING

Every boy in Year 5 participates in the National Assessment Program – Literacy and Numeracy (NAPLAN) test. There are six Bands for each level in Years 3, 5, 7 and 9. For Year 5 the bands are 3 to 8, with 8 being the highest. Below is a table of the averages for the various strands of the NAPLAN testing in Year 5.

The NAPLAN test is held in May each year. At this stage the boys are new to the College so the test provides a starting point upon which to build. Year 7 provides a better reflection of the amount of progress that a boy has made over his first two years at the College.

In 2019 we had good NAPLAN results in Year 5.

	YEAR 5		
	SPX Average	State Average	% Difference to State
Writing	503.0	479.21	5%
Spelling	531.9	508.29	5%
Reading	548.3	507.18	8%
Grammar and Punctuation	539.6	509.22	6%
Numeracy	544.9	498.49	9%

	Lower 2 Bands		Middle 2 Bands		Top 2 Bands	
	3 and 4		Bands 5 and 6		Bands 7 and 8	
	At or below Minimum Standards for Year 5				Proficient	
	SPX	State	SPX	State	SPX	State
Writing	1%	20%	82%	63 %	17 %	17%
Spelling	1%	13. %	44%	49 %	55 %	38%
Reading	2%	17%	30%	43 %	68 %	40 %
Grammar and Punctuation	4 %	16%	46%	45 %	50%	38 %
Numeracy	0%	15%	33%	52. %	66 %	33%

Overall, the Year 5 cohort was above the state average in all areas. The data shows that the College is higher in the top two bands than the state average in Literacy and Numeracy. We are particularly strong in Numeracy and in 2019 Year 5 were 33% above state average in the top 2 bands. Other pleasing results in the top 2 bands were Reading, 28% above, Spelling, 17% above and Grammar 12% above the state average.

Writing tends to be an area that we focus on each year. In 2019 the College was at state average in the top 2 bands for writing but 19 % above in the middle 2 bands. One way we focus on improving our writing is to have an author who works with Year 5 over several sessions. We also engaged the services of an expert consultant and rewrote our writing programs and the way we integrate our grammar and punctuation into our writing. In 2019, Year 7 were 1 %, and in Year 9 we were 4%, above the state average in the top two bands in the writing strand.

### St Pius X College NAPLAN Scores compared to State over time %Difference

	Year 5					
	2014	2015	2016	2017	2018	2019
<b>READING</b>	6.4	7.3	6.2	9.3	11.0	8.1
<b>WRITING</b>	4.8	3.9	4.6	5.4	7.5	4.9
<b>SPELLING</b>	1.6	2.8	3.3	2.5	7.6	4.6
<b>GRAMMAR &amp; PUNCTUATION</b>	4.4	5.4	5.9	5.1	8.6	5.9
<b>NUMERACY</b>	7.0	8.1	8.6	8.3	10.5	9.3

Overall these results are very pleasing. Every year of students is unique and 2019 was a strong cohort. It was pleasing to see that the results are well above the state average. As stated previously, this is a starting point for our students at St Pius X College.

All of the 96 students in Year 5 sat all the Reading and Numeracy tests. The Writing we had 95 students sit the test and in both Spelling, and Grammar and Punctuation we had 93 boys sit the tests. The bottom 2 bands are Band 3, which is below national minimum standards, and Band 4 is at national minimum standards. There were no students below national minimum standards in any of the strands. In Grammar and Punctuation there were five boys in Band 4. Obviously this is often the same student in several areas. These boys are being further assessed and given intervention to assist in their learning.

Year 7 provides a better indication of how well the boys are progressing. When individual student results in Year 7 are considered, there is significant growth from Year 5 results for the same cohort of boys. The percentage of growth above the expected norm is very pleasing. However, there were 66 boys new to Year 7 in 2019 compared to Year 5 in 2017. Hence individual comparisons are the best indication. These comparisons reveal that the vast majority of boys have improved, some quite markedly.

Overall, these positive results are a credit to the boys and provide a strong foundation upon which to build in the senior years.

Assessments are diagnostic, formative and summative, i.e. assessment for learning, assessment as learning and assessment of learning. The information gathered comes from both formal assessment activities and informal anecdotal observations.

Reporting occurs:

- at the beginning of the year, when there is a Parent Information Night;
- at approximately half way through Term 1, when there are individual and parent/teacher conferences where we acknowledge the parent as an educator of the child and we ask the parents to keep us informed about their sons;
- at the conclusion of Term 1, when Interim Reports are issued;
- mid-year when reports are issued and parent/teacher interviews are conducted;
- at year's end, when Yearly Reports are issued and an opportunity for parent/teacher interviews are offered.

## OTHER ASPECTS OF JUNIOR SCHOOL LIFE IN 2019

- Other academic results were attained for the ICAS (International Competitions and Assessments for School - formerly UNSW Competitions), Mathematics Assessment, English Assessment and Science Assessment;
- Boys sit regular examinations as well as a variety of assessment tasks throughout the year. Assessment tasks are graded across the year level so that A to E grades can be reported to parents;
- As stated previously, there are specialist teachers in Computer Studies, Library, Music/Choir/Bands/Ensembles, Chinese (Mandarin), Physical Education, Visual Arts, Learning Support/Special Needs and Enrichment.



*Students are encouraged to mount displays of their own work*



*Junior School Dragon Day*

This means the boys receive a diverse education and are often challenged. For example, as part of the curriculum, the boys are involved in coding.

- Other competitions in which the boys were engaged include:
  - The Premiers Reading Challenge
  - Da Vinci Decathlon
  - Maths Olympiad
  - IPSHA Debating Competition and Debating Day
  - Chess Competition
  - Robotics Competitions
  - Dorothea Mackellar Poetry writing competition
  - Willoughby Year 5 short story competition
  - *Write on* young writers' competition
  - Various competitions run by Willoughby Council and other organisations.



*Junior School Debating Team*



*da Vinci Decathlon participants*

- The Junior School Choir, bands and ensembles performed at various venues and in Twilight Concerts throughout the year.
- Boys' education encourages experiential learning. The boys experienced incursions from:
  - *Return of the bully* play
  - *Kadul* (Indigenous Education) – Year 5
  - *Let's Bridge the Gap* (Indigenous Education) – Year 6
  - *John Larkin - Writers Workshops* - Year 5 and Year 6
  - *Book Week* author
  - *World of Mathematics*



*Visiting Illustrator*

- The boys also experienced excursions including:
  - Year 5 Camp at Milson Island. (Department of Sport and Recreation.)
  - Year 6 Camp Wombaroo (Outdoor Education Group)
  - Year 6 Bakery Excursion (Studying Micro-organisms - Yeast)
  - Year 5 Observatory and The Rocks excursion

- Junior School Swimming Carnival
- Junior School Athletics Carnival
- Year 5 Swimming Lessons
- Year 6 Surf Safety Lessons



*On camp*

## RELIGIOUS CLIMATE / PASTORAL CARE

Religious Education is one of the Key Learning Areas of the Primary Curriculum.

- Boys are involved in whole College religious celebrations.
- Boys attend Mass with the local parish community.
- Boys celebrate a Mother's and Grandmother's Day Mass in May. At the Mothers' Day stall there is a sale of items made by the women of a shanty town named Candela in Peru and all money raised goes to these women.
- Each Junior School class organises prayer for a College assembly.
- Many of the incursions and excursions deal with pastoral care such as the Health programs regarding drug education and personal development and change.
- Year 5 boys are involved in a camp with the theme of Friendship.
- The Christian spirit of giving is practised directly. During Lent, boys give money for charity. Additionally the boys raised over \$10 000 from a Junior School Walkathon for charity.
- Awards are regularly conferred. These include:
  - Merit Awards presented weekly at the Junior School Assembly
  - FIDE et LABORE (Faith and Hard Work) Awards at the end of each Semester



*Presentations acknowledge achievement and effort*



*Receiving Bibles*

- Respect and responsibility are fostered in the Junior School with a focus on good



manners and pride in self-appearance. Boys are constantly reminded about their responsibilities to themselves and others.

- Leadership is encouraged for all. Each term in both Year 5 and Year 6 Class Captains are appointed and fulfil special duties for a term. Year 6 boys also elect Colour House Captains and Vice Captains for the year.
- A Peer Support program operates in Term 1 between the Year 5 boys and selected Year 11 leaders.
- A Buddies Program is provided for some boys. This involves an older Senior School student being a mentor/role model for a younger student. The “Peaceful Kids” program is a mindfulness and positive psychology based program to lessen anxiety and stress which aims to increase resilience in children.
- The ‘Seasons for Growth’ Program is a small group grief and loss education program. The ‘Seasons for Growth’ Program provides an opportunity for children to learn the knowledge, skills and attitudes required to understand and respond well to grief and loss experiences.



*Term 3 Junior School Class Captains 2019*



*Year 6 Students lead the College Assembly in Prayer*

## **COCURRICULAR ACTIVITIES**

- Boys are involved weekly in a sporting program at The Treacy Education Complex and Oxford Falls Sporting Fields. Games vary depending on the season but boys may be involved in Basketball, Cricket, Tennis, Rugby, Football, AFL, Softball, Cross Country, Swimming and Athletics.
- There is also a Swimming Carnival. In addition to this, in Year 5 the boys participate in a 'Learn to Swim' program and in Year 6 the boys participate in a Surf Safety program. Boys who are chosen for the College swim team have the opportunity to train several mornings a week at the Fitness First Pool before school.
- A high percentage of the boys also represent the school in the Independent Primary School Heads Association of Australia (IPSHA) competition. They train after school

and compete on a Saturday in all of the sports mentioned above. Several boys go on to represent at the Combined Independent Schools (CIS) level in State competitions.

- Boys are involved in Chess, Public Speaking, Robotics and Debating competitions.
- Talented children are involved in various activities including the da Vinci Decathlon and Mathematics Olympiad.

*The Junior School offers a great range of activities*



## **SCHOOL DETERMINED IMPROVEMENT TARGETS (for the Junior School)**

### **a) Catholic Life**

- Utilise the theme “Unity In Community” to involve students liturgically and in faith formation opportunities.
- For all students in Year 6 to be offered Reconciliation through local parish priests.

