



# ST PIUS X COLLEGE

CHATSWOOD



## 2020 ANNUAL REPORT

Submitted on 30 June 2021 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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**Accredited:** Higher School Certificate



**EDMUND RICE EDUCATION  
AUSTRALIA**

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# SECTION 1

## MESSAGES FROM KEY SCHOOL BODIES

### From the Principal

#### Introduction

The College motto - *'Fide et Labore - Faith and Hard Work'* was well demonstrated by our College community in 2020 because of COVID-19. Our College motto represents the moral imperative which saw the school not just survive a very challenging year but emerge with a new sense of purpose, new strategies for teaching and an enhanced way of communicating with all members of its extended community.

The year required a change in our approach. We had to change – to pivot, to be flexible as new instructions were passed on from Federal State and local level political forums and a range of educational bodies including EREA and CSNSW.

The theme chosen by the students for 2020 was *Pursue Your Passion* and for a few weeks that seemed to be the way we would approach the year. The aim was to encourage the students to live life to the fullest – that positive, energetic involvement in life would lead to a fuller life, build resilience and community involvement.

#### Gospel Spirituality

The celebration of Gospel values and the Catholic Tradition underpins our life at the College. Integral to this commitment to Catholicity is the close relationship we have with the local Parish and our Diocese. Therefore, we were very happy and honoured to welcome the newly installed Fourth Bishop of the Diocese of Broken Bay, the Most Reverend Anthony Randazzo, to celebrate our Opening Mass. It was a most fitting way to commence the spiritual life of the College for 2020.

The College gave an overt statement of the way Gospel values underpin our life here through our prayer, which is:

*Let all of us commit and refresh our determination to be the best we can.*

This means how we respect and welcome all people and demonstrate our attitudes to all races, religions and beliefs.

The COVID-19 restrictions gave the opportunity for a greater emphasis on personal prayer. Such spiritual devotion was a sustaining element as circumstances changed. We were also able to maintain the church's calendar with the many significant Feast Days and liturgical landmarks such as Lent, Easter, Advent being part of our prayer life. As restrictions eased, we were especially pleased to welcome back Fr Jim McKeon to celebrate Mass in our College Chapel every second Tuesday. Father Jim was also a very welcome guest at our Year 12 Graduation. He celebrated our end of year Mass and urged the boys to focus on the person of Jesus and look to the good news of the Catholic Faith, which allows us to spiral upwards, not down. We wished Fr Jim well as he leaves the Parish at the end of 2020.

### **Inclusive Community.**

I wrote in February:

*We are an Inclusive Community that prioritises kindness, compassion and gratitude and promotes respect for each other's uniqueness and celebrate their differences.*

Many of our programs have been modified to go online in 2020, however we were still able to complete our Project Compassion Collection as well as our Winter Appeal for St Vincent de Paul Society and Jesuit Refugees Services.

NAIDOC Week featured some excellent presentations in the Junior Library as well as in many formal classroom settings. Indigenous history and culture is an important component in many areas of study. Teachers are able to focus on social justice issues while addressing the history and cultural beliefs of our fellow Australians.

### **Staff and the College Community**

A school always relies on the goodwill and effort of so many people. This year we farewelled three longstanding teachers - Mr Terry Patterson, Mr Ross Masters and Mr Bernard Batchelor. Their careers have been acknowledged elsewhere but I am most grateful to them and the many other staff who have shown such a commitment to

Catholic education over so many decades. We also farewelled Mr Wayne Burling, our Head of Maintenance who also retired after 16 years' service at the school. In addition, we were pleased to recognise the great service of a number of staff who have had 20 or more years of service at the College - Mrs Samantha Iwatani, (Curriculum Coordinator in the Junior School), Mrs Debbie Muirhead (Uniform Shop), Mrs Anna Coombs (Canteen) Mr Mark Harvey (Yardsman) and Mr Ron Noort (Groundkeeper-Oxford Falls), who have all made wonderful contributions to the life of the College.

Mrs Braelen Zwart has completed her term as President of the P&F. I thank her for all her effort over the last few years. The P&F have proven throughout 2020 to accept the many changes and challenges of having to follow new protocols and procedures. It has been heartening to see so many families take to the various live streaming or recorded events. We acknowledge the great work of PAPA as well as the Basketball, Cricket, Football and Rugby parent sporting groups. Not only do they provide practical support, they ensure that we are all a part of the same community.

It has also been most heartening to see the way ex-students have supported the College. A number have funded scholarships or supported the building program or some other activity. Others are coaches, debating adjudicators or simply enthusiastic supporters of College activities.

RUOK Day: It has been a year in which it has been more important than ever to be supportive of all those in our community. Mental health is a priority for us all.

We are constantly updating our facilities, with the extensive renovation of A Wing which was ready at the commencement of the 2021 school year. Not all our building issues come from a plan. Heavy storms in July threatened the foundations of Workul Koo at Wamberal on the Central Coast but the solid work done in the construction and protection of the building allowed it to survive with its structural integrity intact.



We are in the planning stage to extend the teaching facilities into a Learning Hub which will be located at 39-41 Anderson Street, Chatswood. Our Development Application was approved by Willoughby Council late in 2020.

Communications were tested to the limit in 2020. Platforms were upgraded and extended throughout the year with the launch of a dedicated Facebook page, the upgrading of our website and a new App. We were able to use YouTube functions to conduct our virtual Orientation Day, and Virtual Tour of the school.

I want to particularly acknowledge the assistance I receive from the College Leadership. Also, the Board, so ably led by Mr Brian Populin, are a group of wise caring people who oversee the governance of the College. Meetings were held online for much of 2020 but the members, Mrs Therese MacLaine, Mr Jean-Paul Wallace, Mr Tony Masone, Mrs Yvette Boulos, Mr Scott Larsen and Mr Rory Lonergan, all assisted by Mrs Christine Jennings, have continued to provide valuable oversight and assistance ensuring that the College remains an authentic Catholic School in the Edmund Rice tradition. I would like to particularly acknowledge the great work of Mrs Therese MacLaine who was our Deputy Chair and who is stepping down from the Board after many years of service. She has been a wonderful supporter of the College and been involved in many aspects of College life.

### **Liberating Education**

Midst all the many issues regarding COVID-19, the College was very pleased to be granted NESA accreditation for another five years. I pay great credit to Mr Alex Damo and the Subject Coordinators who steered us through the process at a very busy time.

The COVID-19 Pandemic made 2020 a year like no other. Year 12 students were particularly affected. They were forced to adapt to changes in all aspects of their lives while also balancing the demands of the HSC. The entire College community worked with Year 12 to rise above these difficulties and make the year a success. The Year 12 Formal went ahead, in modified form, but it was so important for the cohort to finish off the year.

One feature of the time of online learning was the way we saw so many teachers helping each other each other to gain an advanced understanding the intricacies of new learning platforms – *Teams, Zoom, Canvas* and *Whereby*.

I pay great credit to the IT Department who enabled filming and live streaming of assemblies and other ceremonies so efficiently. Many parents commented on how effective they found these presentations. The College's annual presentation of performance and art, *Splinters, Splashes, Sound and Stage* was streamed in 2020 for the first time as was the Year 12 Graduation and several other presentations of academic awards and ceremonies. While these things are excellent when seen live, they are also highly effective when streamed.

Our HSC results were particularly strong. Our 2020 HSC results were particularly impressive considering the disruption to learning we all experienced. The Top ATAR was 98.40 achieved by Riad Lahoud. His high results meant Riad was included in the prestigious list of All Rounders. The results are analysed in detail in the Teaching and Learning section of this Report.

In addition, in the Performing Arts, Daniel Halverson and Luke Thompson were nominated by NESAC for ONStage for their individual drama performances and to Kieran Zucconi, Music 2 who was also nominated by NESAC for Encore for his performances.

### **Justice and Solidarity**

Social Justice continues to be a core activity of the College, manifested through many avenues. In March, students were involved in the EREA's *Social Justice Through the Arts* initiative. Also, students from Year 8 and Year 10 participated in 'Song in a Day', where Sydney-based composer Luke Byrne challenged them to write a song that made a difference. Two songs were completed – *Turn to Rubble*, and *Candles*, both written to express concern about the plight of Refugees. These videos were presented to a symposium of Sydney-based Catholic Schools at the Social Justice Through the Arts Forum, held at Santa Sabina College.

The College held its NAIDOC assembly on Friday 27 November as part of its Reconciliation Action Plan. Indigenous Reconciliation has been an increasingly high-profile part of College life in recent years and has been marked by Respect and Authenticity. Guests at the Assembly were Ms Jayde Ward, State Manager Policy and Programs for Catholic Schools NSW as well as Ms Riley McElhone, a pre-service teacher at the University of Wollongong.

This year, so many of our fundraising activities were modified, but our commitment to supporting our partners never waned. Although Lent and Easter were interrupted by the COVID-19 shutdown, the College raised \$6,000 for Project Compassion.

Due to COVID-19, the College was unable to conduct its usual Immersion Program or the Founder's Day fundraising event as in previous years. The College did however still raise an optional donation of \$30 on the Term 4 fees which was for our partner schools. This collection raised \$33,390. We raised a further \$8,989 from the Junior School Walkathon. The total income of \$42,000 will be dispersed to the following partner schools and Charities:

Recipient	Amount
ERAF - Callan Services	10,000
EREBB	5,000
St Joseph's Walgett	9,000
St Mary's Bowraville	10,000
Edmund Rice Centre	2,000
World Vision	900
ERAF - Callan Services	10,000

Recipient	Amount
The Glen (Ngaimpe Aboriginal Corporation)	500
St Gabriel's	2,000
St Edmund's	3,000
McGrath Foundation	500
Carly Ryan Foundation	400
<b>Total Donations</b>	<b>42,400</b>

The College collected goods for Christmas Hampers for *St Michael's Meals* as well as Christmas Hamper items and toiletries for *CatholicCare*. There was also a Christmas Giving Tree for toys, sporting equipment and clothing which went to St Mary's Bowraville. We also collected food items and toiletries for homeless and "at risk" youth through the Burdekin Association. There were also individual Hampers through Centrecare for those living with an intellectual disability.

**Conclusion:**

A simple chronology of events is not sufficient to convey the impact that we all felt throughout 2020. New words entered the College's lexicon: agile, deep cleaning, social distancing, face masks, hand sanitisers, Infection clusters, COVID-19, protocols; revisiting of evacuation procedures, notification protocols of illness. The antiseptic smell of hand sanitisers pervaded the atmosphere. Plans were cancelled, modified, recast, cancelled again then reinstated.

I am very pleased and proud of the way the College has responded to a very difficult year – filled with remarkable challenges but also opportunities with unexpected benefits and advances. At the very least it proved the resilience and cohesiveness of the College community in the face of adversity.



Mr John Couani

Principal

## From the Board

We kept hearing the word ‘unprecedented’ in 2020, but it truly was a year unlike any other. The year commenced with the summer bushfires, traumatising the lives of millions of Australians, followed by COVID-19, a global pandemic that completely upended life as we knew it. I wish to express the Board’s sincere thanks to the College community, the College staff and Leadership Team for your strength and the way you have supported each other and our boys through this remarkably difficult year.

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. 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 implementation of the Commonwealth Government’s Gonski Review of 2017 continues to result in an ongoing significant decline in Government funding in real terms for our College. 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 for maintenance to and upgrade of buildings and resources.

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 2020 for their outstanding achievements, especially considering the year’s significant challenges. Thirty-five students were awarded ATARs over 90 and 70 students with ATARs above 80. It is also pleasing to see the ongoing development of the Performing Arts, with 3 students nominated for the prestigious OnSTAGE or ENCORE performance of HSC major works. These results are a credit to

the students and their teachers and an outstanding achievement for a non-selective school.

After 13 years leading EREA, Dr Wayne Tinsey retired as Executive Director of EREA at the end of 2020. We have all been privileged to have Wayne lead and guide EREA from its inception in 2008 to a community of 39,000 students and 4,500 staff in 54 schools across Australia. We also welcome Dr Craig Wattam, Wayne's successor, and offer our support as he begins his time as Executive Director.

At the end of the year, we farewelled Fr Jim McKeon as Parish Priest at Our Lady of Dolours. We thank and are indebted to Fr Jim for his spiritual guidance and willingness to support the College for liturgical celebrations over the past 3 years.

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 2020. I would particularly like to thank retiring Board member Therese Maclaine for her valuable contribution to the Board and the College during her many years of service. We also welcomed new Board members Yvette Boulos, Rory Lonergan and Scott Larsen.

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. We look towards 2021 with hope; hope for the future and good health for all.

Brian Populin

Board Chair, 2020

## From the Parents & Friends Association

The Parents & Friends Association at St Pius X College has essentially three main tasks:

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

Social engagement is achieved via a series of P&F events held 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 and Teachers' Breakfasts, a Cocktail Party and Trivia Night which are always successful in terms of being a fun way for parents & staff to catch up and meet each other and 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 provides each year group with funds to assist with social events throughout the year.



The P&F supports the six main clubs: Performing Arts, Football, Cricket, Basketball, Rugby and Robotics, providing financial assistance throughout the year including coordinating the main fundraising event, Trivia Night. The P&F also assists with building the profile of Club Committees and calling for volunteers, thus 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 X community spirit to prospective and new families, and facilitate answers to many new parents' questions.