### **b) Teaching and Learning**

- Review of Stage 3 programs to ensure that differentiation is included across all curriculum areas. Including the new Science and PDHPE programs that were introduced in 2019.
- Ensure all teachers have completed “Know Students and How They Learn”.
- Identification of Stage 3 students using the ‘Creating Texts’ strand of the Literacy Progressions. Children will also self- identify and understand the ways in which they can improve on the progressions.
- Identification of Stage 3 students using the ‘Creating Texts’ strand of the Literacy Progressions. Children will also self- identify and understand the ways in which they can improve on the progressions.
- Introduce a touch typing program into the Junior School to increase the effective use of the PLDs as a learning tool.
- Trish Weekes created a writing program that focuses on persuasive text that was implemented in both Years 5 and 6 in Term 4.
- In Semester 1 Year 5 completed interactive online safety sessions and Year 6 did a digital license.

### **c) Curriculum and Cocurricular Programs**

- College Phone Policy implemented - “Phone Away All Day”.  
In the Junior School all boys must keep their phones in their bags. Lockers and phone caddies have been ordered for each classroom for 2020 so that the boys’ phones will be secured in a classroom locker for the school day.
- Adjusted administrator rights on student Personal Learning Devices in Years 5 and 7 (April) and 6 and 8 (July) to reinforce the purpose of this technology as a learning –based tool rather than a recreational device.

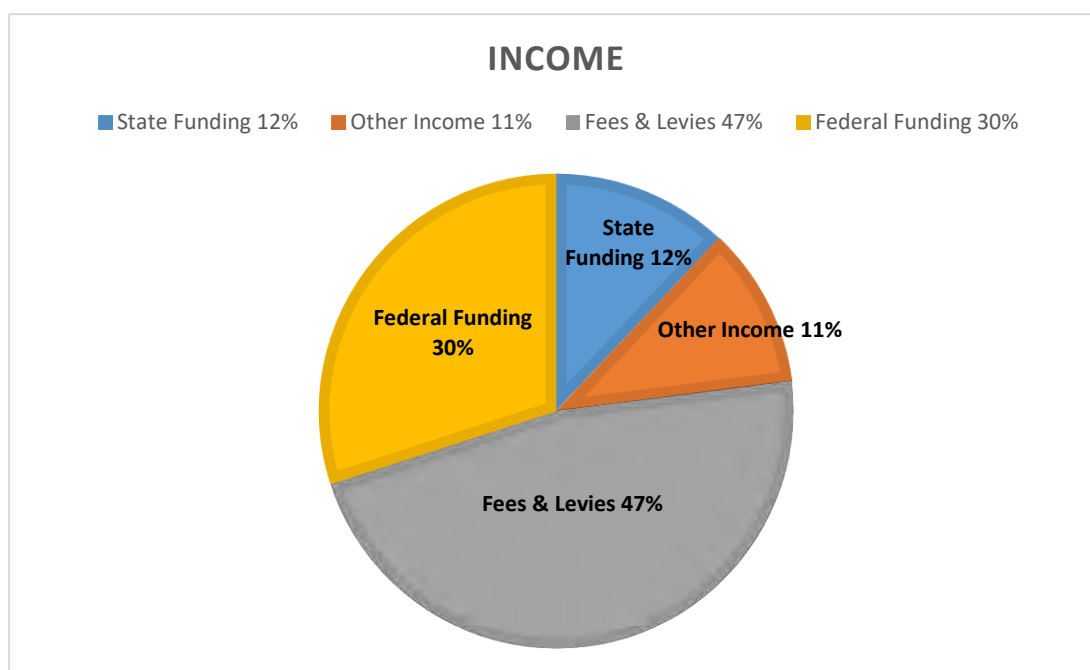
**d) Pastoral Care and Well Being**

- Publication and application of growth mindset, positive psychology and positive education prompts and stimuli.
- Junior School staff and Learning Support retreat organized.
- Continuation of the Year 6 Reflection Day for a day at Oxford Falls.
- Investigate various e- smart programs. Completed in Semester 1. Year 5 did interactive online safety sessions with Kids Helpline and Year 6 did a digital licence.

## SECTION 8

### FINANCIAL STATEMENT

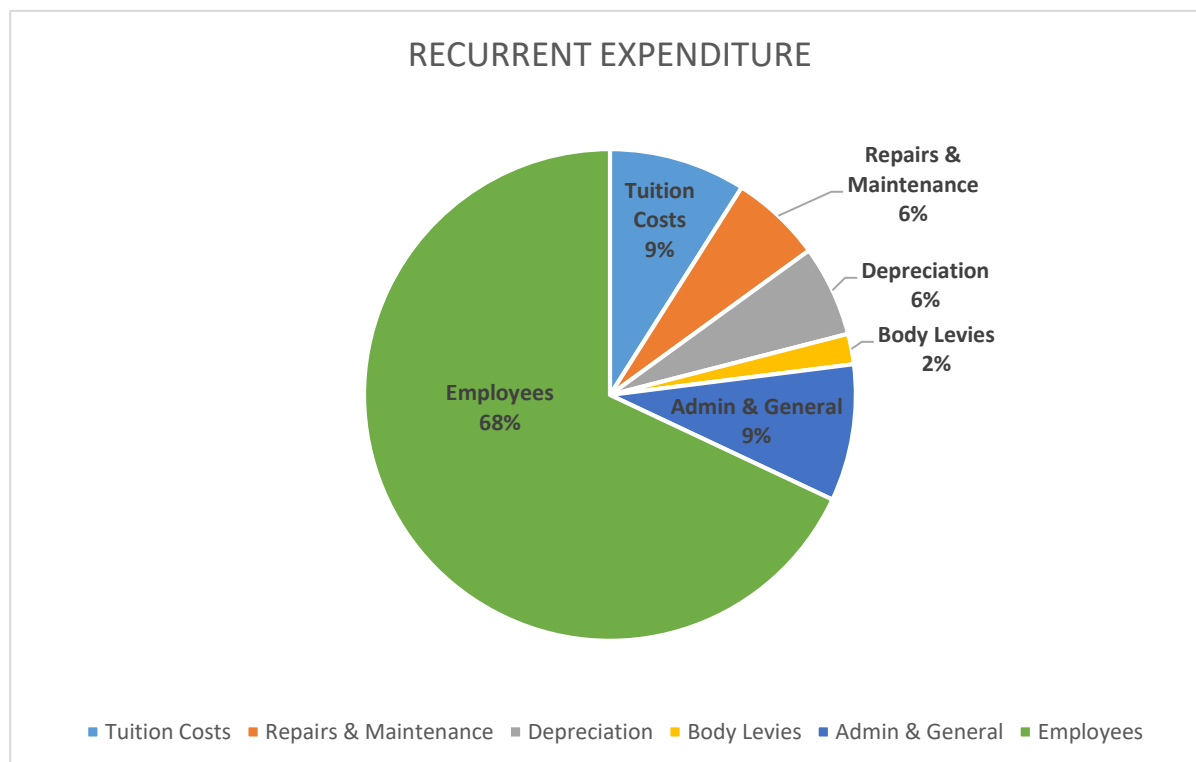
**Income:** The College's recurrent income for the year ended 31 December 2019 was derived from the following sources:



Fees and Levies were as forecast for 2019.

Government funding represented approximately 42% of the College's total income. The College expects its Government funding, both Federal and State, to decrease at an increasing rate for the next seven years in line with the *Quality Schools* package. The College will need to offset the loss of Government funding through increased fees and levies to families during the period to 2027.

**Expenditure:** The College's recurrent expenditure for 2019 by major expense category was as follows:



● **Recurrent Expenditure**

- Depreciation 6%
- Employees 68%
- Tuition Costs 9%
- Central Body Levies 2%
- Repairs & Maintenance 6%
- Admin & General 9%

Employee costs, including salaries, wages, superannuation, and co-curricular expenses represent approximately 68% of all outlays. Labour award increases for 2019 were 2.5%. The major items in Admin and General expenditure include Communications, Consumables, Finance Costs, Insurance, Recruitment, Review and Professional Development of staff.

**Capital Expenditure:** The College undertook the internal refurbishment of one building at the end of 2019. The College also continued with a series of maintenance and minor capital works projects for the ongoing enhancement of the overall learning environment at the Chatswood campus. The College also continued to carry on the replacement of various items of plant, equipment, IT equipment and classroom furniture as necessitated by needs and replacement.



## SECTION 9

### FACILITIES

The College provides a modern learning environment which caters for the wide range of needs of its students as they progress from Stage 3 to Stage 6 education. The College facilities are well maintained and in a cycle of continual improvement and renovation.

In addition to ongoing programmed maintenance during 2019 the following improvements were undertaken:

- Comprehensive \$2.5M renovation of C Building with operable walls, large touch screens, new air-conditioning and furniture to enhance learning and the ability for staff and students to use technology in learning in an environmentally friendly location.
- Fresh paint and new carpet in five buildings plus the Oxford Falls Treacy Education Complex.
- Complete renovation of canteen facilities to enable the provision of better healthy food choices for students and food safety compliance.
- Renovation of the weights and cardio facility change room which has realised an increase in student fitness programmes.
- Student safety has been improved by an upgrade of Chatswood Campus security cameras.
- Spectator seating has been installed adjacent to Chaplin Oval.
- Additional aqua-filter drinking stations were installed following the success of the provision of student access to high quality cooled water.
- Environmental stewardship continued at all campuses to ensure the safety of our community.
- ICT expansion and upgrade ensure the maintenance of a 1:1 personal learning device programme.

The College's wireless network is constantly monitored and updated and to ensure all services are available to students. Data projectors are available in all teaching areas throughout the College both at Chatswood and Oxford Falls utilizing ScreenBeam Wireless display technology. Every teaching area has a form of multi-media technology installed and ready for everyday use.



All College staff have been provided with laptops and training to enhance the quality of teaching and learning opportunities across the curriculum.