Liaison between the College and Parents/Guardians is primarily done through P&F meetings held each term, where 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 2020 the P&F Executive Committee made the decision at the end of Term 1 to re-invest the \$114,000 levy back into the community in the form of a \$100 rebate per child, to assist our Pius families during the early stages of the COVID-19 pandemic. We also made the decision to cease from collecting the P&F Levy for the remainder of 2020, again to provide further financial support. This was positively received from our Pius families during what was an uncertain and difficult time.

Traditionally such funds supported the College across a wide spectrum of areas, either capital works, school requests such as Year 11/12 PAPA tutoring support; Robotics equipment; Boxercise and Mind Matters kits and activities and Immersion opportunities as well as Kokoda and 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. In Term 1 of 2021 we have been able to see the resumption of several social events with the Open Day BBQ and the Cocktail Party. To see the Pius community come together once again in person, has been a positive and fantastic start to the year. We look forward to the year ahead.

Braelen Zwart

P&F President 2020



## From the Student Leadership Team

The 2020 Student Leadership Team was a passionate, driven and committed group of Year 12 students who made it their mission to spread positivity and hope throughout the school in a time of doubt and hardship. Whilst COVID-19 had its implications, our theme for the year of *“Strength through Support”* was radiated through the school environment, encouraging our boys to look to each other when faced with any adversity. Moreover, our slogan of *“Pursue Your Passion”* was instilled into all life of the College through its simplicity in encouraging students to express their unique niches and talents. It was through this, that the Student Leadership Team were able to truly lead in accordance with our school motto of ‘Fide et Labore’.

The Student Leadership Team are divided into five portfolios: Sport, Academic, Cultural, Wellbeing and Mission & Identity. Each portfolio was headed by three or four Prefects who led a body of non-elected students. The formation of teams of non-elected Year 12 students into portfolios has proved a successful initiative which encourages the entire Year 12 cohort to stand up and act as true leaders in a time when leadership was needed most. One of the greatest successes achieved in 2020 for the Year 12 Student Leadership Team, was their ability to work together in an effort to bring the students closer together during lockdown/isolation. Through the creation of motivational videos, online assemblies and going above and beyond for special occasions like Mother’s Day, we were able to express how much we value our community, and in many ways, provide hope. Whilst the constraints of COVID-19 restrictions put an end to many of the plans we had for the College, it is without a doubt that this team of student leaders truly made their mark.

Firstly, the Sport House Captains contributed to the 2020 theme extensively by encouraging the students to try new sports, new activities and push themselves outside their comfort-zone. The House Captains were also pivotal in the creation and implementation of the new Colour House Shirts, which proved to be a great success amongst the students. The Swimming Carnival was a great day for the Senior School, and each Captain led their House with pride and passion. Whilst the Athletics Carnival was cancelled due to COVID restrictions, the House Captains ensured they kept school spirit alive through entertaining Friday morning speeches and their presence at Oxford

Falls on Saturdays. In addition to this, they are to be commended for their efforts in first-grade sports across the College, showing their ability to lead by example and act as role models both on and off the field.

The Academic Prefects, played a pivotal role in the HSC performance of the Year 12 cohort, through their ongoing dedication to motivate the boys to strive to improve with each and every assessment and exam. Whether it was their secret study tips, pure genius or simply their effort to spend time helping others, these boys truly left a footprint on SPX academics for the years to come. They are also to be commended, for the countless hours they spent developing presentations and speeches for Year 12 Study Days to keep the cohort on track and laser focused. However, their success was not restricted to Year 12 alone; they made a tremendous effort to encourage boys to push through with their studies during lockdown and gave tips on how to find enjoyment in their studies. Such leadership can be portrayed through the humility of one of the Academic Prefect's bicep-curling his math textbooks for the entire school to see, to emulate that study is only what you make of it.

With the amazing Performing and Visual Arts Departments at SPX, the Cultural Prefects were able to truly emulate the slogan of "Pursue Your Passion" through expressing their own talents and interests. Whilst COVID again restricted the ability of these departments to express their capabilities and pure talent constantly throughout the year, when they were given the chance to thrive, they made sure everyone knew about it. There was success and innovation in the Drama Department, a finesse of sound in the Music Department and a myriad of creativity for the Art students. The 'Splinters, Splashes, Stage and Sounds' event was successful, due to the hard-work of the Cultural Prefects finding a way to display what St Pius X students have to offer.

Furthermore, to lighten the spirit, lunch time music was common throughout the year, as we saw our school bell transition into old-school favourites and our podium turn into a concert stage with the help of 130 Year 12 boys clearing out the hand ball courts to make room for a socially distanced dance floor.

Pivotal to the 2020 theme, the Wellbeing Portfolio worked alongside Mr Russo to ensure the school continued to provide support and an inclusive environment for the boys. It is to be commended that the 2020 Year 12 cohort was always willing to lend a

helping hand and this was shown through an abundant number of boys committing to the 'Buddy Program'. Within the school community, the Wellbeing Team supported this well-known program by joining in the bushwalking, rock climbing, and swimming activities. Also, for many years SPX has offered boxercise to students two mornings a week before school, which ultimately led to the introduction of a fourth Wellbeing Prefect during 2020. In addition to this ongoing list of commitments from the Wellbeing Prefects they managed to pull-off an engaging and successful 'RUOK Day' that encouraged our boys to feel comfortable in speaking to others about their own adversities.

Finally, the Mission and Identity Prefects' dedication to reminding the students of the College's Touchstones, enabled them to guide students towards leading a life full of faith. One major thing by these boys that stood out was the way in which they worked to make scripture applicable to the minds of the younger demographic. Their speeches at Assemblies transitioned from simply reading Biblical scripture to informing us how to show love, compassion, empathy and respect towards others in our daily lives. In addition to this, their ongoing youth meetings with Our Lady of Dolours Parish in Chatswood and their involvement in the local community was instrumental to the ongoing dedication of the Student Leadership Team. Moreover, throughout COVID they were committed to keeping the students aligned with their faith, in a time where accessibility to Liturgy and Mass was scarcely available.

By the end of the year, the 2020 Student Leadership Team had made a lasting impact on the school community. This group of fine leaders were unique in their own ways and the diversity of the team was essentially the reason for the successes we had throughout COVID. The amazing thing about this was that there was a leader for every student, someone to look up to in sport, academics, arts and faith. I must also commend the two Vice-Captains for their ongoing dedication to their work alongside these teams, in ensuring that every activity and plan was executed in a way that is accessible to the students. These two captains, in their own-right, displayed leadership qualities that nurtured a team-environment which provided an example of the oneness of the Pius community. In turn, despite its challenges, 2020 was a success filled with ups and downs; we performed honourably in the HSC, many boys received

scholarships, many are following their passions and overall, the Class of 2020 has left a footprint on the College community that will never be forgotten.

Lachlan Mathie

2020 College Captain



## 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: Finance and Risk Committee, Property Committee, Governance and Strategy Committee and Nominations Committee.



## RESPONSIBLE PERSONS AT ST PIUS X COLLEGE, CHATSWOOD 2020

Name	Role	Commenced
<b>EREA COUNCIL</b>		
Br Paul Oakley cfc	President	1 September 2006
Mrs Cathy Freeman	Council Member	1 January 2017
Mr David White	Council Member	1 January 2018
Ms Philomena Billington	Council Member	1 July 2018
Mr Graham Goerke	Council Member	1 January 2020
<b>EREA BOARD</b>		
Mrs Bobby Court	Board Chair	1 January 2018
Ms Vicki Clark	Board Member	1 January 2015
Mrs Fleur Hannen	Board Member	1 January 2015
Prof Alan Rix	Board Member	1 July 2017
Mr Mark Anderson	Board Member	1 January 2018
Dr Cathy Day	Board Member	1 July 2019
Mr Paul Linossier	Board Member	1 June 2020
<b>EXECUTIVE DIRECTOR</b>		
Dr Wayne Tinsey	EREA Executive Director	1 October 2007
<b>PRINCIPAL</b>		
Mr John Couani	Principal St Pius 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 1150 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.

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.

*Photos: The College's Chatswood Campus*



*Treacy Education Complex at Oxford Falls*



## 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

#### 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.



*College Opening Mass 2020*

## CHARATERISTICS OF THE STUDENT BODY

The College is an independent Catholic boys' school catering for students from Years 5 to 12, with a population of 1147 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	163	160	159	150	150	141	1147

*\* These figures are taken as at 31 January 2020.*

## 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 Martin's, 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, 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 2020

2020 Rates from 30/01/2020 – 4/12/2020

	Years 5-6	Years 7-10	Year 11-12	Years 7-12	Years 5-12
<b>Apparent</b>	98.21%	96.52%	98.97%	97.29%	97.47%
<b>Actual</b>	97.77%	96.04%	98.97%	96.97%	97.12%

Years	Year Start	Year End*	Leavers	Enrollees during 2020
<b>5 &amp; 6</b>	224	220	5	1
<b>7 - 10</b>	632	610	25	3
<b>11 - 12</b>	291	288	3	0
<b>7 - 12</b>	923	898	28	3
<b>5 - 12</b>	1147	1118	33	4

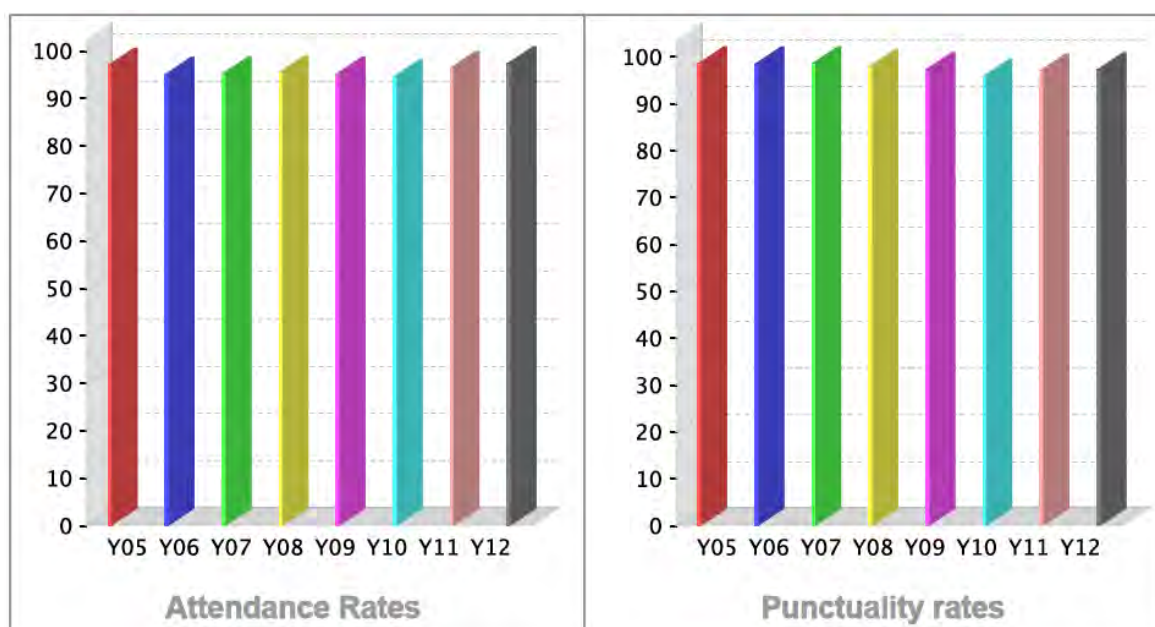
*\*including enrollees during 2020*



## STUDENT ATTENDANCE RATES 2020

2020 Rates from 30/1/2020 to 4/12/2020

School	Students	Days	Attendance Rate	Punctuality Rate
Y05	97	182	97.0	98.6
Y06	128	182	95.1	98.5
Y07	162	182	95.2	98.6
Y08	161	182	95.5	98.0
Y09	153	182	95.1	97.4
Y10	161	182	94.6	95.9
Y11	143	182	96.5	97.1
Y12	139	182	97.3	97.3



For the 2020 school year, students from Years 5 to 12 achieved an average attendance rate of 95.80% (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. A further consideration for the 2020 school year was the effect of both the COVID-19 lockdown and protocol requiring students to remain away from school while they or family members displaying COVID-19 like symptoms, waited for a return of test results.

## 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 Administration 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 low number of students involved and enhances positive interaction and communication between the College and families. In the context of recent challenges such as the COVID-19 restrictions, however, it is increasingly important to maintain contact with students and families using all of our available pastoral care and wellbeing resources. To this end additional resources of staff were allocated to support our Year 11 and 12 cohort as they navigated the COVID-19 lockdown online learning paradigm.

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. Case managers are appointed, case conferences and other trigger point interventions are employed where regular school attendance becomes problematic for some 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, with a particular emphasis on supporting our Year 5 and 7 students in connecting with peers and the school in a new learning environment, complicated as it was in 2020 by a period of physical isolation and online learning after only a Term at school.



## TEACHER QUALIFICATIONS

### Teacher Accreditation 2020

Level of Accreditation	Number of Teaching Staff
Conditional	1
Provisional	1
Proficient	89
Highly Accomplished/Lead Teacher	0

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	91
(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 qualification as described in (i) or (ii) 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 2020 was 86.8% 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 included in the calculations.

Please note: The College was on Flexible Learning from 26 March till 8 May due to COVID-19 Lockdown Restrictions.



## TEACHER RETENTION RATES

The percentage of teachers retained from 2020 to 2021 was approximately 97%. Some teachers left the College during 2020, 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 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

In 2020, the College focused its whole-of-school professional learning on differentiation and providing for high potential students. In partnership with the Gifted Education Research, Resources and Information Centre (GERRIC) of the University of New South Wales, all teaching staff commenced the Mini Certificate of Gifted Education. The sixteen-hour course was conducted on a blended basis with face-to-face lectures and online modules. The course covers the initial elements of differentiating for all students, as well as identifying and supporting high potential and talented students. Due to the interruptions of the year, the course will be completed by mid-2021.

College teaching staff also participated in workshops to begin the introduction of Canvas, the new learning management system that will be fully in place by the start of the 2022 school year. Training was implemented through the Professional Learning Team structure and covered the creation of lessons, assignments and the incorporation of other platforms such as Office365, Google Classroom, ClickView and YouTube. Training was provided by College staff experienced with Canvas.

The College also commenced the first stage of a Leadership Development Program to build capacity among middle leaders. Initially, Subject Coordinators undertook the two-day

Introduction to Leadership Coaching course through Growth Coaching International with the ultimate aim being to embed a coaching approach to professional discussions throughout the College. The program was well-received by the participants, many of whom began using their learning after the first session. The Year Coordinators will be the next target group in 2021.

In addition to College-wide programs, individual teachers and faculties were encouraged to participate in external courses and professional association meetings to broaden their knowledge and skills. The total level of participation in external professional learning during 2020 was significantly lower than in previous years and total of 50 external professional learning events were attended by 42 individual members of staff, representing approximately 50% of teachers. Figure 1 provides an example of the types of external professional learning events attended throughout the year.

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

A Call to Mission
Accidental Counsellor
Building Your Excel Competence
Career Advisor Association Industry Update Day
Chemical Awareness and Spill Training
Copyright for Schools Part 2
Economics Teachers' Conference
Edmund Rice Education Australia Formation Programs
Great Teachers Give Great Feedback
HSC 2020: Exploring the Examination and Standards Packages for Standard and Advanced English
Introduction to Leadership Coaching
Introduction to Modern Assessment Theory
ISRA Studies of Religion Inservice
Language Teachers' Workshop for HSC Speaking Exams
Legal Studies Association State Conference
Mini Certificate of Gifted Education
Professional Network/Association Meetings (various)
Revision Strategies for HSC Extension 1

School Counsellors and Psychologists Conference 2020
Stage 6 French Marking and Assessment Workshop
Stage 6 Mathematics Standard Inservice
STANSW Meet the Markers – Biology
STANSW Physics Conference
Studies of Religion in Focus Conference
The Presence of History
UTS Professional Experience Conference 2020
Webinar for French Teachers
Webinar Series – NAPLAN Intensive

In addition to professional partnerships with GERRIC and Growth Coaching International, College staff accessed courses through another 24 professional learning providers. Figure 2 identifies the providers of these external events.

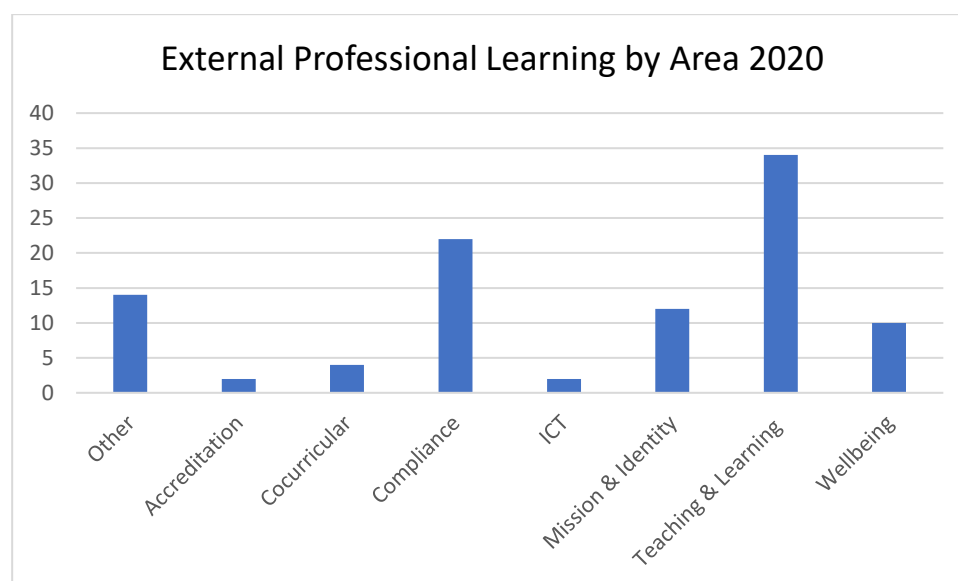
**Figure 2 Professional Learning Providers**

Australian Curriculum, Assessment and Reporting Authority
Australian Catholic University
Association of Independent Schools (NSW)
Australian Library and Information Association
Alliance Francaise
Career Advisor Association
Catholic Commission for Employment Relations
Catholic Schools NSW
Chinese Language Teachers Association NSW
CompliSpace
Economics Literacy Centre
English Teachers Association NSW
Edmund Rice Education Australia
Growth Coaching International
Human Connections
Islamic Sciences and Research Academy Australia
Legal Studies Teachers Association NSW

NSW Association of French Teachers
NSW Rugby
PD4MaTHS Pty Ltd
Propsych
Science Teachers Association NSW
Teacher Training Australia
University of New South Wales
University of Sydney
University of Technology
Work Place Chemistry

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**



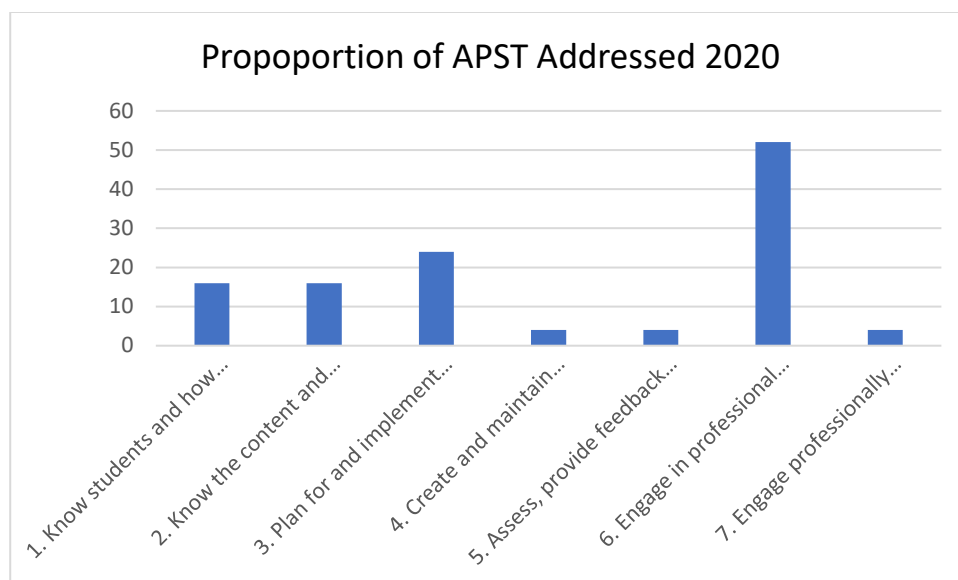
Appropriately, the largest proportion of professional learning events attended (34%) was in Teaching and Learning, reflecting the College's focus on improving the professional practice of teachers.

## Australian Professional Standards for Teachers

The Australian Professional Standards for Teachers are nationally agreed indicators of teacher quality that describe the knowledge, practice and professional engagement needed for high quality effective teaching that improves student learning outcomes.

The professional learning activities undertaken by College staff in 2020 addressed a range of the Australian Professional Standards for Teachers, which are shown in Figure 4. 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 4 Australian Professional Standards for Teachers addressed through Professional Learning**



## 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 2020*

## **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;

### **Ongoing support in the ‘Year One Induction Program’:**

- Time release of up to 2 school days, for Provisional or Conditionally Accredited 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 were postponed due to COVID-19 shutdown and replaced by a “Week 20” progress interview at the beginning of Term 3;
- 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.

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

In addition to the ‘Term 1 College Induction Program’ that all new staff complete, Provisional or Conditionally accredited 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:**

- Catholic Schools Broken Bay (CSBB), Australian Institute for Teaching and School Leadership (AITSL), Association of Independent Schools of NSW (AISNSW), Edmund Rice Education Australia (EREA) and Department of Education (DET) Network Induction Programs and Resources.

## **WORKFORCE COMPOSITION**

The teaching staff ranges from mature, experienced practitioners to recently qualified graduates. In 2020, 13 of the 91 teaching staff were identified as having 10 years or less teaching experience. 78 of the 91 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 2020. In 2020 the ratio of male to female members across the teaching staff of 91 persons was 58:33. 84 teachers were employed full-time and 7 part-time.

In 2020 the ratio of male to female members across the entire staff of 130 persons was 64:66.

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 and the Social Justice 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 2020.

The school continues to identify strongly with the teachings of Gospel values through Catholic tradition and the charism of Edmund Rice. 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.

Our 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 2020 our theme was “Strength Through Support”, as chosen by the student leadership team. Our prayer was

#### **Unity In Community**

*God, we thank you for the life and example of Blessed Edmund Rice.*

*Moved by your Spirit, he opened his heart to Christ present in those oppressed by poverty and injustice by affording them the opportunity of Christian education and by engaging on their behalf in works of compassion. Inspired by his faith and generosity may we follow his example in our lives. Grant us the courage and compassion of Blessed Edmund Rice and through his intercession we work in 2020 to be the bridge that provides a liberating experience for all whose paths we cross.*

*We offer this prayer in the name of Jesus Christ our Lord. Amen.*

*Blessed Edmund Rice – Pray for Us*

*St. Pius X – Pray for Us*

*Live Jesus in our Hearts – FOREVER*

Our theme of “Strength Through Support” was based on the touchstones 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 2020, 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 2020, the College continued to strengthen its Indigenous Reconciliation process online and through classroom activities.

A key event in the Reconciliation process in 2020 was that the College Reconciliation Action Plan was reviewed and accepted by Reconciliation Australia. It was published via the Narragunnawali platform.

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 2020, the College continued to identify with all aspects of Social Justice teaching as outlined in the Charter.

Key developments in 2020 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.

The charitable focus points for each year included:

**YEAR 12** Caritas Project Compassion Lenten Appeal

**YEAR 11** St. Michael's Meals  
Callan Services, PNG  
Foundation  
Centacare

**YEAR 10** Edmund Rice Camps  
The Glen & Coast Shelter  
Willowood Nursing Home and Matt Talbot  
Providing presents for Centacare supported employees

**YEAR 9** St Vincent de Paul and Jesuit Social Services Winter Appeal  
Christmas Appeal for the Burdekin Association Brookvale

**YEAR 8** Christmas Giving for CatholicCare

**YEAR 7** Christmas Giving Tree  
St Mary's Bowraville

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

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



*Students loading the College minibus with donated items for the St Vincent de Paul Winter Appeal.*

In 2020, \$51,000 was raised and donated to the following list of charities and welfare groups:

- Callan Services PNG
- Caritas – Project Compassion
- Edmund Rice Camps
- St Gabriel's Castle Hill
- St Edmund's School, Wahroonga
- St Joseph's School, Walgett
- St Mary's School, Bowraville
- World Vision
- The Glen Centre



Again in 2020 the Year 12 cohort was successful in promoting Project Compassion. The appeal raised \$6,000 and awareness about the work of Caritas.

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

## Eucharist

### 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 2020 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. Our 2020 Commencement Mass was celebrated by the newly installed Bishop Anthony Randazzo.

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.



### Year Groups

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.

## College

The College participated in the following major Eucharistic liturgies throughout 2020:

- College Commencement Mass (February)
- Year 12 Graduation Mass (October) at the Christian Brothers Centre, Oxford Falls
- 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. Anzac Day - online
- iii. Founders Day - online
- iv. Reconciliation Assembly - online
- v. Feast of St Pius X - online
- vi. Remembrance Day – live streamed
- vii. 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 College in the Life of the Parish and Diocese

### **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 Mckee, the senior students of St Pius X College and Mercy College combined to assist with the first Sunday night “Youth Mass” before COVID restrictions prevented further celebrations. 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 in the Christian Brothers Centre, Oxford Falls and live streamed to family and friends.

### **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.

### **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 McKeon and Deacon Aldrin.

*Photo: Newly commissioned Eucharistic Ministers*



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

In 2020 the College continued its weekly visits by Years 10 and 11 students to Willowood Nursing Home, Chatswood until COVID halted this program. 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. A video was created so that this could continue in an online environment.



*Filming a sing-a-long clip for Willowood Nursing Home*

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 until COVID restrictions meant that this too had to cease.



## Retreats, Reflection and Pastoral Days

All Year 12 students attended a two part Retreat experience at Oxford Falls. This experience 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.



*Student Input at Year 11 Reflection Day*

Year 11 had a Reflection Day held at Oxford Falls. The day focused on leadership from a Catholic perspective. Students were invited to provide the input and share their own experiences of leadership.



*Outdoor Mass for Year 12 Retreat Day #2*

Year 10 held two Reflection Days in Terms 1 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) 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.



*Mass celebrated for Year 12 Retreat Day*

## Staff Spirituality Day

In the year of embracing our touchstone of **Liberating Education**, our Staff spent the day in reflection at Oxford Falls to assist in rationalising such a disruptive year. Our day involved a group gathering element before dividing into groups to complete various retreat activities. Our day concluded with Mass where long-serving staff members were recognized for their service.