## CHATSWOOD CAMPUS FACILITIES

### PD/H/PE

- Gymnasium at the College
- Covered outside sporting pavilion
- Specialist PD/H/PE room fitted with media projection and other course related materials
- Sarto Centre Resistance Training Gymnasium and Cardio Training Room with AV projector and monitor system for ICT presentations and supervision of training



## COMPUTING

- Total of 36 Servers (Mail/File/Print/Database/Intranet/Management etc.)
- 1150 student PLDs
- 120 staff devices
- 12 Blade servers with an 24TB SAN (Storage Area Network)
- Staff Common Room HDMI connected LCD presentation projector
- Click view online
- Media projection facilities and connections in all Teaching and Learning areas
- Fully equipped Junior and Senior Resource Centres
- Smart Boards/Interactive Whiteboards/digital cameras/video recorders/multimedia projectors
- Staff and Student email and remote access availability
- Staff access to all network files at home on their College laptops
- Internal Staff and Student Intranets
- Wireless internet access throughout the College
- High speed Internet connection
- Web and mail filtering on all school devices
- Externally accessible student management system and parent portal
- 1:1 PLD (Personal Learning Device) Program for all year groups

## SENIOR RESOURCE CENTRE

- Theatre facilities
- Computing facilities
- Library
- Designated quiet study mezzanine area for senior students
- Seminar rooms
- Large space for meetings including cohort presentations and guest speakers
- Careers Office
- Senior Student Studies Coordinator's Office



## JUNIOR RESOURCE CENTRE

- Library; and Open Learning Area



## LEARY LEARNING CENTRE

- Large dividable, flexible, collaborative teaching/learning area(s).
- Theatre facilities, Internet connection and multi-media projection capacity and touchscreens.
- Flexible configurations of seating and desks as appropriate for multi-modal learning.

## BLUE ROOM

- Large open space for year meetings and other gatherings
- Theatre facilities
- LCD projector trolley

## TREACY COMPLEX, OXFORD FALLS

- Four ovals for rugby and football
- One turf cricket pitch, one synthetic cricket pitch, four cricket practice nets
- Two tennis courts
- Indoor gymnasiums incorporating three basketball court spaces (pictured)
- Stage for dramatic and musical productions and formal events
- Audio visual control room
- Extensive conference facilities including two large conference rooms
- Four lecture rooms with AV connected roof mounted LCD projectors
- One commercial kitchen
- Two canteens
- Function rooms



- BBQ facilities
- Six change rooms
- Two referees' rooms
- AV projectors in all teaching areas
- Two First Aid Defibrillators
- Two General First Aid Rooms
- Junior and Senior equipment storerooms



*The fine upkeep of ovals and pitches meant that minimal days were lost to wet weather over the 2018-19 seasons and the College hosted games when "AWAY" matches at other venues were washed out.*



*Aerial view of the Treacy Centre at Oxford Falls*

## SECTION 10

### ATTACHMENTS

**Attachment 1: Enrolment Policy**

**Attachment 2: Annual Plan 2019 – End of Year Report  
Strategic Improvement Plan 2019-2021**





# ST PIUS X COLLEGE

## CHATSWOOD

### ENROLMENT POLICY

#### Enrolment Criteria

All children of parents who are prepared to support the religious principles and ideals of this College are considered eligible for enrolment.

The College Enrolment Policy gives priority to enrolment applications in the following order:

#### 1. Siblings of enrolled or attending students.

Catholic students from the following Feeder Schools:

##### GROUP A

- Applying for Years 5 & 7
  - ✓ Our Lady of Dolours, Chatswood
  - ✓ St Thomas', Willoughby
  - ✓ St Philip Neri, Northbridge
  - ✓ Our Lady of Good Counsel, Forestville
  - ✓ St Martin de Porres, Davidson
  - ✓ Holy Family, Lindfield
  - ✓ Corpus Christi, St Ives
  - ✓ Our Lady Help of Christians, Epping.

Broken Bay Diocese special arrangement Group A

In regard to the Broken Bay diocese arrangement Year 3 parents will be given the opportunity of applying to the Principal of St Pius X College for their son to commence at the College in either Year 5 or Year 7.

Catholic students from the following Feeder Schools:

##### GROUP B

- Applying for Year 7
  - ✓ Our Lady of Perpetual Succour, West Pymble
  - ✓ Sacred Heart, Pymble.

Broken Bay Diocese special arrangement Group B

In regard to the Broken Bay diocese arrangement Year 5 parents will be given the opportunity of applying to the Principal of St Pius X College for their son to commence at the College in Year 7.

2. Catholic students from non-feeder Catholic primary schools.
3. Catholic students from non-Catholic schools and who are members of a Catholic community.
4. Non-Catholic students from Catholic schools.
5. Non-Catholic students from non-Catholic schools.

Applications from sons of ex-students of the College are also given consideration.

#### Application for Enrolment for Years 5 & 6

Applications for students to attend the College for Years 5 & 6 only are NOT accepted. All offers of enrolment are offered on the expectation that the enrolment will cover the period from commencement to the completion of Year 12.

#### Application for Enrolment for Years 8-11

Enrolment applications for Years 8-11 are accepted, however, positions are strictly subject to availability.

#### Application for Enrolment from Overseas Students

The College does not accept overseas students.

#### BASIS OF DISCRETION

The application of these priorities and considerations may be varied at the discretion of the Principal.

#### Additional Information

##### Broken Bay Diocese special arrangement Group A

In regard to the Broken Bay Diocese arrangement Year 3 parents will be given the opportunity of applying to the Principal of St Pius X College for their Catholic son to commence at the College in either Year 5 or Year 7.

1. Parents of Catholic students in Year 3 must complete the online application form found on the St Pius X College website and lodge it within the specified time limit.
2. After satisfying the usual enrolment criteria of St Pius X College parents will receive formal advice from the Principal of the College of acceptance, or otherwise, for either enrolment in Year 5 or Year 7.
3. All offers of enrolment must be confirmed with the payment of the confirmation fee by the payment date which is within 6 weeks from the time of notification of acceptance. Failure to pay the confirmation fee by the due date will render the offer of enrolment void.

##### Broken Bay Diocese special arrangement Group B

In regard to the Broken Bay Diocese arrangement Year 5 parents will be given the opportunity of applying to the Principal of St Pius X College for their Catholic son to commence at the College in Year 7.

1. Parents of Catholic students in Year 5 must complete the online application form found on the St Pius X College website and lodge it within the specified time limit.
2. After satisfying the usual enrolment criteria of St Pius X College parents will receive formal advice from the Principal of the College of acceptance, or otherwise, for enrolment into Year 7.
3. All offers of enrolment must be confirmed with the payment of the confirmation fee by the payment date which is within 6 weeks from the time of notification of acceptance. Failure to pay the confirmation fee by the due date will render the offer of enrolment void.

## Enrolment Procedures

### Expression of Interest – Contact List

To ensure you receive notice of when to enrol please complete the [Expression of Interest](#) form available online at [www.spx.nsw.edu.au](http://www.spx.nsw.edu.au) under the Enrolment heading. There is no fee to lodge the Expression of Interest form. The Enrolment period takes place **during March two years prior to the student's commencement**. Completion of the Expression of Interest form does not constitute an enrolment nor a place on a waiting list.

Completing the Enrolment Application Form for the general intake Years 5, 6 and 7

When to fill out the online Application for Enrolment form:

### Feeder School Applicants

**Group A** – See information under Enrolment Criteria – Broken Bay arrangement applies to Years 5 and 7

Applying for a Year 5 position ➡➡➡	When your son has just commenced Year 3
Applying for a Year 6 position ➡➡➡	When your son has just commenced Year 4
Applying for a Year 7 position ➡➡➡	When your son has just commenced Year 3

**Group B** – See information under Enrolment Criteria – Broken Bay arrangement applies to Year 7 only.

Applying for a Year 5 position ➡➡➡	When your son has just commenced Year 3
Applying for a Year 6 position ➡➡➡	When your son has just commenced Year 4
Applying for a Year 7 position ➡➡➡	When your son has just commenced Year 5

### All Other Applicants

Applying for a Year 5 position ➡➡➡	When your son has just commenced Year 3
Applying for a Year 6 position ➡➡➡	When your son has just commenced Year 4
Applying for a Year 7 position ➡➡➡	When your son has just commenced Year 5

Parents are asked to supply the following:

- a brief personal summary of church and school involvement
- copies of birth and sacramental certificates
- Immunisation record
- latest school report and NAPLAN test results (where applicable)
- A small passport size photo of the applicant is also necessary

Applications for Years 5, 6 & 7 close at the end of April each year.

Applications for Years 5, 6 & 7 received after this date are accepted without penalty, however, only waiting list positions will be available.

### Enrolment Application and Confirmation Fees

For current fees and conditions please see the Schedule of Fees found under the Enrolment heading at [www.spx.nsw.edu.au](http://www.spx.nsw.edu.au)

### Enrolment Interviews

Every applicant for which a position is established is invited to attend an interview. Following interviews, successful applicants are asked to confirm their position with the confirmation fee. The confirmation fee is non-refundable and non-transferable should you wish to cancel or defer the enrolment.

### Waiting List Information

Applicants who do not make the first round of offers are placed on a waiting list. Further offers are made as soon as places become available. Waiting lists are fluid. Offers can come as late as the beginning of the new school year.

Please note: For the general intake Years of 5, 6 & 7, unsuccessful applicants who are on a waiting list from the previous year who wish to be considered for the following year need to make a fresh

application. The enrolment application fee will apply and standard selection criteria will stand.

#### Application for Enrolment for Years 8-11

Interviews for these positions are held during Term 3 and 4 in the year prior to commencement. Please contact the Registrars Office for an Application Form.

#### Additional Information

##### Open Day

Every year the College holds an Open Day in March. All prospective parents are urged to take advantage of this opportunity to meet the Principal, members of the Leadership Team, teachers and students and to inspect the facilities and resources of the College in Chatswood and Oxford Falls.

##### Enrolment Numbers

Year 5 is the largest intake i.e. 96 students – 3 classes of 32. The College admits another class of 32 students into Year 6 and 32 students for Year 7. Acceptance into Years 8 to 11 is subject to availability.