## Religious Education Curriculum

In 2020 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 continued 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 2020 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 Studies in Catholic Thought. In 2020, St Pius conducted two 2 Unit Studies of Religion courses, four 1 Unit Studies of Religion classes and one Studies in Catholic Thought class.
- HSC students in the 2 Unit Studies of Religion course achieved results above the state average with many ranked in Band 5 and 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

In the context of the challenges induced by the 2020 COVID-19 learning environment, the College continues to review and develop its Pastoral Care and Wellbeing Policies and Practices. The structural basis of Pastoral Care is our Year Groups, functioning under the direction of Year Coordinators and Pastoral Care Teams of ten to twelve teachers each. Two teachers supervise each Homeroom from Years 7 – 10. In Years 11 and 12 Year and Senior Studies Coordinators support one teacher per Homeroom. Years 5 and 6 are similarly supported by one teacher per Homeroom Pastoral Care base class.

The COVID-19 induced interruption to some regular Pastoral Reflection Days and Periods, Camps, and Retreats resulted in the development of innovative opportunities for holistic reflection, and promotion of empathy, personal responsibility and respect for self and others under more flexible and agile parameters. A focus on the principle that students, staff and community wellbeing underpins higher order learning and performance was consolidated by student leadership and involvement in initiatives such as *Pursue your Passion*, ANZAC Day, Reconciliation and Mother's Day student-led videos. These initiatives complemented the College's Annual Strategic Plan Items: 3.1.2 Respectful Relationships, 3.1.3 Student Leadership and 3.2.1 Positive Learning Behaviours, and were highly regarded by students, staff, parents and the wider community. During the NSW COVID-19 lockdown, online attendance and wellbeing recording, teaching and learning, were conducted using the Microsoft Teams and Onenote platforms to supplement our face to face practices. This precipitated some innovative practices and remarkable learning outcomes, some of which will continue as each learning and pastoral care activity is evaluated and reviewed annually.

The Year 7 Snowy Mountains Ski Expedition in August, postponed this year, long-regarded by students as an important rite of passage within the school, was transferred to Year 8 2021, to popular acclaim. Year 7 2021 would adopt the Great Aussie Bush Camp experience in Term 1 as their foundational Pastoral Care experience, along with their Induction Day, in transition into High School. The emphasis on Positive Psychology and

Growth Mindset principles in the development of personal and interpersonal strengths and skills is a strength of the Ski Expedition, and inherently suited to Year 8. Organisation, responsibility, tolerance, respect, teamwork and trust of others, are key elements of focus in this activity.



Year 8, who were able to attend the Great Aussie Bush Camp at Tea Gardens in March 2020, enjoyed a sequenced, progressive program of educational experiences in the outdoor environment. Year 9, unable to use the College's shared RetreatCentre "Wookul Koo" on the Central Coast in October, engaged in a program of activities and experiences entitled *Walking on Cammeraygal Land*. Designed to challenge and elicit growth, they interacted with an AIS Olympic athlete through the Black Dog Mental Fitness Program, listened to Cammeraygal elder Dennis Foley's story of journey, and visited Gumboya Aboriginal Rock Carving site, paddle boarded, surfed and kayaked on Dee Why Lagoon, Long Reef Beach and Narrabeen Lake; all of which featured in Dennis' story of journey, over three days of excursions. A shared sense of responsibility, connection, willingness to listen to story, and reflect on their role as leaders in our shared culture and organization, are key outcomes of this journey. Year 10 maintained their 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 replaced retreats at Mulgoa Retreat Centre, Tallows Beach and our Retreat Centre at Wamberal with Retreat Days at Oxford Falls Ovals and Facilities. Timed to strategically follow the HSC Trial Examinations, these experiences facilitated an opportunity for pause, reflection and transition to the next phase of the students' lives and education. Their subsequent Graduation Mass and Ceremony livestreamed to parents was a celebration of their spirit, and the adversity they had overcome throughout a challenging year.

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 and themes such as the Student Code of Conduct and "Strength Through Support" Student Leadership Team-inspired theme. One focus of the 2020 College Strategic Plan is on responsible use of technology, Personal Learning Devices, and having mobile phones "away all day" when at school, to enhance "real" interpersonal connections, mutual support, sense of collegiality and learning, which supported and sustained the students throughout the year.

Many of the opportunities for cultural, spiritual and sporting Immersions including Language Study Tours to China, Overseas and Interstate Rugby, Cricket and Football Tours, the Biennial Kokoda Track Expedition and Immersion to work with Callan Services and other schools in Papua New Guinea were foregone in 2020. Year 11 missed the opportunity to participate in the Annual Snowy Mountain 6-day hike. The Duke of Edinburgh Awards Scheme activities were less available for students from Year 8 to post school.

In this paring back of Pastoral growth activities, highly successful growth was achieved in promoting simpler aims: including 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, was adapted to pursue the ideals of service, compassion and responsibility through whole school giving campaigns which were highly evident in spirit and volume as the School year drew to a close. The 25 and 20 hours in CIP Year 11 and Year 10 respectively contribute in a typical year as a Social Justice initiative, replaced by the opportunity to empathise, come together and to give generously to groups in need as Christmas 2020 approached.

A strong focus exists across the College 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 could not physically connect our students to people, events, and learning, in concert with those in our extended global community. But wherever possible this was achieved online through Edmund Rice Beyond Borders initiatives or more locally with Centacare, St Michael's Meals, St Mary's Bowraville, and Frenchs Forest Parish Christmas Hampers.

The bolstering of our counselling support services in recent years, served the community well in 2020, 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, 7 students and 11 student leaders during first term. Year 10 students were trained and upskilled in Term 4 2019 in preparation for their responsibilities in 2020 conducted all but their final session before March lockdown, to the subsequent benefit of our Year 5 and 7 students as their learning progressed online.





Leadership initiatives incorporated the appointment of portfolio-focused Prefects, House Captains and Senior Mentors, acting on a one-to-one basis supporting younger students to overcome adversity in their 2020 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 2020, and some of the 50 students who participated in our July 2019 Red Dirt Expedition to rural and remote NSW, formed the basis of our ongoing Narragunnawali Reconciliation Action Plan Team, which developed visible signage with respect to our First Nations and Cammeraygal links, and eventually conducted NAIDOC Week in Term 4 when we were able to host Wiradjuri Women Jayde Ward and Riley McElhone to an Assembly and day of connection.

Parent/Teacher Interviews for the review of Years 5-12 student progress were conducted online within each reporting cycle. They were strongly attended and appreciated in their online format. 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 online Parent interview periods 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 new structures, opportunities and adjustments were further evaluated and reviewed over the course of 2020 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 and streamed to parent audiences at work and home.

### STUDENT WELFARE POLICIES

School welfare, anti-bullying, student discipline, restorative justice procedures, and grievance/complaints policies are available on the College website [www.spx.nsw.edu.au](http://www.spx.nsw.edu.au). These policies are articulated for the students benefit in the Student Diary Planner.



**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 Bullying and Violence in 2020. A College focus emphasised our Student Leadership Team-inspired theme of “Strength Through Support” 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.



## SECTION 4

# QUALITY OF TEACHING AND STUDENT LEARNING

A significant area of focus for Teaching and Learning in 2020 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 key focus area was '*Enrichment*' to ensure the College was catering to the needs of high potential students.

Working with the University of NSW through their Gifted Education Research, Resource and Information Centre (GERRIC), all teachers commenced their mini certificate in Gifted Education. Scheduled for completion in 2020, the program was disrupted due to COVID and has been extended into 2021.

### 2020 Higher School Certificate Results

In 2020, a total of 161 students comprising 141 Yr 12 students and 20 Year 11 Mathematics Accelerants sat for a combined total of 35 different examinations for courses offered by the College. The number of courses is the largest number offered by the College as it strives to increase its range of options for students.

Overall, the College considers these results as excellent and is very proud of the achievements of these students and the efforts of all teachers who have guided their learning particularly in a challenging year with a portion delivered through online.

Forty-two percent of the cohort were acknowledged as Distinguished Achievers by attaining a Band 6 in one or more courses. This is a decrease from fifty three percent the previous year.

One student attained 'All Rounder'.

The number of students achieving either a Band 1, 2 or 3 was the second lowest for the past five years with last year being the lowest. This continues to be a targeted area for

improvement with strategies implemented to identify and support students at risk of low achievement.

## HSC Results Summary

MERIT LISTS	2020	2019	2018	2017	2016
No of Courses	35	32	34	32	31
No of Students All Courses	844	792	805	843	910
Cohort (includes accelerants)	161	150	154	162	166
First in State	0	1	1	0	0
All Rounders	1	0	6	2	2
Top Achievers	0	2	1	0	0
Distinguished Achievers	121	130	127	87	94
Courses above State Average	28	27	24	24	25
% of Courses above State Average	80%	84%	71%	75%	81%
Courses above State Average by 5%	18	19	10	6	13
% of Courses above State Average by 5%	51.4	59.4	29.4	18.8	41.9
% of BAND 6	14.3	16.4	15.8	10.3	10.3
% of BAND 5	41.9	48.1	38.3	39.6	42.4
% of BAND 5 and 6	56.3	64.5	54.0	49.9	52.7
Number of individual students attaining a Band 6	68	79	76	84	68
Percent of students attaining a Band 6	42%	53%	49%	52%	41%
% of BAND 4	33.5	28.7	28.9	36.7	32.6
% of BAND 3	9.0	6.7	13.3	10.9	12.3
% of BAND 2	1.2	0.6	3.6	2.1	2.1
% of BAND 1	0.1	0.0	0.2	0.4	0.4

In 2020, 80% of courses were above State Average. This was a very slight decrease than the previous year despite also being a focus area for improvement. The percentage of courses above state average by more than 5% also slightly decreased from 2019.

A significant strategy that was implemented in 2019 and again continued in 2020 was to include the entire Faculty in discussions on HSC improvements. All teachers of Year 12 completed an analysis of their own HSC class including the identification of three areas of strength and three areas to improve.

The key overall findings from the analysis are the need to continue building our student ability to be critical thinkers and problem solve. It is evident from the analysis that many

are still reliant on explicit teaching and prepared responses. A targeted approach is required to ensure our students can answer 'alternative' style questions.

A collaborative approach to study continues to be emphasized and resources provided to allow opportunity for students to study together until 5.30pm each afternoon.

HSC RESULTS	SPX v State Exam Mark			BAND 6			BAND 5			BAND 4			BAND 3	BAND 2	BAND 1
	2020	2020	2020	2020	2020	2020	2020	2020	2020	2020	2020	2020	2020	2020	2020
Subject	SPX	STATE	Diff	SPX %	State %	SPX v State	SPX %	State %	SPX v State	SPX %	State %	SPX v State	SPX %	SPX %	SPX %
Ancient History	81.1	72.1	9.0	6	8.78	-2.90	64.7	24.28	40.43	23.5	29.2	-5.70	5.9		
Biology	77.4	72.4	5.0	9	6.46	2.92	28.1	24.08	4.05	43.8	31.8	12.00	15.6	3.1	
Business Studies	82.2	72.0	10.2	17	9.29	7.78	51.2	25.62	25.60	24.4	26.8	-2.38	7.3		
Chemistry	84.7	75.5	9.2	23	13.29	9.79	61.5	29.57	31.97	7.7	26.3	-18.59	7.7		
Design and Technology	75.6	78.5	-2.9	0	15.7	-15.70	28.6	31.49	-2.92	57.1	35.9	21.23	14.3		
Drama	87.3	79.6	7.7	38	19.12	18.38	62.5	28.04	34.46		42.7	-42.65			
Economics	79.0	77.0	1.9	4	13.4	-9.70	40.7	37.9	2.84	44.4	26.0	18.46	11.1		
Engineering Studies	76.7	74.2	2.5	0	11.68	-11.68	44.4	21.82	22.62	22.2	34.4	-12.18	33.3		
English (Standard)	74.0	69.9	4.0	0	0.53	-0.53	14.7	10.96	3.75	64.7	45.8	18.89	19.1	1.5	
English (Advanced)	81.5	81.3	0.2	11	14.19	-3.23	56.2	49.12	7.04	31.5	31.3	0.20	1.4		
English Extension 1	42.3	41.7	0.6	50	38.72	12.00	50.0	53.82	-3.82						
English Extension 2	45.5	39.4	6.1	100	25.85	74.15									
Geography	77.4	74.5	3.0	4	12.41	-8.84	46.4	29.09	17.34	35.7	28.8	6.87	10.7	3.6	
Industrial Technology	76.4	69.5	7.0	0	8.07	-8.07	33.3	15.64	17.69	41.7	28.6	13.09	25.0		
Info Process & Technology	86.2	71.0	15.2	40	7.62	32.38	40.0	24.48	15.52	20.0	26.0	-6.00			
Legal Studies	85.4	75.0	10.5	56	15.01	40.55	11.1	24.39	-13.28	33.3	27.9	5.42			
Mathematics Standard 2	77.4	68.4	9.0	9	5.3	3.47	45.6	19.2	26.41	21.1	25.4	-4.37	21.1	3.5	
Mathematics Extension 1	77.1	78.5	-1.4	25	37.82	-12.82	47.5	36.43	11.07	25.0	19.9	5.07	2.5		
Mathematics Advanced	82.5	79.2	3.3	36	23.08	12.74	31.3	29.38	1.96	22.4	28.4	-5.97	7.5	1.5	1.5
Mathematics Extension 2	88.2	81.5	6.7	50	36.29	13.71	50.0	47.57	2.43						
Modern History	80.6	72.5	8.0	12	10.15	1.71	40.7	26.98	13.70	42.4	28.5	13.87	5.1		
History Extension	37.0	38.4	-1.4	7	20.54	-13.40	64.3	55.52	8.77	28.6	22.1	6.48			
Personal Dev, Health & PE	79.0	72.5	6.5	11	9.13	1.58	25.0	25.06	-0.06	60.7	26.8	33.95	3.6		
Physics	81.0	74.0	7.0	19	12.55	6.89	50.0	27.81	22.19	22.2	26.4	-4.14		8.3	
Software Design & Develop	88.9	73.8	15.0	50	12.76	37.24	50.0	24.61	25.39						
Studies of Religion I	37.7	37.7	0.0	2	7.7	-5.68	36.4	36.01	0.35	44.4	33.1	11.35	16.2	1.0	
Studies of Religion II	83.4	75.5	7.9	13	6.52	5.98	62.5	37.12	25.38	25.0	30.0	-5.03			
Visual Arts	83.9	81.0	2.9	9	16.83	-7.74	90.9	47.9	43.01						
Chinese Continuers	80.1	84.3	-4.2	0	43.31	-43.31	60.0	32.62	27.38	40.0	12.8	27.17			
Due to the small number in the course, and hence privacy considerations, this information is not published															
Chinese Beginners															
Music 1															
Music Extension															
Music 2															
French Beginners															
French Continuers															

## 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.

		2020	2019	% change
		Students	Students	
15020	Ancient History	17	17	0
15030	Biology	32	24	33
15040	Business Studies	41	47	-13
15050	Chemistry	13	17	-24
15080	Design and Technology	7	0	
15090	Drama	8	9	-11
15110	Economics	27	48	-44
15120	Engineering Studies	9	6	50
15130	English (Standard)	68	36	89
15140	English (Advanced)	73	100	-27
15160	English Extension 1	6	8	-25
15170	English Extension 2	2	3	-33
15190	Geography	28	28	0
15200	Industrial Technology	12	0	
15210	Info Process & Technology	5	10	-50
15220	Legal Studies	18	10	80
15236	Mathematics Standard 2	57	63	-10
15250	Mathematics Extension 1	40	35	14
15255	Mathematics Advanced	67	65	3
15260	Mathematics Extension 2	10	10	0
15270	Modern History	59	39	51
15280	History Extension	14	7	100
15290	Music 1	2		
15300	Music 2	3	5	-40
15310	Music Extension	2	2	0
15320	Personal Dev, Health & PE	28	24	17
15330	Physics	36	33	9
15360	Software Design & Develop	4	12	-67
15370	Studies of Religion I	99	76	30
15380	Studies of Religion II	32	38	-16
15400	Visual Arts	11	13	-15
15540	Chinese Beginners	1	1	0
15550	Chinese Continuers	5	2	150
15670	French Beginners	4	1	300
15680	French Continuers	4	3	33

## TVET

The number of students who attained a TVET qualification in 2020 was 4.9% of the cohort which is a continuing decline from the previous year of 5.15%. It is important to note however that there was significantly more interest in students seeking to study a VET course. Unfortunately, places were limited, and many were unsuccessful in their enrolment.

VOCATIONAL COURSES	2020	2019	2018	2017
Automotive				3
Construction	5	1	9	3
Design Fundamentals				1
Electro technology	1	3	1	2
Entertainment		1		
Human Services (Nursing)		1		
Information Design & Technology			1	
Hospitality			2	
Laboratory Skills	1			
Retail Services				
Screen and Media		1		
Tourism and Events			1	
<b>TOTAL</b>	<b>7</b>	<b>7</b>	<b>1</b>	<b>9</b>
<b>Percentage of Cohort</b>	<b>4</b>	<b>5</b>	<b>9</b>	<b>6</b>

## Record of School Achievement

In 2020, no RoSA were issued.

## Post School Destinations

There were 141 students in the 2020 HSC cohort.

108 of these students received an offer from UAC for University in 2021. (76% of students).

- 34 students did not apply to university through UAC in 2020.
- 32 students received **Early Offers** in the November Round.
- 112 students received a **Main Round** Offer in December.
- 22 students received a second offer in the January and February round.

(46 students received **ONE** offer. 62 students received **TWO** or **THREE** offers).

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

UNSW	19	ACU	9
University of Sydney	21	University of Western Sydney	9
Macquarie University	96	Regional	7
UTS	44		

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

Engineering	23
Science/medical/Health/Sport & Exercise	34
Business/Commerce/Economics	57
Education	3
IT/Cyber Security	13
Construction/Property Management	6
Arts	13
Law	8
Creative Arts/Architecture/Music	5

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

#### Student Outcomes in Standardised National Literacy and Numeracy Testing (NAPLAN)

Cancelled in 2020 due to COVID-19.



## SECTION 5

### COLLEGE COCURRICULAR PERFORMING ARTS

Like all other educational institutions, 2020 was a difficult year for the Performing Arts at St Pius X College. Due to COVID-19 restrictions our usual performance calendar was put on hiatus. To ensure students were not totally prevented from performing, we created many opportunities for the students to present their works online. This meant filming many of our ensembles, both Drama and Music, and showing them through various online options such as Woodchatta, the College website and other online links.

We also welcomed a new teaching team on staff with Anthony Timmins Head of Performing Arts, Nathanael Primrose-Heaney and Paul Taylor on teaching staff. Nathanael also took on the role of Ensemble Program Coordinator while Stephen Cummins assumed the position of Tuition Program Coordinator and Marilyn McHugh joined as the Performing Arts Administration Assistant. Penny Lindley continued in her position as Drama teacher. We look forward to them developing in their new roles especially when we are out of COVID rules and regulations.

We maintained students' connectivity and skills during the "at home" period of the pandemic with online lessons and rehearsals. Anecdotal evidence was that this was for the most part successful and a welcome distraction to students and their parents. Some students also kept up with their AMEB examinations which were also conducted online.

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 even though their support was of a different nature. Sincere thanks to Office Bearers Odette Shahady (President), Kate Shelton (Vice President), Ute Appenzeller (Treasurer), Veronica Osborne (Secretary), Carmel Daniels and Gabe Donlevy as well as the many parents who worked tirelessly behind the scenes. We welcomed new members of this committee at the PAPA AGM with Michelle Godfrey taking over as President, Gabe Donlevy to Vice President, Dominic Arena as Treasurer, Danielle Butler as Secretary whilst Carmel Daniels retained a spot on the committee with new members Tom Booth and Daniela Righi joining us.

As already stated, Music was largely silent at events as these went online. COVID protocols also meant rehearsals were run in a very different way with choirs and singing banned due to its perceived risk as a possible spreader of disease. Luckily we were able to see our HSC classes through with some changes. The group drama project and ensemble performances were abandoned but examiners did come in to see and hear the boys perform. We were delighted when NESA recognized two Drama students (Daniel Halverson and Luke Thompson) and one Music student (Kieran Zucconi) for their exemplar work in performance. Leading on from this we were able to showcase their work, and the work of other HSC students, online for the annual Splinters, Splashes Stage and Sounds event.

We look forward to 2021 as restrictions ease so that students can once again perform in front of an audience. We have our first concert planned for Week 9 in Term 1 of 2021.

# DEBATING AND PUBLIC SPEAKING

## DEBATING COMPETITIONS

St Pius X competed in the Catholic Schools' Debating Association (CSDA) Competition <http://www.csda.nsw.edu.au/> run in Term 2 from Week 1 to Week 8. The Junior School compete in the IPSHA Debating Competition conducted over Terms 2 and 3.

## CSDA COMPETITION PUBLIC SPEAKING

St Pius X College competes in the CSDA Public Speaking competition run 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 debating 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!

## 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, Toyota Verblitz (Japan Top league) and Racing 92 (French Top 14), 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 2020 Rugby World Cup. Another player, Luke Jones, has also gained International caps as a Wallaby has joined Racing92 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.

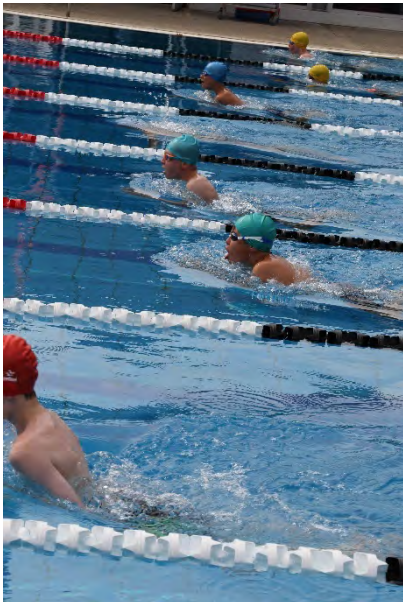
A student who is selected for representative sport honours his commitment through regular attendance at practice sessions and matches. The expectations defined for sporting teams apply to all other cocurricular activities including College Bands, Debating, Chess, Mock Trials, Choirs, Musicals, Duke of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

In 2020 despite the shadow of the Global COVID-19 pandemic, the following were offered at inter-school and/or club level: Athletics, Basketball, Cross Country, Cricket, Football, Rugby, Sailing, Softball, Swimming and Tennis. The Squash program was extended from a 6 team Summer competition to include a Winter Competition in 2020 with Squash now being a year-round Saturday sport. 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, gymnastics, 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.





## 2020 Sport

Currently we have 160 teams and various individual entrants participating in 14 different activities. In 2020 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
- **Swimming:** 50 students
- **Cross Country:** 52 students
- **Debating:** 12 teams (online)
- **Chess:** 13 teams (online)
- **Duke of Edinburgh Award Scheme:** 50 students



In 2020 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 – NSW Pennants
- CIS Triathlon
- ISA/IPSHA Cross Country
- IPSHA Softball
- CIS Touch Football
- Junior AFL



## 2020 Team Achievements

The College 1<sup>st</sup> XI and 2<sup>nd</sup> XI Cricket teams were crowned Term 4 Premiers. There was only limited success in other sports where competition was significantly affected, particularly in the winter season with most competition being abandoned after 3 rounds due to COVID restrictions on school sport.

However, Representative Honours were achieved by students in the following:

- ISA Representatives in Tennis, Basketball, Swimming, Cricket and Athletics
- State Athletics
- ISA Swimming
- ISA Basketball
- Representative Touch
- Australian National Athletics



## Staff Achievements

- ISA First XI Football Coach and Representative Convenorship
- ISA First XV Rugby Selector
- ISA Second XV Rugby Coach
- 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 though 2020, 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 for the 2020 season.

The Outdoor Education programs continued to build through enhancement of the Duke of Edinburgh Award provision. In addition to this, the various Adventure Retreats usually culminate with the Year 11 Snowy Mountains Hike. Unfortunately, the 2020 Snowy Hike was another venture that fell foul of the COVID pandemic. The College recognises 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 Defense. 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 2020-2022. Although COVID-19 postponed a lot of the proposed strategies for the 2020 year, there was progress made in its implementation through the 2020 Annual Improvement Plan. The Strategic Improvement Plan will extend out an additional year annually. This year's plan will become the 2021-2023 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's Governance and Strategic Planning Committee utilising the National School Improvement Tool.

#### **2020 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 2020 Annual Plan, outlining the components, Strategies and the End of Year Summary of its completion.

#### **ACHIEVEMENT OF PRIORITIES FOR PREVIOUS YEAR**

- The 2020 College theme "Strength through Support" and the related action: "Pursue Your Passion" was developed by the Student Leadership Team and successfully implemented by students, staff and parents throughout the year, with the themes embedded in all assemblies and many of our activities including Peer Support and online support videos and live streaming during the online learning period.
- Major school-wide developments and improvements to online provision for students through the implementation and use of TEAMS, One-Note, Office 365, CANVAS, Education Perfect and other online teaching platforms and resources.
- Major refurbishment of A Wing classrooms and Science laboratories and upgrade of school facilities throughout the Chatswood campus.

- Growth Mindsets were employed during March-May during the period of enforced lockdown online learning (and then continued through the year) which led to autonomy of learning through synchronous and asynchronous flexible learning outcomes.
- Installation of energy efficient LED lighting throughout the Chatswood and Oxford Falls campuses.
- Successful approval of DA Plans for building of Learning Hub of classrooms at 39-41 Anderson St, Chatswood. Plans have a 4-star green rating incorporated into the design.
- New website and App launched in Term 1.
- NESA Inspection completed, and Registration and Accreditation process achieved.

## **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.



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, self-discipline and respectful relationships are nurtured. The professionalism of staff and the emphasis on quality respectful 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.

In 2020 we had to stop face to face learning for a period of time due to COVID-19. We transitioned well to online learning as every boy in the College has a personal learning device (PLD- laptop) and we ran our lessons using the Microsoft Teams platform and OneNote. We retained the same timetable but shortened the lessons by 10 minutes so that teachers and boys could have a break from screen time and a small rest. Boys were also given physical activity challenges to alleviate screen fatigue.

## 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 (emphasis on coding), Teacher/Librarian, Music/Choir/Bands/ Ensembles, Language Other Than English (Chinese), Physical Education, Visual Arts, Learning Support/Special Needs and Enrichment.



*Some of the Junior School Staff*

## Academic Achievement/Assessment and Reporting

In a normal year, every boy in Year 5 participates in the National Assessment Program – Literacy and Numeracy (NAPLAN) test. Due to COVID-19, the NAPLAN testing was cancelled across Australia. In 2021 we will be moving to holding NAPLAN testing online. In previous years, the results have always been positive and have provided a strong foundation upon which to build

in the senior years.

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.