#### Policy Review

Last Reviewed: 1 February 2020

Approved by: College Board and College Leadership Team

Renewal Date: 2023

## Attachment 2

St Pius X College Annual Plan 2019 – End of Year Report					
STRATEGIC DIMENSION	COMPONENTS AND STRATEGIC INTENT	STRATEGIES	END OF YEAR COMMENTS	RESPONSIBILITY	WHEN
1 MISSION AND IDENTITY	1.4 FORMATION				
	1.4.1 Faith Formation Strengthen Faith Formation opportunities for the College community.	1.4.1.1 Utilise the theme "Unity In Community" to involve students liturgically and in faith formation opportunities. 1.4.1.2 Invitation to parents for Tuesday morning school Masses.	1.4.1.1 Comprehensive inclusion of "Unity In Community" utilized in every facet of school life. Touchstone of Inclusive Community explored through theme. Student leadership and voice centred on theme at assemblies and major school gatherings such as Music Festival. 1.4.1.2 Parents invited and some small numbers in attendance. Each chapel Mass has been rostered with a class. Class of 2019 parents attended the last Chapel Mass of their son's Academic year at the end of Term 3. 1.4.1.2 Both Year 5 and 9 were in attendance at OLD parish for the feast of the Assumption. This will look to be expanded upon for 2020.	All staff  AP Mission and Identity	Completed  Completed
	1.4.2 Faith Formation Programs A comprehensive and integrated Faith Formation/retreat/formation program for Years 5 to 12.	1.4.2.1 Staff Spirituality Day to focus on formation in the Edmund Rice charism. 1.4.2.2 Review the Year 11 Reflection day program. 1.4.2.3 Offer "Growing Good men" retreat for parent/son. 1.4.2.4 Provide optional staff retreat opportunities at Workul Koo. 1.4.2.5 Offer a Junior School staff retreat at Workul Koo. 1.4.2.6 Involve staff in Edmund Rice Formation programs.	1.4.2.1 Staff Spirituality Day scheduled for Term 4 to visit St Mary's Cathedral, St Patrick's Church hill culminating with mass at Brigid's. The focus will be upon the origins of the Catholic Church in Australia and the Christian Brothers in Australia. 1.4.2.2 New format for Year 11 reflection days developed and implemented in Terms 1-3 that focus upon leadership and resilience. The program was evaluated at leadership with the idea of keeping the 2020 program in line with the 2019 program. 1.4.2.3 Growing Good Men did not run in 2019, but a program will look to be included for 2020. 1.4.2.4 Staff optional Retreat 1.4.2.5 - Junior School staff and Learning Support retreat organised 6-8 December. 1.4.2.6 Fifteen Staff attended Edmund Rice Formation Programs in 2019. Six staff have been involved in A Call to Mission; two staff have been involved in A Call to Leadership; two staff to A Vision for Liberation; two attended the EREA National Women in leadership forum, one to A Call for Transformation; One staff went on the Let's Talk (Indigenous) Immersion and one staff on the Indian Immersion. 1.4.2.7 Our Eucharistic Ministers training course involved Year 10 students, alongside Mercy College students under the tutelage of Fr. Jim. 1.4.2.8 Our Year 12 Retreat programs included the opportunity to celebrate the sacrament of the Eucharist. Fr. Jim attended Tallows Beach, Fr. Paul attended Workul Koo and consecrated hosts provided at Mulgoa. The Retreat programs had a commissioning focus, with Yr 12 asked to "Go Make a Difference".	AP Mission and Identity  Mission and Identity team AP Mission and Identity  AP Mission and Identity  Junior School  AP Mission and Identity	Term 4  Completed    Term 4  Completed
	1.5 PARISHES AND THE WIDER CHURCH				
	1.5.2 Community Service and Outreach Program A cohesive program of community service and social outreach including social justice education, partnerships, immersion, fundraising and communication is strengthened to engage	1.5.2.1 Review the overall community service and outreach program.  1.5.2.2 Review and republish College Social Justice document. 1.5.2.3 Re-consider the partnerships of the College and the elements of	1.5.2.1 Community service opportunities have been expanded from Matthew Talbot and Willow Wood to include Cents Care. 50 students from years 10 and 11 have worked in the holidays and will complete the Blackmores fun run (September) as a fund raiser for Catholic Care. As a school we have a Naragunnawalli Reconciliation Committee and Action Plan working towards Reconciliation. Links consolidated with St Lawrence's Coonabarabran, St Joseph's Walgett, St Patrick's Brewarrina and St Ignatius' Bourke on the Red Dirt Expedition. College involvement in the OLD Parish "community dinner" program. 1.5.2.2 Social Justice document reviewed and published on College website 1.5.2.3 Red Dirt Tour conducted and partnership explored with Coonabarabran, Bourke and continued with Walgett	AP Mission and Identity Social Justice Coordinator  Communications Officer AP Mission and Identity  AP Mission and Identity Leadership Team	Completed     Completed

	staff, students, parish and parents.	support provided to other communities. 1.5.2.4 Review the range of Immersion experiences offered to students.	1.5.2.4 Immersion program expanded through the inclusion of the Red Dirt Expedition. Year 10 Central coast immersion has been reinvented through the inclusion of more localized initiatives of the Central Coast (eg. Coast Shelter, Regional Youth Support Services and The Glen). Immersions as well with our partner schools of St Mary's Bowraville, St Joseph's Walgett, St Edmund's Warrumbungle, St Gabriel's Castile Hill		
2. LEARNING AND TEACHING	1.5.3 Contemporary Social Justice Issues Contemporary social justice issues of concern in our world addressed in school programs and activities across all year levels.	1.5.3.1 Utilise the theme of "Unity in Community" to review related social justice issues of solidarity and Inclusive Community. 1.5.3.2 Consider across the curriculum content related to Social Justice Issues. 1.5.3.3 Broaden the use of resources from EREA and the Australian Bishops' Conference for RE teaching. 1.5.3.4 Increase the membership of the Edmund Rice Society.	1.5.3.1 Witness the stories of remote, rural and First Nations communities through our Reconciliation Action Plan and the Bourke Red Dirt Expedition.  1.5.3.2 Teaching programs across KLA's are annotated with links not only to Social Justice, but EREA Touchstones  1.5.3.3 "Song in a Day" initiative. Students to compose a song for the "Social Justice through the Arts" symposium (an EREA initiative). To be conducted on 4 <sup>th</sup> August and submitted to EREA as well as the Australian Children's Music Foundations National Song Writing Competition 2019. 1.5.3.4 Edmund Rice Society have seen an increase to 20 member students who meet every Friday morning.	All staff  Studies Coordinators  AP Mission and Identity  Social Justice Coordinator	Completed
	2.1 AN EXPERT TEACHING TEAM				
	2.1.1 Learning Framework A shared understanding, vision and practice for authentic teaching and learning is informing the development and implementation of a whole-school learning framework.	2.1.1.1 Embed the College learning Statement into school wide pedagogy including areas such as technology and screen time. 2.1.1.2 Publish the College Learning Framework incorporating each element of teaching and learning.	2.1.1.1 Learning statement linked with Subject HSC Analysis. Many Departments through their HSC Analysis have indicated the need to continually develop students' abilities in critical thinking. Hess-Rigour Matrix to be applied to all assessment tasks in 2020 to ensure appropriate levels of rigor are being provided. 2.1.1.2 Third Draft with Publicity Team	AP Teaching and Learning  AP Teaching and Learning	Ongoing
	2.1.2 Teamwork and Collaboration Professional learning opportunities for teachers and teachers' aids which strengthen teamwork, collaboration and sharing of improved classroom teaching strategies.	2.1.2.1 Provide opportunity at the start of each Staff meeting for Teachers to share a classroom strategy.	2.1.2.1 CANVAS was investigated as the new learning management system for implementation in 2019 and all Coordinators and HODs had opportunities to share and train on this.  Felicity van Reit demonstrated her use of Office 365 for Differentiation.  There were limited opportunities as a whole staff but this was done in Faculties and PLTs. It will therefore be continued in 2020.	Professional Learning Coordinator and AP Teaching and Learning	Ongoing



	<p><b>2.1.4 A Culture of Professional Learning</b> A culture and practice of professional learning established for all staff comprising highly contemporary programs which address College and individual professional learning priorities focused on pedagogical innovation and curriculum change.</p>	<p><b>2.1.4.1</b> Further develop Teacher Professional Learning Plans with explicit linking to Teaching Standards using the AITSL Classroom Practice Continuum.</p> <p><b>2.1.4.2</b> Increase teachers' level of engagement with their PLP.</p> <p><b>2.1.4.3</b> Implement an optional formal staff coaching and mentoring program.</p>	<p><b>2.1.4.1</b> Online Professional Learning Plans implemented with teachers required to link their goals with Teacher Standards. Subject Coordinators have three professional goals, one of which is explicitly linked to the AITSL classroom Practice Continuum. AITSL Classroom Practice continuum discussed during PLT. Individual PLT sessions are linked to the relevant AITSL Standards and a summary is distributed to staff.</p> <p><b>2.1.4.2</b> One PLT per Term so far has been allocated to teachers Assessing the progress of their PLP. The focus is on reviewing and updating strategies and evidence.</p> <p><b>2.1.4.3</b> Arrangements have been made to have all middle leaders undertake the Growth Coaching course in 2020.</p>	<p>Professional Learning Coordinator</p> <p>Professional Learning Coordinator</p> <p>Professional Learning Coordinator, Staff Services and Compliance Coordinator</p>	<p>Ongoing</p> <p>Completed</p>
	<p><b>2.3 DIFFERENTIATED TEACHING AND LEARNING*</b></p>				
	<p><b>2.3.1 A Whole-School Approach to Differentiated Learning</b> Implementation of the whole-school approach to differentiated learning which effectively engages students at all levels and abilities in their learning</p>	<p><b>2.3.1.1</b> Ensure research/class-based assessment tasks in Stages 3,4 and 5 include strategies for differentiation.</p> <p><b>2.3.1.2</b> Improve teacher access to the Learning Support Teams Individual Plans for students with Special Learning Needs through the use of Office 365 and iWise.</p> <p><b>2.3.1.3</b> Investigate Life Skills into College curriculum commencing 2020.</p> <p><b>2.3.1.5</b> Investigate a Non ATAR options in Stage 6.</p> <p><b>2.3.1.6</b> Review of Stage 3 programs to ensure that differentiation is included across all curriculum areas. Including the new Science and PDHPE programs that will be introduced in 2019.</p> <p><b>2.3.1.7</b> Ensure all Teachers have completed "Know Students and How They Learn".</p>	<p><b>2.3.1.1</b> Developing personalized learning plans for students who identify as Aboriginal and Torres Strait Islander and who can benefit from being informed of learning support opportunities and options.</p> <p><b>2.3.1.2</b> Completed Individual learning plans are now available on Staff Intranet using Office 365 ONENOTE</p> <p><b>2.3.1.3</b> In progress. LSE coordinator has met to discuss Life Skills programs with Head of LSE at Saint Ignatius' College. Discussions with NESA have been undertaken. The College is able to offer Life Skills in 2020.</p> <p><b>2.3.1.5</b> Completed. Discussed at Leadership, Subject Coordinator and Year Coordinator Meetings. Non ATAR options being offered in 2020 subject selections.</p> <p><b>2.3.1.6</b> Completed. All Stage 3 programs include differentiation.</p> <p><b>2.3.1.7</b> Teachers have been provided opportunity to complete 'Know Students' for each of their classes. How to ensure all have been completed needs to be further discussed.</p>	<p>AP Teaching and Learning and Subject Coordinators</p> <p>LSE Coordinator</p> <p>AP Teaching and Learning and LSE Coordinator</p> <p>AP Teaching and Learning</p> <p>Junior School Curriculum Coordinator Subject Coordinators, AP Teaching and Learning</p>	<p>Ongoing</p> <p>Completed</p> <p>Completed</p> <p>Completed</p>
	<p><b>2.5 LITERACY AND NUMERACY</b></p>				
	<p><b>2.5.1 A Whole-School Approach to Literacy</b> The whole school approach to the teaching and learning of Literacy embedded and consistent with the College Teaching and Learning Framework.</p>	<p><b>2.5.1.1</b> Appoint a Literacy Coordinator responsible for animating and developing Literacy at a whole school level.</p> <p><b>2.5.1.2</b> Develop and publish a whole school Literacy Plan.</p> <p><b>2.5.1.3</b> Provide all teachers with professional learning resources in literacy.</p>	<p><b>2.5.1.1</b> Completed</p> <p><b>2.5.1.2</b> Completed – Draft with Graphic Design</p> <p><b>2.5.1.3</b> Completed Literacy Resources now readily available through Staff Intranet page utilizing Office 365 Literacy strategies included with Staff News each week.</p>	<p>Literacy Coordinator</p> <p>Literacy Coordinator</p> <p>Literacy Coordinator</p> <p>AP Teaching and Learning</p>	<p>Term 1</p> <p>End of Term 3</p> <p>Ongoing</p> <p>Completed</p>