School-based 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 halfway 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 is offered.

## Other Aspects of Junior School Life in 2020

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. There are specialist teachers in Computer Studies, Library, Music / Choir / Bands / Ensembles, Chinese (Mandarin), Physical Education, Visual Arts, Learning Support/Special Needs and Enrichment. 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 Premier's Reading Challenge
- Willoughby Year 5 Short Story Competition
- Various competitions run by Willoughby Council and other organisations.



*Junior School Dance lessons*



*Chinese New Year celebrations in the Junior School*

Boys' education encourages experiential learning. The boys experienced incursions from:

- *Bully No More* play
- *Book Week* author online
- Year 6 Reflection Day

Due to COVID-19, the boys also took part in online learning experiences that were offered to the College. These included programs such as:

- Stile
- Inquisitive
- Understanding Faith



- The boys also experienced excursions including:
  - Year 5 Camp at Milson Island (Department of Sport and Recreation.)
  - Year 6 Camp Wombaroo (Outdoor Education Group)



- Junior School Swimming 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.
- 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 \$9 000 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*



*Offertory Procession Opening Mass*

- 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. Respectful relations are important.

- 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.

*Peer Support*



## 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) competitions. 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 have the opportunity to be involved in Chess, Public Speaking, Robotics and Debating competitions.
- Talented children are involved in various activities including the da Vinci Decathlon and Mathematics Olympiad, however, in 2020 these activities did not occur due to COVID-19



*The Junior School offers a great range of activities*



## School Determined Improvement Targets (for the Junior School)

### a) *Catholic Life*

- Adopt and utilise the theme of “Strength Through Support” and the action “Pursue Your Passion” throughout Junior assemblies, school newsletters and student activities.
- Ensure the Year Camps encompass spirituality and faith opportunities.

### b) *Teaching and Learning*

- Professional development- peer mentoring/observations in line with AITSL. This allows for Professional learning opportunities for teachers and teachers’ aides which strengthen teamwork, collaboration and sharing of improved classroom teaching strategies by extending the classroom observations and professional dialogue.
- All teaching staff to develop Personal Learning Plans related to their professional learning and the AITSL standards.
- Differentiated learning in the classroom - the Junior School Staff began the GERRIC (Gifted Education Research, resources and information centre) course.
- Through this course we were encouraged to look at our own teaching and how we differentiate. Modifications to programs were made throughout the process.
- This was only half completed in 2020 due to COVID-19. It was finally completed in Term 2 of 2021.
- With NAPLAN going online in 2021 all students were introduced to a Typing Program which was included in weekly homework.
- There was a focus ensuring that the teachers knew their students well and provided feedback.
- STEM – Year 5 to complete a STEM unit in Term 2, 2020. A demonstration to the parents at the end of Term 2 was planned however, due to COVID it did not occur.
- PDHPE syllabus - Implementation of the new PDHPE syllabus.

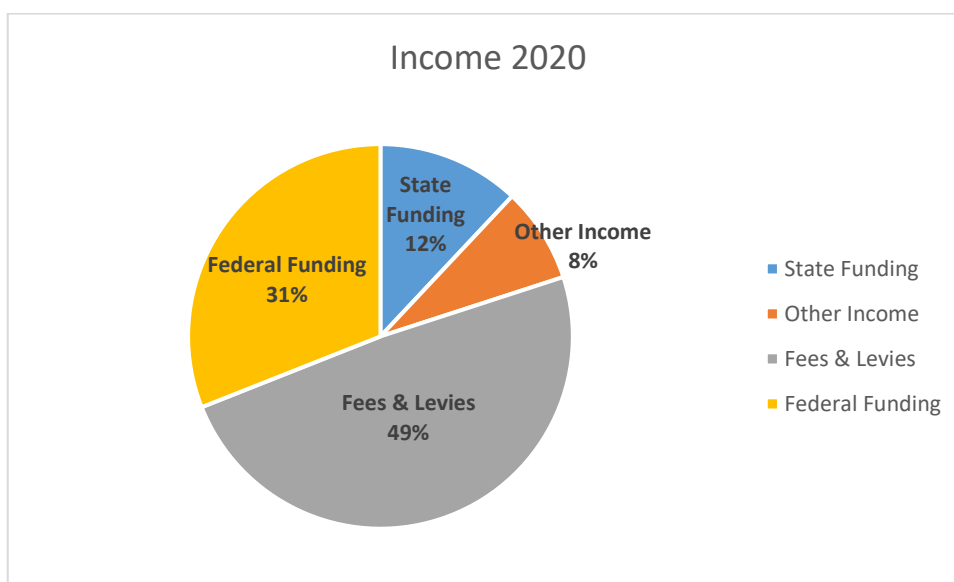
### c) *Pastoral Care and Well Being*

- Junior School staff and Learning Support Retreat organised.
- Continuation of the Year 6 Reflection Day at Oxford Falls.
- Reinforce College Mobile Phone and ICT Policies for more productive learning and respectful social interactions.
- Use the College Diary to promote Positive Education Psychology in learning.
- Increase the leadership opportunities and the voice of the Junior School Class Captains, as well as the Sports Captains and Vice Captains on a Thursday.

## SECTION 8

### FINANCIAL STATEMENT

**Income:** The College's recurrent income for the year ended 31 December 2020 was derived from the following sources:

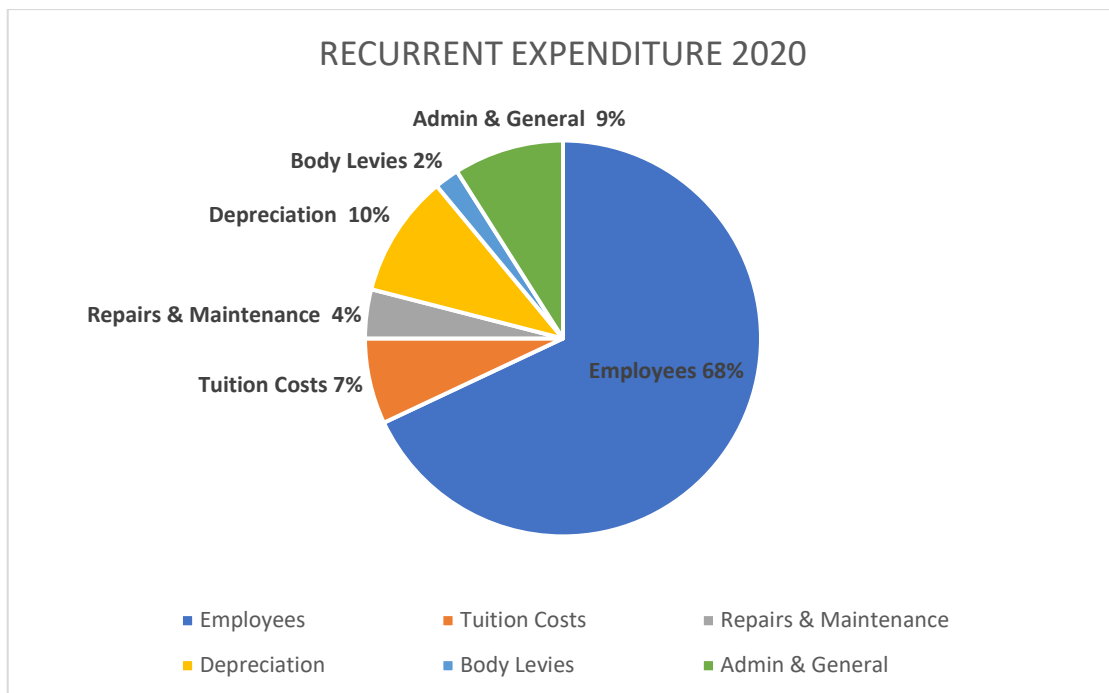


Fees and Levies were lower than forecast in 2020 due to the COVID-19 restrictions on camps, excursions and sport.

Government funding represented approximately 43% 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 2020 by major expense category was as follows:



Employee costs, including salaries, wages, superannuation, and co-curricular expenses represent approximately 68% of all outlays. Labour award increases for 2020 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 2020. 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's on-going facility improvement and maintenance cycle continues to ensure all students from Years 5 to 12 have conditions commensurate to best practise teaching and learning. COVID-19 safety protocols are rigorously followed to enable continued learning during a period of uncertainty.

In addition to ongoing programmed maintenance during 2020 the following improvements were made:

- \$3M renovation of the A-Wing building. The renovation totally transformed eight classrooms with new furniture which facilitates group activities and peer to peer collaboration; including operable walls which double as white boards, large touch screens with remote access for staff and students to project materials and new air-conditioning and to provide learning spaces welcoming of students and staff.
- Renovation of two Science laboratories to meet all learning and safety requirements.
- Increased cleaning and sanitisation of all College facilities to meet COVID-19 requirements and enable student learning.
- Installation of an additional fire panel to enhance fire safety.
- Upgrading of Music classrooms with new furniture and instrument storage to ensure that the learning is central.
- Environmental stewardship is enhanced with the ongoing replacement of lighting to energy efficient LED lights in all areas.
- Student safety continues to be improved with further upgrade of Chatswood Campus security cameras.
- The addition of two outdoor ping-pong tables assist the transition of students into Year 7.
- Environmental stewardship continued at all campuses to ensure the safety of our community.
- Continual ICT expansion and upgrade ensure the maintenance of a 1:1 personal learning device programme and the ability to conduct remote learning (which was actively pursued during the COVID-19 lockdown).
- Updated audio-visual suite in the two-basketball court sized Christian Brothers Centre located at the College's sporting fields at Oxford Falls.
- New and additional signage.

The College's wireless network is constantly monitored and updated and to ensure all services are available to students. Interactive CleverTouch Display panels are available in all teaching areas throughout the Chatswood Campus utilizing ScreenBeam Wireless display technology. The Oxford Falls Campus has a full wireless network allowing access to Chatswood Campus resources, as well as projector screens and 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 40 fully virtualized servers (Mail/File/Print/Database/Intranet/Management etc.)
- 1150 student PLDs
- 120 staff devices
- 12 Blade servers with a 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 both College Campuses
- High speed, redundant, 1Gbps 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

### **Blue Room**

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

### **Treacy Education 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 below)
- 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 2019-20 seasons and the College were able to host games when "AWAY" matches at other venues were washed out.*

## SECTION 10

### ATTACHMENTS

Attachment 1: Enrolment Policy

Attachment 2: Annual Plan 2020 – End of Year Report

Strategic Improvement Plan 2019-2021

## Attachment 1



# 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 <b>Year 5</b> position ➡	When your son has just commenced <b>Year 3</b>
Applying for a <b>Year 6</b> position ➡	When your son has just commenced <b>Year 4</b>
Applying for a <b>Year 7</b> position ➡	When your son has just commenced <b>Year 3</b>

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

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

### All Other Applicants

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

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 Registrar's 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**

Annual Plan 2020 End of Year Report

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Strategic Improvement Plan 2020

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## ANNUAL PLAN 2020 – End of Year Report

STRATEGIC DIMENSION	COMPONENTS AND STRATEGIC INTENT	STRATEGIES	END YEAR COMMENTS	RESPONSIBILITY	WHEN
 <p><b>1. MISSION AND IDENTITY</b></p>	<b>1.1 CATHOLIC IDENTITY AND EDMUND RICE EDUCATION</b>				
	<b>1.1.1 Engaging with the Charism of Blessed Edmund Ignatius Rice</b> Touchstones and the College's Values further embedded in all aspects of College Life enriched by the rich context of the Edmund Rice charism.	1.1.1.1 Adopt and utilise the theme of "Strength Through Support" and the action "Pursue Your Passion" throughout school Masses and liturgies, assemblies, school publications and student activities.	1.1.1.1 Theme embedded in all assemblies, opening Mass and in the student diary the student goals for 2020 use this theme. Year 12 have led multiple online assemblies using the theme. 1.1.1.2 Peer support has also embedded the theme. 1.1.1.3 Year 12 Graduation highlighted this theme as a major achievement of Year 12's leadership.	All staff and student leaders	Terms 1-4
	<b>1.4 FORMATION</b>				
	<b>1.4.1 Faith Formation</b> Strengthen Faith Formation opportunities for all members of the College community.	1.4.1.1 Provide quality and relevant faith forming experiences for staff through Staff Spirituality Day  1.4.1.2 Ensure opportunities for staff through EREA formation programs at career appropriate stages  1.4.1.3 Provide optional opportunities for faith formation for staff and students and parents on some weekends at Workul Koo  1.4.1.4 Ensure the Year Camps encompass spirituality and faith opportunities.	1.4.1.1 Staff spirituality day to be conducted on 8 December centred on the personal vocation and mission of staff. 1.4.1.2 EREA formation program largely postponed or cancelled due to COVID-19. 6 "new" staff attended the online "Call to Mission" program. EREBB international zoom conference attended by various staff. 1.4.1.3 Limited opportunities were held due to COVID-19 and damage to seawall at Workul Koo however there was a Junior School retreat and a Science Staff Retreat in Term 4. 1.4.1.4 Largely postponed due to COVID-19. Year 12 retreats remodelled into 2 days due to HSC trials being moved to later in Term 3. Year 8 Camp and Year 9 Activities integrated spiritual components. Year 10, 11 and 12 had two individual days at Oxford Falls. All days were linked to Gospel Spirituality. Year 12 Retreat concluded with Mass No. 1 Oval.  1.4.1.4 On the Year 6 camp an Ash Wednesday liturgy was held on that evening. Thank you and special intention daily prayers were held at both the Year 5 and Year 6 camps.	Assistant Principal -Mission and Identity  Mission and Identity Team Assistant Principal -Pastoral Care  Assistant Principal -Pastoral Care  Assistant Principal Mission and Identity, in consultation with Year Coordinators and Assistant Principal -Pastoral Care  Head of Junior School and Junior School Curriculum co-ordinator.	Terms 1-4
	<b>1.5 SOCIAL JUSTICE AND OUTREACH</b>				
	<b>1.5.2 Community Service and Outreach Program</b> 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.	1.5.2.1 Conduct PNG Callan Services and Kokoda Immersion  1.5.2.2 Outreach to share our Social Justice Initiatives with other EREBB schools.  1.5.2.3 Continue through our Founders Day supporting our partner schools.  1.5.2.4 Provide feedback to the St. Pius X community regarding social justice initiatives  1.5.2.5 Look to expand social justice opportunities for student participation.	1.5.2.1 Cancelled due to COVID-19  1.5.2.2 Largely cancelled except for EREBB zoom conferences.  1.5.2.3 Founders Day cancelled. Significant funds were still raised to support our partner organisations over \$40,000. 1.5.2.4 Woodchatta and Pius In Profile outlined the College's contribution. Movember is currently being supported. Further work in 2021 on the Touchstone of Justice and Solidarity. 1.5.2.5 Postponed. Winter Appeal and Christmas giving were expanded to assist as many community	Outdoor Education Coordinator and AP Pastoral Wellbeing. Social Justice Coord, AP Pastoral Wellbeing  Mission and Identity Team  Assistant Principal Mission and Identity  Principal and Head of Communications Publications Manager, Mission Team Assistant Principal Mission and Identity	July 2020  Term 1-4  Term 4  Term 1-4



			organisations as possible. Christmas giving to support: St. Mary's Bowraville, Catholic Care, Burdekin Association, Centracare and St. Michael's Meals.		
	<b>1.6 PARISHES AND THE WIDER CHURCH</b>				
	<b>1.6.1 Youth Ministry</b> New models of youth ministry and partnership between the College and parishes developed and supported in strengthening the students' engagement with their Parish	1.6.1.1 Reconsider new approaches to partnering with Our Lady of Dolours Parish and Youth groups 1.6.1.2 Provide information and opportunities through Parish Youth Groups for students eg OLD meals 1.6.1.3 Expand the Edmund Rice Society for students as an opportunity for Youth Ministry.	1.6.1.1 Support for refugee Week with Parish through WInter Appeal incorporating support for JRS. Participation in monthly Youth Mass, until Covid shut down 1.6.1.1 Postponed due to COVID shutdown and recommenced in Semester 2.	Principal, Mission and Identity team Eucharistic Ministers and Mission and Identity Prefects	Terms 1-4
<b>2. LEARNING AND TEACHING</b>	<b>2.1 AN EXPERT TEACHING TEAM</b>				
	<b>2.1.1 Learning Framework</b> 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 Publish the College Learning Framework  2.1.1.2 Extend understandings of the framework at staff meetings, school assemblies and parent meetings as well as staff Professional Development	2..1.1.1 Draft publication prepared and now being reconsidered to incorporate the EREA Liberating Education Research Project which also includes a learning framework. 2.1.1.2.1 Discussion at Subject Coordinators meetings only but this is now a priority for 2021. 2.1.1.2.2 Major school wide developments and improvements to online provision for students. Staff implemented TEAMS, One Note, Office 365, CANVAS, Education Perfect and other online teaching platforms and resources. This has been an area of high achievement.	Assistant Principal - Teaching and Learning. Head of Publications and Communications Leadership Team and Studies Coordinators	Term 1-4
	<b>2.1.2 Teamwork and Collaboration</b> Professional learning opportunities for teachers and teachers' aides which strengthen teamwork, collaboration and sharing of improved classroom teaching strategies.	2.1.2.1 Extend the classroom observations of peer teachers and professional dialogue.  2.1.2.2 Monitor implementation of Faculty Best Practice audit with particular focus on collaboration and moderation.  2.1.2.3 Continue to collaborate on improved pedagogy through Faculty wide discussion on HSC analysis.	2.1.2.2 Faculty Best Practice incorporated with Subject Coordinators PLP Staff Meetings and portions of Staff Days allocated to explicit Faculty Collaboration has continued throughout Term 3 and into Term 4.  2.1.2.3 HSC Analysis – was completed by all faculties. Review and report meetings with Principal and AP Principal Teaching and Learning were cancelled due to COVID.	Professional Learning Coordinator  Assistant Principal - Teaching and Learning and Studies Coordinators	Terms 1-3
	<b>2.1.3 Capacity Building - Coaching and Mentoring</b> Approaches for coaching and mentoring program focused on building teacher capacity implemented.	2.1.3.1 Implement Middle Leaders Growth Coaching professional learning	2.1.3.1 Subject Coordinators have completed the course. And will also undertake a refresher course in 2021 to embed learnings. Dates have been set and bookings made for Year Coordinators and remaining Middle Leaders.	Professional Learning Coordinator and Studies Coordinators	Terms 1-3
	<b>2.3 DIFFERENTIATED TEACHING AND LEARNING</b>				
	<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.	2.3.1.1 Implement the Hess Rigour matrix for all Assessment Tasks from Years 5 to 12.  2.3.1.2 Develop a timeline for implementation of recommendations from LSE Review  2.3.1.4 Increase Teachers understanding of Gifted and Talented through the GERRIC Mini-COGE.	2.3.1.1 Implemented but requires further monitoring. Was reintroduced at Staff Meeting on 16 <sup>th</sup> November to reinforce use and purpose. Next phase is to develop assessment preparation checklist and include the matrix within this. Still in process  2.3.1.2 Discussion are now ongoing between LSE Coordinator and AP T and L to identify priority areas for implementation. Tiered system of support implemented.  2.3.1.4.1 All Teachers have now commenced the mini certificate in Gifted Education run through UNSW. Ongoing training for 2021 has been booked. All teachers due to complete by April 19 2021.	Assistant Principal - Teaching and Learning  Principal, Assistant Teaching and Learning and Learning Support and Enrichment Coordinator Assistant Principal – Teaching and Learning and Library Coordinator M Waterson,	Term 2  Term 1  Term 2 - 4

		<p>2.3.1.5 Introduction of a STEM program into Year 5 which provides the boys with opportunities to explore and discover aspects of Space at their own level.</p> <p>2.3.1.6 Inclusion of a typing program into the weekly homework of all Junior School students that they work through at their own level.</p> <p>2.3.1.7 Further development of the Digital Technologies outcomes from the Science and Technology syllabus involving integration of coding including the use of micro bits.</p>	<p>2.3.1.4.2 Draft discussion paper on SPX Enrichment Progress was developed following 'Think Tank' exercise with Teachers who have completed their Masters in Gifted Education. This has since been introduced to Subject Cos and now to staff and has become a firm proposal for introducing an enrichment program commencing with Year 7 in 2021.</p> <p>2.3.1.4.3 Trial PIP being undertaken by Michele Waterson with a Year 9 and Year 10 student</p> <p>2.3.1.5 Due to Covid 19 and the hands-on approach to the STEM program, it was swapped with an Animal and Plant adaptation unit. The STEM program, Mission to Mars, was implemented in Year 5 in Term 4.</p> <p>2.3.1.6 Typing program was implemented in Term 1. This was successful and will continue into 2021.</p> <p>2.3.1.7 To assist with the introduction of the micro bits, the teachers have begun to use the Grok program to familiarise themselves with coding. Due to Covid, ongoing implementation into 2021.</p>	<p>Professional Learning Coordinator</p> <p>Head of Junior School and Junior School Curriculum Coordinator</p> <p>Head of Junior School and Junior School Curriculum Coordinator</p> <p>Head of Junior School and Junior School Curriculum Co-ordinator and TAS Studies Coordinator</p>	<p>Term 1 and ongoing to 2021</p> <p>Term 2</p> <p>Terms 1-4</p> <p>Terms 1-4</p>
	<b>2.5 LITERACY AND NUMERACY</b>				
	<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>2.5.1.1 Launch and implement the SPX Literacy Plan</p> <p>2.5.1.2 Incorporation of teaching of grammar in the English writing program and literacy studies in the Junior School Year 6 2020 and Year 5 by commencement of 2021.</p>	<p>2.5.1.1.1 Completed and being implemented and monitored through Literacy Coordinator NAPLAN was cancelled, the through the plan, a NAPLAN replacement has been conducted using Education Perfect.</p> <p>2.5.1.1.2 Monitoring and implementation being continued Research action project for Year 10 Min Lit and Num in progress</p> <p>2.5.1.1.3 College Wide Cross Subject Spelling competition has been conducted</p> <p>2.5.1.2 The teaching of Grammar through texts has been implemented into Year 6 from the commencement of 2020. Year 5 trialled this in Term4, 2020. They will be teaching all Grammar through texts in 2021.</p>	<p>Literacy Coordinator</p> <p>Head of Junior School and the Junior School Curriculum Coordinator</p>	<p>Term 1 and ongoing</p> <p>Terms 1-4</p>
<b>3. PASTORAL CARE AND WELLBEING</b>	<b>3.1 STUDENT WELLBEING</b>				
	<p><b>3.1.2 Respectful Relationships</b> The school champions the development of confident, resilient students with a strong capacity for social and emotional learning, engaging with their own learning and enhanced ability to maintain healthy relationships and responsible lifestyles.</p>	<p>3.1.2.1 Reinforce College Mobile Phone and ICT Policies for productive learning and respectful interactions.</p>	<p>3.1.2.1 The Covid 19 shutdown of March- May 2020 and unprecedented movement to online flexible learning tested the SEL resilience of all stakeholders with generally positive and encouraging outcomes for all stakeholders in the SPX learning community.</p> <p>3.1.2.1 Despite the inevitable increased screen learning time, incidence of misuse and return to mobile phone policy has been reassuringly smooth. To paraphrase Hattie (2020) "Keep the mobile phone out of the learning environment."</p>	<p>College Leadership Team Pastoral care (all) staff. Student leaders and advocates</p> <p>All teaching staff</p> <p>ICT Office and Assistant Principal Pastoral Care and Wellbeing</p>	<p>Term 1 –4 with a focus on every interaction and possibility for communication of respect in learning and relationships</p> <p>Term 3 Ongoing</p>

		<p>3.1.2.2 Use the College Diary to promote positive educational psychology in learning and life</p> <p>3.1.2.3 Both staff and students model a culture of thoughtful inclusion, care and support for the wellbeing of the other.</p>	<p>3.1.2.1 Implementation of Cyberhound audits of student blocked access to websites deemed dangerous, illegal or inappropriate, on any server instigated.</p> <p>3.1.2.2 The College Diary provided a welcome source of positive education and holistic wellbeing relational structure in the absence of face-to-face learning.</p> <p>3.1.2.3 Consistent support, empathy and consideration of the other was in evidence from leadership communication, to staff, student leader and student body interactions and learning</p>	<p>Year Coordinators, Pastoral Care staff and PDHPE Department.</p> <p>Pastoral Care staff, Year Coordinators, Counselling Team, Leadership Team</p>	<p>Term 1 Online Learning period Term 2-4</p>
	<p><b>3.1.3 Student Leadership</b> All students are empowered to exercise an active voice to engage in a variety of distributed leadership opportunities with the capacity to effect positive outcomes.</p>	<p>3.1.3.1 Students are encouraged to access opportunities for leadership and voice throughout the Pastoral Care program: The Student Leadership Team and portfolios, Co curricula activities, House Vice Captaincy, Peer Support and Mentoring, Student Wellbeing Empowerment Teams, the student RAP team, Kokoda, Callan Services Immersions, Edmund Rice Society and Social Justice Immersion Team advocacy.</p> <p>3.1.3.2 increase the leadership opportunities and the voice of the Junior School class captains, as well as the sports captains and vice captains on a Thursday.</p> <p>3.1.3.3 Include student voice in forums and consultations processes.</p>	<p>3.1.3.1. In the absence of many of our Outreach Leadership opportunities our Student Leadership Team were exemplary leading the College through “Pursue your passion”, “ANZAC day”, “Mothers’ Day” and “Reconciliation week” Assembly online videos. The Year 9 Poster recognised by CSNSW and Indigenous Veterans Association was another example. Peer Support and Mentoring students contributed positively, and House Vice Captains and Edmund Rice Society Winter Collection. Students stepped up in a very different 2020 House Cup. Year 10 Student Empowerment Team led 2020 House Table Tennis Competition</p> <p>3.1.3.2 - The sports captains and vice captains oversee the allocation of sporting equipment at Oxford Falls. Junior School Class Captains are organising the prayers for weekly online merit assemblies. Due to Covid 19, the Class captain meeting did commence in Semester 2. Ongoing meetings are occurring with the sports captains allocating sporting equipment.</p> <p>3.1.3.3 The Harmony Day, Reconciliation Indigenous Touchstone Banners were created by our Cultural Student Leaders and our Student Reconciliation Action Plan Team. Committee led our submission of a Narragunnawali RAP 2019 – 2020 and Reconciliation NAIDOC Assembly to celebrate is ratification. The Student Leadership Team 2020 discernment process was conducted culminating in a day of strategic planning, Speechcraft Course and Investiture Assembly online. Wellbeing Wednesday led by distributed student leaders throughout school. St Pius X was represented at Chatswood Garden of Remembrance Day Ceremony by Year 5 Class Captain, Year 9 Sports Vice Captain, College Captain &amp; Vice Capt.</p>	<p>College Principal, Asst Principal Pastoral Care and Wellbeing Year 11/ 12 Coordinators Year Coordinators, Sports Masters Peer Support Coordinators College Counsellors and Wellbeing Teams</p> <p>Student Empowerment Teams</p> <p>Principal and Head of Junior School Junior School staff and leaders</p> <p>RAP Team Student- Staff Diary Planning Committee Old Boys Association and Speechcraft Facilitators, Assistant Principal Pastoral Care and Wellbeing, Year 11 Coordinator</p> <p>Student Leaders</p>	<p>Term 1 with set up leadership structures and student groups for the year. Term 3 –4 with induction of 2021 Student leadership Teams and commencement of responsibilities. Semester 2 and 2021 Terms 1-4</p> <p>Term 4</p> <p>Term 1-4</p> <p>Term 1 –2 Throughout Year Term 4 Term 3 – 4</p> <p>Term 4</p>
	<b>3.2 PROGRAMS AND STRUCTURES</b>				
	<p><b>3.2.1 Positive Learning Behaviours</b> Positive learning behaviours are modelled and promoted across the school community.</p>	<p>3.2.1.1 Whole school growth mindset towards student leadership and autonomy of learning</p> <p>3.2.1.2 Use of the College Diary PERMAH+ strategies, Learning Coordinators, Support and Enrichment, Staff</p>	<p>3.2.1.1 Growth Mindsets were deployed to positive effect in our March – May shutdown period of online learning which demonstrated empathetic resilience from our students, staff and college community. Autonomy of learning demonstrated through both synchronous and asynchronous online “Flexible” learning outcomes.</p> <p>3.2.1.2. Student Diary Planner and PERMAH+ Positive education strategies promoted by Professor Martin Seligman were employed to positive effect in online</p>	<p>College Leadership Team, Year and Subject Coordinators, all staff and students contributing across the school community Counselling Team</p> <p>Year Coordinators Pastoral Care Teams</p>	<p>Establish learning patterns Term 1 across all learning interactions. Assessment of and for learning Term 1-4</p>