		<p>2.5.1.4 Analyse Literacy results in external examinations at all levels and establishing goals.</p> <p>2.5.1.5 Increase teachers understanding of National Literacy Learning Progressions and investigate its implementation.</p> <p>2.5.1.6 Identification of Stage 3 students using the 'Creating Texts' strand of the Literacy Progressions. Children will also self-identify and understand the ways in which they can improve on the progressions.</p> <p>2.5.1.7 Redesign the way that we use our visiting author, John Larkin, so there is improved interaction with the class programs.</p>	<p>2.5.1.4 Final stages. Literacy goals to be declared at start of 2020 based on NAPLAN</p> <p>2.5.1.6 Stage 3 have a new focus on the teaching of writing in Semester 2 based around our inservicing with Trish Weekes. It is a new pedagogical approach and the literacy progression will be a part of the evaluation process. All Semester 2 writing programs have been updated to include this pedagogical approach. Semester 1 programs will be updated at the beginning of 2020.</p> <p>2.5.1.7 - Trish Weekes created a writing program that focuses on persuasive text that was implemented in both Years 5 and 6 in Term 4.</p>	<p>Literacy Committee</p> <p>Junior School Curriculum Coordinator</p> <p>Junior School</p>	<p>Ongoing</p> <p>Completed</p> <p>Term 1 &amp; Term 4</p>
3 PASTORAL CARE AND WELLBEING	3.2 PROGRAMS AND STRUCTURE				
	3.2.1 Positive Learning Behaviours Positive Learning behaviours are modelled and promoted across the school community.	<p>3.2.1.1 Utilise the new resources in the Student Diary.</p> <p>3.2.1.2 Support the implementation of positive wellbeing, learning behaviours and pursuit of positive learning outcomes including the modifications of the professional language to include flourishing, positive behaviours, etc.</p>	<p>3.2.1.1 Publishing weekly wellbeing and pastoral care quotes and anecdotes in Woodchatta, the College newsletter Applying goal setting, planning and documentation of learning resources within the College Diary Planner.</p> <p>3.2.1.2 Publication and application of growth mindset, positive psychology and positive education prompts and stimuli Integration of "Be You" framework training and resources in Professional Learning Team and Professional Learning Plan actions.</p>	<p>Pastoral Care Teams</p> <p>Year and Subject Coordinators and their teams</p>	<p>Ready for publication</p>
	3.2.2 MindMatters and Positive Education Principles of contemporary positive education, growth mindset and positive psychology student empowerment programs are integrated into the life and culture of the College and complement existing pastoral and wellbeing programs	<p>3.2.2.1 Reinforce the premise that student and community wellbeing, underpin performance growth and learning.</p> <p>3.2.2.2 Integrate activities and learning experiences within the College curriculum which support positive Boys Education outcomes through experiential and student led differentiated learning.</p> <p>3.2.2.3 Stimulate student leadership and action in advocating for community wellbeing initiatives within the school community and context. Encourage student voice.</p>	<p>3.2.2.1 Key Pastoral care leaders including Counselling Team and Year 11 Year Coordinator representatives attended EREA Leaders of wellbeing Conference at St Pats Ballarat, March 2019</p> <p>3.2.2.2 Transition of our proud history and uptake as a formative Mindmatters School to the updated Be You framework as developed by Beyond Blue and delivered through Headspace Australia Founder's Day focused on positive mental health with Beyond Blue Director Johanna Griggs as the special presenter.</p> <p>3.2.2.3 Development of the student voice in initiatives such as the Reconciliation Action Plan and Pastoral Care aspects of the Bourke Red Dirt Expedition. Student involvement and leadership in planning and delivering National Day of Action Against Bullying and Violence and RUOK Day. Student Leadership Training and Induction Program promoting student voice – Senior Student Investiture celebrated their initiatives and 2020 Theme &amp; Plan. Senior student leadership/planning of Founders Day Festival.</p>	<p>All PC Staff Year Coordinators AP Pastoral Care</p> <p>Subject Coordinators Year Coordinators Teaching staff</p> <p>Pastoral Care Teams Student Leadership Teams</p>	<p>Completed</p>

4 A CATHOLIC WORKPLACE	3.3 STUDENT SAFETY				
	3.3.1 Digital Technologies and Connectivity Maintain an understanding of and commitment to the ethical and appropriate use of digital technologies including approaches to cyber-safety and anti-bullying.	3.3.1.1 Limit student screen time and direct student activity regarding "no phone zone".	3.3.1.1 College Phone Policy implemented - "Phone Away All Day" In the Junior School all boys must keep their phones in their bags. Lockers and phone caddies have been ordered for each classroom for 2020 so that the boys' phones will be secured in a classroom locker for the school day.	All teaching and support staff	Implemented
		3.3.1.2 Conduct student and parent e-safety workshops regarding appropriate use of technology at school and home with emphasis on limitations to screen time and minimising anti-social behaviours.	3.3.1.2 Hosted safety Commission Online Safety information night and training on 19 <sup>th</sup> February.	AP Pastoral Care Year Coordinators and PCTeams	Completed
		3.3.1.3 Year 5 will participate in an interactive online safer internet session with a Kids Helpline Counsellor. Year 6 will continue to undertake the process to get a digital licence.	3.3.1.3 Completed in Semester 1. Year 5 did interactive online safety sessions and Year 6 did a digital licence. Adjusted administrator rights on student Personal Learning Devices in Years 5 and 6 (April) and 6 and 8 (July) to reinforce the purpose of this technology as a learning-based tool rather than a recreational device. Development of a staff and interested party "Teen Brain" inspired investigation and recommendation group for assessment of how technology and screen time can be more positively managed in the school and community environment.	Junior School	Completed
		3.3.1.4 Introduce a touch typing program into the Junior school to increase the effective use of the PLDs as a learning tool.	3.3.1.4 - Completed in Semester 1.	Junior School	Completed
	4.1 AN EXPERT TEAM OF PROFESSIONALS*				
	4.1.1 Professional Standards – Pedagogy AITSL standards utilized in conjunction with Personal Learning Plans to improve the effectiveness of all teachers.	4.1.1.1 Embed AITSL standards into each teacher's Professional Learning Plan.	4.1.1.1 In addition to identifying AITSL Standards for each goal in PLPs, staff have used the alignment of AITSL standards with Be You professional training modules, knowing your student activities, and Reconciliation Action Plan applications to enhance opportunities for staff to embed AITSL standards and accreditation aligned learning in their professional learning. Individual PLT sessions are linked to the relevant AITSL Standards and a summary is distributed to staff.	Professional Learning Coordinator and all teaching staff	Completed
		4.1.1.2 Staff meetings and staff professional development days to be structured to meet the standards and where appropriate to be hours for AITSL professional learning.	4.1.1.2 Completed – PLTs/Staff Days and Meetings are mapped to Standards	Assistant Principal Teaching and Learning and Professional Learning Coordinator	Held over to 2020
	4.1.4 Role Alignment Leadership responsibilities and role descriptions are aligned with the strategic and operational priorities of the College.	4.1.1.3 SPX to become a NESA endorsed PD provider.	4.1.1.3 Six hours of NESA endorsed PD has been provided during the first three staff learning Days in 2019. 4.1.1.3 Not completed. To be carried over to 2020.		
		4.1.4.1 Teachers and leaders to revise role descriptions in accordance with AITSL standards.	4.1.4.1 Role descriptions form the basis of the self-appraisal statement for school leaders undergoing Professional Appraisal. Post appraisal, action plans are written in accordance with the AITSL standards	Staff Services and Compliance Coordinator	Completed
		4.1.4.2 All role descriptions to reflect strategic and operational alignment.	4.1.4.2 All role descriptions are now of the same or similar format. Role descriptions were reviewed in Term 1 and will be updated as the need arises.	Resources and Facilities Coordinator	Ongoing
		4.1.4.3 Communication of roles across staff to be strengthened and through CompliSpace to ensure policy is reflected in this alignment.	4.1.4.3 Extensive progress made. The College CompliSpace sub-committee (M Casey, N Carson, J Black, D Reay) continually are reviewing and up-dating Policies aligning with CompliSpace Policies.		

	4.2 CAPACITY BUILDING THROUGH PROFESSIONAL LEARNING				
	4.2.2 Interpersonal Workplace Skills Professional learning opportunities and school-based procedures are extending the capacities of staff in regard to effective interpersonal skills.	4.2.2.1 Staff professional learning to include building interpersonal skills and professional relationships and to include staff, parent and student interactions.  4.2.2.2 Team building to be a focus for each KLA.  4.2.2.3 Utilise the Code of Conduct to assist professional understandings of interpersonal interactions and relationships.	4.2.2.1 Middle Leaders to undertake Growth Coaching Course in 2020. This has been consulted with coordinators and contracted for 2020.  4.2.2.2 Implemented throughout 2019. Subject Coordinators Professional Learning Plans incorporate team building in Leadership and Faculty interaction goals. Extended Subject Coordinators Meeting with Leadership as its focus through an external facilitator..  4.2.2.3 EREA Code of Conduct issued and outlined to all staff and every staff member has signed off that they understand, agree and accept the Code of Conduct. Mandatory training modules have also been implemented on Child Protection and WHS and a range of compliance issues.	Professional Learning Coordinator  Subject Coordinators  All teaching staff	Ongoing  Completed  Implemented
	4.2.3 Building Leadership Capacity Leadership capacity is developed and extended consistent with National teacher accreditation requirements including the requirements of higher levels of accreditation.	4.2.3.1 Build leadership capacities in line with AITSL standards for "Lead" teacher standards.  4.2.3.2 Review appraisal processes in line with leadership capacities in AITSL standards	4.2.3.1 Discussions have been held with individual staff members; however, no one has formally commenced the process of Highly Accomplished or Lead Teacher (HALT) Accreditation.  4.2.3.2 Post professional Appraisal, action plans are written in accordance with the AITSL standards. Four Professional Appraisals conducted in 2019 and post appraisal interviews were conducted with the Principal, Assistant Principal-Teaching and Learning and Assistant Principal-Mission and Identity	Professional Learning Coordinator  Staff Services and Compliance Coordinator	Ongoing
5 STEWARDSHIP AND SUSTAINABILITY	5.1 BUILDINGS, FACILITIES AND BUILT INFRASTRUCTURE				
	5.1.1 Facilities Masterplan Planning for the delivery of the facilities masterplan, specifically the provision of contemporary and adaptable facilities and teaching environments on the Chatswood and Oxford Falls campuses, and informed by the College Learning Framework.	5.1.1.1 Conclude development of College Master Plan at Chatswood.  5.1.1.2 Refurbish C Block.  5.1.1.3 Review and determine new classroom furnishings to meet College pedagogical approaches including student desks, seating, teacher equipment and classroom setup.  5.1.1.4 Reconsider the current uses of Properties in Anderson and the Sarto Centre.	5.1.1.1 Master Plan on hold pending EREA/Diocese land discussions. Consolidation of land titles to ensure potential development of site. College policies and procedures are continually being updated on CompliSpace in readiness for NESA inspection 2020.  5.1.1.2 C Block – refurbishment commenced on 12 <sup>th</sup> November to be completed before the start of 2020. New furniture for C Block classrooms reflect pedagogical approaches which blend contemporary and traditional forms of learning and include full connectivity and bright open design with flexibility. All teaching, administration and auxiliary staff will have completed 12 training modules in the Staff Learning System on CompliSpace by the end of Term 4. These are: EREA Code of Conduct, Student Duty of Care, Child Protection 1 to 7, Privacy, Complaints Handling and Work, Health & Safety.  5.1.1.4 Working with TKD and council on developing 39-41 Anderson St for a school building sympathetic to the streetscape which could be used to decant students when the master plan is being executed and reduce the immediate GLA shortage.	Leadership Team College Board and Board Property Committee	Ongoing  Underway  Underway

6. STRATEGIC LEADERSHIP AND PARTNERING	5.2 FINANCIAL SUSTAINABILITY AND AFFORDABILITY				
	5.2.1 Sustainability and Changes in Funding Levels Long-term financial sustainability of the College is maintained in the context of changes to educational funding.	5.2.1.1 With reductions to State and Federal funding the College needs to prudently revise the budget and College expenditure.	5.2.1.1 The College Finance and Risk Committee worked closely with EREA on sustainable fee increases for the College and parents and decided on a 6.75% fee increase for 2020. There is still uncertainty as to the College's Government funding level at State and Federal levels in 2020 and beyond under the new taxable income of the parent's model. The new SES model named DIM is due for release by the Government early in 2020. The College has provided significant fee assistance in 2019 and has provisioned again for families in need in 2020.	Leadership Team College Board and Board Property Committee, Finance Committee	Implemented
		5.2.1.2 The school fee projections for 2020-2024 should be reconsidered in relation to projected funding levels from State and federal sources.	5.2.1.2 New projections will be completed in 2020 when funding levels have been clarified and the new Enterprise Agreement finalised early in 2020.		Ongoing
		5.2.1.3 Revise potential growth for increasing student numbers to ease the funding reductions.	5.2.1.3 Student enrolments have remained stable throughout 2019 and high levels of Expressions of Interest received for 2021 and beyond. This is continuing to be monitored.		
	5.3 ENVIRONMENTAL RESPONSIBILITY				
	5.3.2 Environmental Management Plan An environmental management plan researched, developed and fully implemented.	5.3.2.1 The College Masterplan to implement the Environmental Management Plan that was developed in 2018.	5.3.2.1 Verdia reviewed the College's energy usage and possible savings from LED lighting and solar panels. 5.3.2.1 C Block refurbishment to include full LED lights and also to meet accessibility standards. 5.3.2.1 Property Committee determined that further consideration be given to installing solar panels at Oxford Falls in preference to Chatswood Campus.	Leadership Team College Board and Board Property Committee	Ongoing
	5.5 RISK MANAGEMENT				
	5.5.1 Risk-aware Culture The College has a well-established risk-aware culture minimizing the occurrence and impact of risk.	5.5.1.1 Fully implement CompliSpace across the College's policies and procedures. 5.5.1.2 Fully review the College framework, policies and professional training in Working With Children and WHS.	5.5.1.1 All staff were given access to access CompliSpace on 6 May which includes all EREA and some College policies. College policies will be updated & uploaded by the end of Term 3 to CompliSpace. 5.5.1.2 On 7 August all staff introduced to the Staff Learning System in CompliSpace to replace SALT and look at using it for onboarding new staff in 2020. Staff briefed and presented the Child Safeguarding Standards.	Staff Services and Compliance Coordinator and Resources and Facilities Coordinator	Implemented
	6.1 COLLEGE COMMUNITY ENGAGEMENT				
	6.1.1 Consultation and Communication Strategy The College's overall communication and consultation strategy is meaningful and engages parents, staff and Board in dialogue, consultation and communication	6.1.1.1 Conduct consultation workshops such as "Breakfast with the Principal" or P & F Forums regarding topical school issues.	6.1.1.1 Forums conducted at every P & F meeting each Term by the Principal. The term 2 P & F Meeting had a forum conducted by Mr Russo and Mr Couani. Outcomes of each meeting were published in Woodchatta and to the Strategic Planning Committee.	Principal  Principal and Strategic Planning Committee	Completed
6.1.1.2 Conduct survey of all parents, students and staff in Term 2.		6.1.1.2 In Term 2 all parents, students and staff were consulted through the Annual survey. The results were very high and also offered significant feedback. Results were published in Woodchatta and analysed by the Strategic Planning Committee. 6.1.1.2 In Term 4 EREA conducted a full staff survey of College staff and results to be received by year's end.			
6.1.2 Social Media and Technologies Social media and technologies utilized appropriately to enhance aspects of school organization, two-way communication and interaction across the College and wider community.	6.1.2.1 Review the College website and APP to better communicate and interact with parents.	6.1.2.1 Major investigation was undertaken in Term 2. It was decided to utilise Fraynetworks and a new Website has been developed and ready for release at the end of the 2020 school year. Use of the College APP has increased significantly, and its layout will be modified with the new website. This APP will be supported by Fraynetwork and be in sync with the Website. The P & F have assisted with funding for the establishment of the College APP. APP is being updated by Fraynetworks.	Head of Publications and Principal	Ready for Implementation 2020	



	6.4 GOVERNANCE				
	<p>6.4.1 Governance Compliance</p> <p>The College governance structures policies and procedures comply with Government legislation and requirements.</p>	<p>6.4.1.1 Fully implement the NESARA RANGS processes and policies.</p> <p>6.4.1.2 Ensure the College program, policies and procedures are fully compliant ready for inspection in 2020.</p> <p>6.4.1.3 Fully implement CompliSpace.</p>	<p>6.4.1.1 RANGS documentation in of processes and policies reviewed and ready to upload in 2020.</p> <p>6.4.1.1 All Curriculum programs reviewed and critiqued by external adviser.</p> <p>6.4.1.2 College programs have been critiqued by an external consultant and feedback to Subject Coordinators has been provided. Programs have been modified and ready for inspection.</p> <p>6.4.1.3 CompliSpace is being gradually implemented and EREA policies adopted. Staff Meeting on 7 August for further training with Staff Learning System. SPX College policies will be updated &amp; uploaded by the end of Term 3 to CompliSpace.</p> <p>The Staff Learning System on CompliSpace implemented for all teaching, administration and auxiliary staff. This was achieved through staff meetings and timetabled Professional Learning Time (PLT)</p>	<p>Leadership Team, AP Teaching and Learning Leadership Team</p> <p>Leadership Team, Staff Services and Compliance Coordinator</p>	Ongoing
	<p>6.4.2 Alignment - College Board and EREA</p> <p>Close alignment and consistency of purpose maintained between the College Board's structure and operations, EREA Strategic Directions and EREA governance as set out in the 'Design' and reflected in the Board's Annual Plan and aligned with the College Strategic Plan.</p>	<p>6.4.2.1 Review College Board policies and procedures consistent with EREA strategic priorities and governance structures.</p> <p>6.4.2.2 Recruit new Board members and prepare induction processes for 2020.</p>	<p>6.4.2.1 Review of Board policies and structures undertaken with Catherine Greenley, EREA director of Governance. Catherine interview each Board member and attend the Board meeting on 9 September to discuss future amendments.</p> <p>6.4.2.1 The Board Workshop was conducted on Saturday 26 October and Catherine Greenley presented her findings and the Board agreed upon a rationalization of the Committees to 3 for 2020 and with further work to be undertaken regarding new Terms of Reference.</p> <p>6.4.2.2.1 Recruitment documentation reviewed, and Information Meeting scheduled held August and Information Evening conducted on 17 September. Expressions of Interest received and interviews conducted with a view to making recommendations to EREA for new members..</p> <p>6.4.2.2.2 Induction Program for new members considered and under review.</p> <p>6.4.2.2.3 New schedule of Board and Committee meetings for 2020 developed and to include new membership.</p>	<p>Leadership Team Board Committees</p> <p>Board Nominations Committee</p>	<p>Completed</p> <p>In process</p>





# ST PIUS X COLLEGE

## CHATSWOOD

A LEADING CATHOLIC BOYS' COLLEGE IN THE EDMUND RICE TRADITION • YEARS 5-12

## Strategic Improvement Plan **2019 - 2021**



*fide et labore*  
THROUGH FAITH AND HARD WORK



## Principal's Message

I am proud to present to you the St Pius X College Strategic Improvement Plan 2020-2022.

The Strategic Improvement Plan is the result of extensive consultation with parents, students, staff, the College Board and Leadership Team. The Edmund Rice Education Australia (EREA) Renewal process in 2016 was also invaluable and recommendations have been incorporated.

I would like to express my gratitude to each and every one for their enriching contributions to this plan which so comprehensively charts our future direction. I would also like to acknowledge the professional services of our facilitator, Mr Christopher Barrett, Director of StarCon Strategic.

The solid foundations of our plan for the future are the College's Vision and Mission statements and the EREA touchstones and values which remain our constant.

Unlike previous plans, this plan is very much a live document. It is a "rolling plan" which will be continually evaluated as components and targets are realised and other imperatives emerge.

The Plan outlines the College's six strategic priorities

- 1 MISSION AND IDENTITY
- 2 LEARNING AND TEACHING
- 3 PASTORAL CARE AND WELLBEING
- 4 A CATHOLIC WORKPLACE
- 5 STEWARDSHIP AND SUSTAINABILITY
- 6 STRATEGIC LEADERSHIP AND PARTNERING

Professional learning and Information and Communications Technology (ICT) are themes that are integrated in the Strategic Priorities.

Each Strategic Priority has a number of Components which then have a number of Strategic Intents. The Strategic Intents are ambitious targets and actions which will challenge us to be resourceful and innovative in addressing each Strategic Priority.

2017 marked 80 years since the Christian Brothers accepted the invitation of the Parish Priest to establish a Catholic college for boys in the Edmund Rice tradition. In 1937 the College started with 5 teachers and 147 students in a handful of classrooms. Today, we are a College of 1,150 students, 100 staff and extensive facilities at Chatswood, Oxford Falls and Huntington House. We are proud of our traditions and focussed on the future of St Pius X College – Fide et Labore – through faith and hard work.

**John Couani - Principal**



## Mission

The Mission of St Pius X College is to provide Catholic education for boys in the Edmund Rice tradition for the whole person. The College community strives to promote the spiritual, intellectual, social, cultural and physical growth of each person.

## Vision

The Vision of the College is to spread the Good News of Jesus Christ through quality Catholic education in the Edmund Rice tradition to make a positive difference in our world.



# Touchstones

Gospel  
Spirituality



Liberating  
Education



Inclusive  
Community



Justice and  
Solidarity



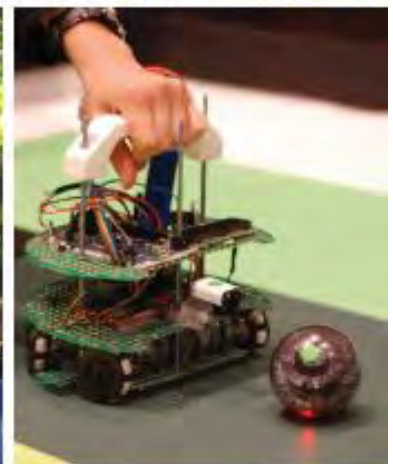
# Values

FAITH

EXCELLENCE

OPPORTUNITY

RESPECT





## 'Core Business' Strategic Priorities (1-3)

# 1 MISSION AND IDENTITY

**Strategic Priority 1** outlines priorities that define St Pius X College as a Catholic school founded on faith in Jesus Christ. Integral to this is the lived expression of the Edmund Rice tradition. Priority is given to enriching the Religious Education Curriculum and its role in the spiritual and academic formation of staff and students. The College is committed to engagement with the mission and expression of the Church through liturgical celebration, opportunities for reflection and practical works of outreach grounded in Catholic social teaching.

1.1

## CATHOLIC IDENTITY AND EDMUND RICE EDUCATION

- 1.1.1 Engaging with the Charism of Blessed Edmund Ignatius Rice**  
Touchstones and the College's Values further embedded in all aspects of College Life enriched by the rich context of the Edmund Rice charism.
- 1.1.2 Edmund Rice Networks**  
Strengthen engagement with Edmund Rice networks and partnerships in local, national and international settings.

1.2

## RELIGIOUS EDUCATION

- 1.2.1 Religious Literacy**  
Strengthen religious literacy of students and staff.
- 1.2.2 Religious Education Pedagogy and Accreditation**  
A program of professional learning developed and implemented that builds pedagogical skills, qualifications and accreditation to teach RE.
- 1.2.3 Specialist Teachers of Religious Education**  
Opportunities provided for the establishment of a core team of specialist RE teachers.

1.3

## LITURGICAL LIFE

- 1.3.1 Liturgical Life of the College**  
Opportunities strengthened for the engagement of staff in the liturgical life of the College.

1.4

## FORMATION

- 1.4.1 Faith Formation**  
Strengthen Faith Formation opportunities for all members of the College community.
- 1.4.2 Faith Formation Programs**  
A comprehensive and integrated Faith Formation/retreat/formation program for Years 5 to 12.

1.5

## SOCIAL JUSTICE AND OUTREACH

- 1.5.1 Age-appropriate Student Engagement**  
The structure of linking charities and outreach to year cohorts reviewed in the context of Faith in action.
- 1.5.2 Community Service and Outreach Program**  
A cohesive program of community service and social outreach including social justice education, partnerships, immersion, fundraising and communications strengthened to engage staff, students, parish and parents.
- 1.5.3 Contemporary Social Justice Issues**  
Contemporary social justice issues of concern in our world addressed in school programs and activities across all year levels.

1.6

## PARISHES AND THE WIDER CHURCH

- 1.6.1 Youth Ministry**  
New models of youth ministry and partnership between the College and parishes developed and supported in strengthening the students' engagement with their Parish.

*Note: Components marked with \* are drawn from the National School Improvement Tool*



## 2 LEARNING AND TEACHING

**Strategic Priority 2** outlines the College priorities for enhancing student learning and achievement through contemporary pedagogy. A focus on maintaining a professional learning community for teachers provides an impetus to seek continual improvement in pedagogical practice as well as maintaining a shared understanding of the educational goals of the College that are fulfilled through the Touchstones. The College prepares students to make a positive difference in life.

### 2.1 AN EXPERT TEACHING TEAM\*

#### 2.1.1 Learning Framework

A shared understanding, vision and practice for authentic teaching and learning is informing the development and implementation of a whole-school learning framework.

#### 2.1.2 Teamwork and Collaboration

Professional learning opportunities for teachers and teachers' aides which strengthen teamwork, collaboration and sharing of improved classroom teaching strategies.

#### 2.1.3 Capacity Building – Coaching and Mentoring

Approaches for coaching and mentoring program focused on building teacher capacity implemented.

#### 2.1.4 A Culture of Professional Learning

A culture and practice of professional learning established for all staff comprising highly contemporary programs which address College and individual professional learning priorities focused on pedagogical innovation and curriculum change.

### 2.2 SYSTEMATIC CURRICULUM DELIVERY\*

#### 2.2.1 Engaging and Relevant Curriculum

Curriculum offerings and non-ATAR options continuously monitored and evaluated in terms of meeting students' abilities, interests and career aspirations.

### 2.3 DIFFERENTIATED TEACHING AND LEARNING\*

#### 2.3.1 A Whole-School Approach to Differentiated Learning

Implementation of the whole-school approach to differentiated learning which effectively engages students at all levels and abilities in their learning.

#### 2.3.2 Identifying Learning Needs

The processes for the identification of students' learning needs are further refined and informed by professional learning and discussion.

#### 2.3.3 Students with Special Learning Needs

Strengthened educational provision for students with special needs.

### 2.4 EFFECTIVE AND CONTEMPORARY PEDAGOGY\*

#### 2.4.1 Boys' Education

A highly contemporary school-wide pedagogy informed by the science of learning and professional learning and engaging all aspects and modes of learning in the context of boys' education for Years 5-12.

### 2.5 LITERACY AND NUMERACY

#### 2.5.1 A Whole-School Approach to Literacy

The whole school approach to the teaching and learning of Literacy embedded and consistent with the College Teaching and Learning Framework.

#### 2.5.2 A Whole-school Approach to Numeracy

The whole school approach to the teaching and learning of Numeracy embedded and consistent with the College Teaching and Learning to make whole-school Framework.

### 2.6 THE LEARNING CULTURE\*

#### 2.6.1 Students Engaging with the Assessment of Learning

Students reflecting on and contributing to the assessment of their own learning and providing constructive feedback.

### 2.7 DATA-INFORMED PRACTICE\*

#### 2.7.1 Data Informing Student Centred Learning

A range of data sourced formally/informally, internal and external is analysed and used in rigorously evaluating the effectiveness of current learning and wellbeing programs and informing the development of more student-centred programs and level of student achievement.

#### 2.7.2 Underachieving Students

A systematic process utilised to better identify and respond to underachieving students.

### 2.8 CO-CURRICULAR

#### 2.8.1 Co-curricular Program

A co-curricular framework which provides for the participation and engagement of each student.

*Note: Components marked with \* are drawn from the National School Improvement Tool*



## 3 PASTORAL CARE AND WELLBEING

**Strategic Priority 3** outlines priorities for the growth and development of values and the persistence, resilience, and safety of all students. Wellbeing is both central to learning and an outcome of learning. The St Pius X College Pastoral Care program develops and maintains a shared understanding of and commitment to the enhancement of student wellbeing as a holistic state characterised by feelings of energy, confidence, high self-esteem, openness, calm, enjoyment and happiness across the school community. This priority provides opportunity for the expression of our Catholic faith through inclusivity, empathy and the desire to see each individual flourishing as a member of our community with a spirit of belonging. All students learn best when empowered with a positive growth mindset and the capacity to effectively overcome adversity. This is achieved through the development of a Pastoral Care culture of positive relationships between students, teachers, staff and members of the wider school community.

### 3.1

#### STUDENT WELLBEING

##### 3.1.1 Wellbeing as a School Community Imperative

There is a whole school understanding of and proactive response to student wellbeing utilising a range of programs across all aspects of school operations.

##### 3.1.2 Respectful Relationships

The school champions the development of confident, resilient students with a strong capacity for sound and emotional learning, engaging with their own learning and better able to maintain healthy relationships and responsible lifestyles.

##### 3.1.3 Student Leadership

All students are empowered with an active voice to engage in a variety of leadership opportunities with the capacity to effect positive outcomes.

### 3.2

#### PROGRAMS AND STRUCTURES

##### 3.2.1 Positive Learning Behaviours

Positive learning behaviours are modelled and promoted across the school community.

##### 3.2.2 MindMatters

Principles of the 'MindMatters' program are integrated into the life and culture of the College and complement existing pastoral and wellbeing programs.

##### 3.2.3 Outdoor Education

The College's outdoor education program contributes to the holistic development of students and is valued and supported across the school community.

### 3.3

#### STUDENT SAFETY

##### 3.3.1 Digital Technologies and Connectivity

Maintain an understanding of and commitment to the ethical and appropriate use of digital technologies including approaches to cyber-safety and anti-bullying.

##### 3.3.2 Social Issues

Engage with students and families regarding social issues of concern to the health and wellbeing of young people.

##### 3.3.3 An Inclusive Community

There is a whole-school commitment to the common good building an inclusive school community characterised by right relationships, hospitality and acceptance of diversity.

##### 3.3.4 Wellbeing Indicators

Indicators of student wellbeing are known, identified and appropriately addressed.

### 3.4

#### SCHOOL COMMUNITY WELLBEING

##### 3.4.1 Pastoral Support in Times of Need

The College reaches out to, and engages with members of the College community in times of need.

##### 3.4.2 Staff Wellbeing

Staff share a mutual responsibility for the maintenance of professional respect, collegiality, collaboration, morale and personal wellbeing.

*Note: Components marked with \* are drawn from the National School Improvement Tool*

## 'Enabling' Strategic Priorities (4-6)

### 4

## A CATHOLIC WORKPLACE

**Strategic Priority 4** outlines priorities for addressing the leadership and staffing needs of the College by providing for the on-going development of the skills, resourcefulness and creativity of all College staff. Respect for all is seen as central to sustaining a growth-promoting workplace culture. Strategic people management comprises a positive and respectful workplace culture, policies, values and practices. Successful people management has a positive and measurable impact on levels of self-esteem and productivity, staff turnover and sustainability. College processes and policies should be contemporary, integrated, cohesive and adaptable. The distinctively Catholic nature of the College as a workplace is embraced, promoted, highly valued and well-understood within the College community.

### 4.1

#### AN EXPERT TEAM OF PROFESSIONALS\*

##### 4.1.1 Professional Standards - Pedagogy

AITSL standards utilised in conjunction with Personal Learning Plans (PLPs) to improve the effectiveness of all teachers.

##### 4.1.2 Recruitment and Retention of Staff

Maintain an 'employer of choice' strategy whereby the best teachers, educational leaders and specialist staff are recruited, developed and retained.

##### 4.1.3 Support Staff

A quality performance growth culture for support staff is developed and maintained.

##### 4.1.4 Role Alignment

Leadership responsibilities and role descriptions are aligned with the strategic and operational priorities of the College.

### 4.2

#### CAPACITY BUILDING THROUGH PROFESSIONAL LEARNING

##### 4.2.1 The Learning Culture\*

Extend the culture of personal professional goal setting and continual improvement informed by AITSL Standards and connected to the College Strategic Plan.

##### 4.2.2 Interpersonal Workplace Skills

Professional learning opportunities and school-based procedures are extending the capacities of staff in regard to effective interpersonal skills.

##### 4.2.3 Building Leadership Capacity

Leadership capacity is developed and extended consistent with National teacher accreditation requirements including the requirements of higher levels of accreditation.

##### 4.2.4 Self-directed Professional Learning

Teachers' engagement in a range of professional associations, learning groups, networks and leadership programs facilitated with a view to developing capacity and identifying leadership potential.

### 4.3

#### WORKPLACE CULTURE, HEALTH AND SAFETY

##### 4.3.1 School as a Catholic Workplace

A shared understanding of the contemporary Catholic workplace with processes for the development and monitoring of staff culture, morale and wellbeing.

##### 4.3.2 Safety Culture

Staff trained in and compliant with all mandated Child Protection and Workplace Health and Safety requirements.

*Note: Components marked with \* are drawn from the National School Improvement Tool*



## 5 STEWARDSHIP AND SUSTAINABILITY

**Strategic Priority 5** outlines priorities for long-term sustainability of the College into the future and for environmental stewardship. Responsible business plans, policies and practices are fundamental platforms to ensuring sustainability in a competitive educational setting. A significant priority is the upgrading of College facilities for effective teaching and learning in contemporary, learning environments.

Sustainable provision of ICT infrastructure, and connectivity provides reliability, accessibility, adaptability and security across the learning and administrative environments.

### 5.1 BUILDINGS, FACILITIES AND BUILT INFRASTRUCTURE

#### 5.1.1 Facilities Master-plan

Planning for the delivery of the facilities master-plan, specifically the provision of contemporary and adaptable facilities and teaching environments on the Chatswood and Oxford Falls campuses, and informed by the College Learning Framework.

#### 5.1.2 Safe and Secure Infrastructure and Facilities

The College built environment mitigates risk to the individual and collective safety and wellbeing of the College community.

### 5.2 FINANCIAL SUSTAINABILITY AND AFFORDABILITY

#### 5.2.1 Sustainability and Changes in Funding Levels

Long-term financial sustainability of the College is maintained in the context of changes to educational funding.

#### 5.2.2 Affordable Catholic Education

The maintenance of accessibility and affordability for families seeking a Catholic education in the Edmund Rice tradition for their sons.

### 5.3 ENVIRONMENTAL RESPONSIBILITY

#### 5.3.1 Stewardship of the College and Wider Environment

There is a commitment and shared responsibility across the College community for the stewardship of the College and wider environment.

#### 5.3.2 Environmental Management Plan

An environmental management plan researched, developed and fully implemented.

### 5.4 TECHNOLOGY AND INFORMATION MANAGEMENT

#### 5.4.1 ICT Master-plan

Information and knowledge management architecture and processes are accessible, reliable, secure and contemporary and informed by an ICT Master-plan.

### 5.5 RISK MANAGEMENT

#### 5.5.1 Risk-aware Culture

The College has a well-established risk-aware culture minimising the occurrence and impact of risk.

*Note: Components marked with \* are drawn from the National School Improvement Tool*

## 6 STRATEGIC LEADERSHIP AND PARTNERING\*

**Strategic Priority 6** outlines priorities for embedding a culture and practice of strategic thinking, planning and acting. There is an active commitment to positive working relationships and successful outcomes with parents, stakeholders and partner agencies. The College values all parents and provides effective structures for, and actively promotes parental involvement in their son's learning, seeking and acting on parents' views and informing them about their son's learning and the work of the school. A culture and practice of teamwork, collaboration and mutual support underpins working relationships in the College's mission of Catholic education, with strategic partnering characterised by innovation, creativity and value-adding.

6.1

### COLLEGE COMMUNITY ENGAGEMENT\*

#### 6.1.1 Consultation and Communication Strategy

The College's overall communication and consultation strategy is meaningful and timely and engages parents, staff and Board in dialogue, consultation and communication.

#### 6.1.2 Social Media and Technologies

Social media and technologies utilised appropriately to enhance aspects of school organisation, two-way communication and interaction across the College and wider community.

#### 6.1.3 Engaging with Parents in the Faith Development of their Sons

New and effective ways are continually identified and utilised to assist parents to engage in the faith development of their sons.

6.2

### STRATEGIC PARTNERING\*

#### 6.2.1 EREA Networks

Professional learning networks are fostered and developed across the EREA community.

#### 6.2.2 Post-school Partnerships

Post-school education and partnering is fostered and supported with students and former students actively engaged with local industry, commerce and vocational links.

#### 6.2.3 Transitions across the Stages of Schooling

New and existing approaches and partnerships are supporting the transition of students into the College.

#### 6.2.4 Relationship with the Diocese and Parishes enhanced.

Liaison and sharing resources and services with local Parishes, the CSO and the Diocese fostered and facilitated.

6.3

### STRATEGIC LEADERSHIP, THINKING AND ACTING\*

#### 6.3.1 Strategic Leadership

Strategic leadership is exercised by the College Leadership Team and endorsed by the College Board and characterised by robust, flexible and responsive strategic thinking and planning.

#### 6.3.2 National School Improvement Framework

National School Improvement Framework and the College's Effectiveness Indicators are informing the focus and evaluation of the adequacy and impact of the Strategic Plan.

6.4

### GOVERNANCE\*

#### 6.4.1 Governance Compliance

The College governance structures policies and procedures comply with Government legislation and requirements.

#### 6.4.2 Alignment - College Board and EREA

Close alignment and consistency of purpose maintained between the College Board's structure and operations, EREA Strategic Directions and EREA governance as set out in the 'Design' and reflected in the Board's Annual Plan and aligned with the College Strategic Plan.

*Note: Components marked with \* are drawn from the National School Improvement Tool*





## St Pius X College Chatswood

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