		learning PD and James Fellowship grants modelling expert learning and facilitation of learning.  3.2.1.3 Focus on the National Day Against Bullying and Violence - Harmony Day on positive behaviours.	learning. No James Fellowship was possible again this year, however Ron Ritchhart's visible learning strategies from CSO Inservice are integrated in our pastoral care and learning protocols in the absence of the benefit of a Ground Zero, Harvard, PD. 3.2.1.3.1 The focus on "active RESPECT for all" was carried forward from NDAABV – Harmony Day, spanning our isolation online learning period, to National Reconciliation Week May – June 2020. RUOK Day and NAIDOC Week.	Counselling Team  All Pastoral Care Staff, Teaching staff, Student leaders, Peer support and Mentoring students	Terms 2,3 &4 Summation of Learning  Term 1-4
4. A CATHOLIC WORKPLACE	<b>4.1 AN EXPERT OF PROFESSIONALS</b>				
	<b>4.1.1 Professional Standards - Pedagogy</b> AITSL standards utilised in conjunction with Personal Learning Plans (PLPs) to improve the effectiveness of all teachers	4.1.1.1 All teaching staff to develop Personal Learning Plans related to their professional learning and the AITSL standards.	4.1.1.1 Put on hold and need to be reintroduced Individual Teachers professional Learning plan template has been installed in CANVAS.	Professional Learning Coordinator AP Teaching and Learning	Terms 1-4
	<b>4.2 CAPACITY BUILDING THROUGH PROFESSIONAL LEARNING</b>				
	<b>4.2.4 Self-directed Professional Learning</b> 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.	4.2.4.1 Encourage teachers to engage in a variety of professional learning opportunities.  4.2.4.2 Ensure that all teachers are informed of the opportunity provided by the SPX Professional Learning Grants.  4.2.4.3 Ensure that all teachers are informed of the opportunity provided by the SPX James Fellowship.	4.2.4.1 Most face-to-face professional learning replaced by Webinars, Zoom and Teams meetings  4.2.4.2 Applications for SPX Professional Learning Grants to be made available early Term 3 Applications received and eight SPX Professional Learning Grants offered to teachers for 2021. 4.2.4.3 Applications for SPX James Fellowship to be made available early Term 3 To be discussed due to COVID-19 restrictions on overseas travel SPX James Fellowship on hold for 2021 due to restrictions on overseas travel.	Staff Services and Compliance Coordinator  Assistant Principal – Teaching and Learning Professional Learning Coordinator	Terms 1 to 4
	<b>4.3 WORKPLACE CULTURE, HEALTH AND SAFETY</b>				
	<b>4.3.2 Safety Culture</b> Staff trained in and compliant with all mandated Child Protection and Workplace Health and Safety requirements.	4.3.2.1 Mandatory training on Staff Learning System through CompliSpace for: Child Safeguarding; EREA Code of Conduct; Student Duty of Care; WHS; Bullying – Prevention & Management; Privacy; Complaints Handling.  4.3.2.2 Training for all staff by professional instructors: CPR & First Aid; Evacuation & Emergency.  4.3.2.3 Concussion training for all sports coaches .	4.3.2.1. Modules for: Child Safeguarding; EREA Code of Conduct; Student Duty of Care; WHS; Bullying – Prevention & Management, completed in Terms 1 & 2. Modules for: Privacy; Complaints Handling, scheduled for Term 3. Mandatory training completed by all staff. 4.3.2.2 Training for all staff scheduled for 9 Dec 2020. Training for those going on Y11 Snowy Mts Hike scheduled for 20 November 2020. Term 4 Snowy Hike cancelled. Training 20 November for Maintenance and ICT Staff. 4.3.2.3 Postponed till 2021 due to COVID-19 Concussion training replaced with COVID-19 training.	Staff Services and Compliance Coordinator  Resources and Facilities Coordinator Senior School Sportsmaster	Terms 1-3  Terms 1 & 3
5. STEWARDSHIP AND SUSTAINABILITY	<b>5.1 BUILDINGS, FACILITIES AND BUILT INFRASTRUCTURE</b>				
	<b>5.1.1 Facilities Master Plan</b> 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.	5.1.1.1 Complete and integrate the development in C Wing in other developments of both A and B Wing.  5.1.1.2 Prepare and lodge Development Application for a Learning Hub of classrooms on 39-41 Anderson St Chatswood. 5.1.1.3 Further develop the College Master Plan for the Chatswood Campus through TKD Architects and consult with the community of parents, staff, students and neighbours.	5.1.1.1 Architects completed plans for A Wing refurbishment and Farrington Constructions commenced on 14 November. Designs for B Wing have been developed.  5.1.1.2. DA lodged. Responding to Council feedback over many months. The College architect continues to work with Council. EREA Board approval has been granted subject to DA approval. College is ready to proceed to tendering and building phase once DA is approved. 5.1.1.3 Master Plan development on hold pending negotiations with Diocese and Parish regarding land.	Business Manager and Resources & Facilities Coordinator. Property Committee, Principal Property Committee, Principal	Term 1 - 4  Term 1 - 4

	<b>5.2 FINANCIAL SUSTAINABILITY AND AFFORDABILITY</b>				
	<b>5.2.1 Sustainability and Changes in Funding Levels</b> Long-term financial sustainability of the College is maintained in the context of changes to educational funding.	5.2.1.1 Prepare long term forecasts of likely financial outcomes. 5.2.1.2 Further develop the College 10year Financial Plan based on future funding predictions and inclusive of building projects. College Business Continuity Plan completed.	5.2.1.1 DMI scores have been received. This information needs to be incorporated into the forecast along with the immediate and longer-term effects of Covid-19. 5.2.1.2 Long term forecasts were presented to Finance Committee and EREA.	Business Manager and Finance and Risk Committee	Term 1-4
	<b>5.3 ENVIRONMENTAL RESPONSIBILITY</b>				
	<b>5.3.2 Environmental Management Plan</b> An environmental management plan researched, developed and fully implemented.	5.3.2.1 Further develop the College’s Environmental management Plan to include 4-star green ratings for all new developments. 5.3.2.2 Seek further Environment initiatives in College facilities. 5.3.2.3 Add solar panels at Oxford Falls	5.3.2.1. 4-star green rating design elements have been incorporated into the design of the Learning Hub.  5.3.2.2 LED lights for both Chatswood and Oxford Falls have been installed. 5.3.2.3 Agreement in place to install solar panels at Oxford Falls early 2021.	Property Committee	Term 1 - 4
	<b>5.5 RISK MANAGEMENT</b>				
	<b>5.5.1 Risk-aware Culture</b> The College has a well-established risk-aware culture minimising the occurrence and impact of risk.	5.5.1.1 Fully complete implementation of CompliSpace. 5.5.1.2 Revisit the College’s implementation of the EREA Risk Framework.	5.5.1.1.1 Fully implemented and complete 5.5.1.2.1 Whole school management in place for Covid-19. All protocols and procedures in place. Emergency plans in readiness in the event of a positive test. 5.5.1.2.2 Risk framework is progressing – more work to be done.	Leadership Team Finance and Risk Committee	Term 1 - 4
<b>6. STRATEGIC LEADERSHIP AND PARTNERING</b>	<b>6.1 COLLEGE COMMUNITY ENGAGEMENT</b>				
	<b>6.1.1 Consultation and Communication Strategy</b> The College’s overall communication and consultation strategy is meaningful and timely and engages parents, staff and Board in dialogue, consultation and communication.	6.1.1.1 Conduct a Consultation process with parents, students and staff to review future educational needs in relation to school facilities and resources. 6.1.1.2 Launch new College website and APP.	6.1.1.1 Publication of planned building upgrades - “C” Block, “A” Block and regarding DA for 39-41 Anderson St.  6.1.1.2 New website and APP launched in Term 1.	Principal, Leadership Team and Property Committee  Head of Publications and Communications and Publications Manager	Terms 1-4  Term 1
	<b>6.2 STRATEGIC PARTNERING</b>				
	<b>6.2.1 EREA Networks</b> Professional learning networks are fostered and developed across the EREA community.	6.2.1.1 Host EREA Staff Day.  6.2.1.2 Seek opportunities to host EREA Principals and leaders’ gatherings throughout the year. Such as hosting EREA Board, Principals’ Meeting and Professional groups.	6.2.1.1 Scheduled for Term 3 Day 1 2021  6.2.1.2 Both EREA Principals and Deputy Principals meetings for Term 1 2021 scheduled.	Assistant Principal - Teaching and Learning, Professional Learning Coordinator Leadership Team	Postponed to 2021
	<b>6.2.2 Post-school Partnerships</b> Post-school education and partnering is fostered and supported with students and former students actively engaged with local industry, commerce and vocational links.	6.2.2.1 Foster partnerships and increase involvement of ex-students and parents as a resource for student learning and vocational links.	6.2.2.1 Visitors unable to come to the school for most of 2020. Enrolment tours conducted in November and December.	Career’s Coordinator, Principal, Studies Coordinators	Terms 1-3
	<b>6.2.4 Relationship with the Diocese and Parishes enhanced.</b> Liaison and sharing resources and services with local Parishes, the CSO and the Diocese fostered and facilitated.	6.2.4.1 Engage with the BB Diocese and particularly with new Bishop Anthony Randazzo through College Opening Mass, Lenten Mass for Project Compassion, invitations to the College. 6.2.4.2 Liaise with Diocese, Parish and Chatswood Catholic Precinct Committee on development of Chatswood site 6.2.4.3 Publish and promote K-12 pathway for boys and girls across Our Lady of Dolours Primary school, Mercy College and St Pius X College.	6.2.4.1 Bishop Randazzo celebrated opening Mass. College hosted Project Compassion launch within the Diocese. College represented at all Diocesan educational celebrations. 6.2.4.1 Attended online Diocesan gatherings for Principals and Board Chairs in December. 6.2.4.2 To be reconvened 2021  6.2.4.3 Documentation drafted in partnership.	Leadership Team, Mission and Identity Team.  Principal, Property Committee  Principal, Publications Manager	



	<b>6.4 GOVERNANCE</b>				
	<b>6.4.1 Governance Compliance</b> The College governance structures policies and procedures comply with Government legislation and requirements.	6.4.1.1 Undertake NESA Registration and Accreditation processes and external NESA Inspection. 6.4.1.2 Complete census/ NCCD Audit of Special Needs student funding.	6.4.1.1.1 NESA Inspection largely completed and Registration and Accreditation achieved.  6.4.1.2.1 Census / NCCD audit completed successfully with a minor adjustment to the number of students with Visas.	Leadership Team  Learning Support and Enrichment Coordinator, Assistant Principal - Teaching and Learning and Business Manager.	Terms 1-2  Term 1
	<b>6.4.2 Alignment - College Board and EREA</b> 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.	6.4.2.1 Revise College Board Handbook and aligned with EREA policy.  6.4.2.2 Ensure College Strategic Plan is consistent with and inclusive of EREA Strategic Plan and directions. 6.4.2.2 All new Board members and Committee members to undertake Induction Processes with the College and with EREA that include training in Governance	6.4.2.1 EREA are yet to publish new version of The Design for College review of its own Handbook.  6.4.2.2 Completed  6.4.2.2 Major aspects completed but further to be done with EREA.	Principal, Board Chair  Leadership team and College Board  Board Chair and Principal	Term 1  Term 1  Terms 1-2



# ST PIUS X COLLEGE

## CHATSWOOD

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

## Strategic Improvement Plan **2020 - 2022**



*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**

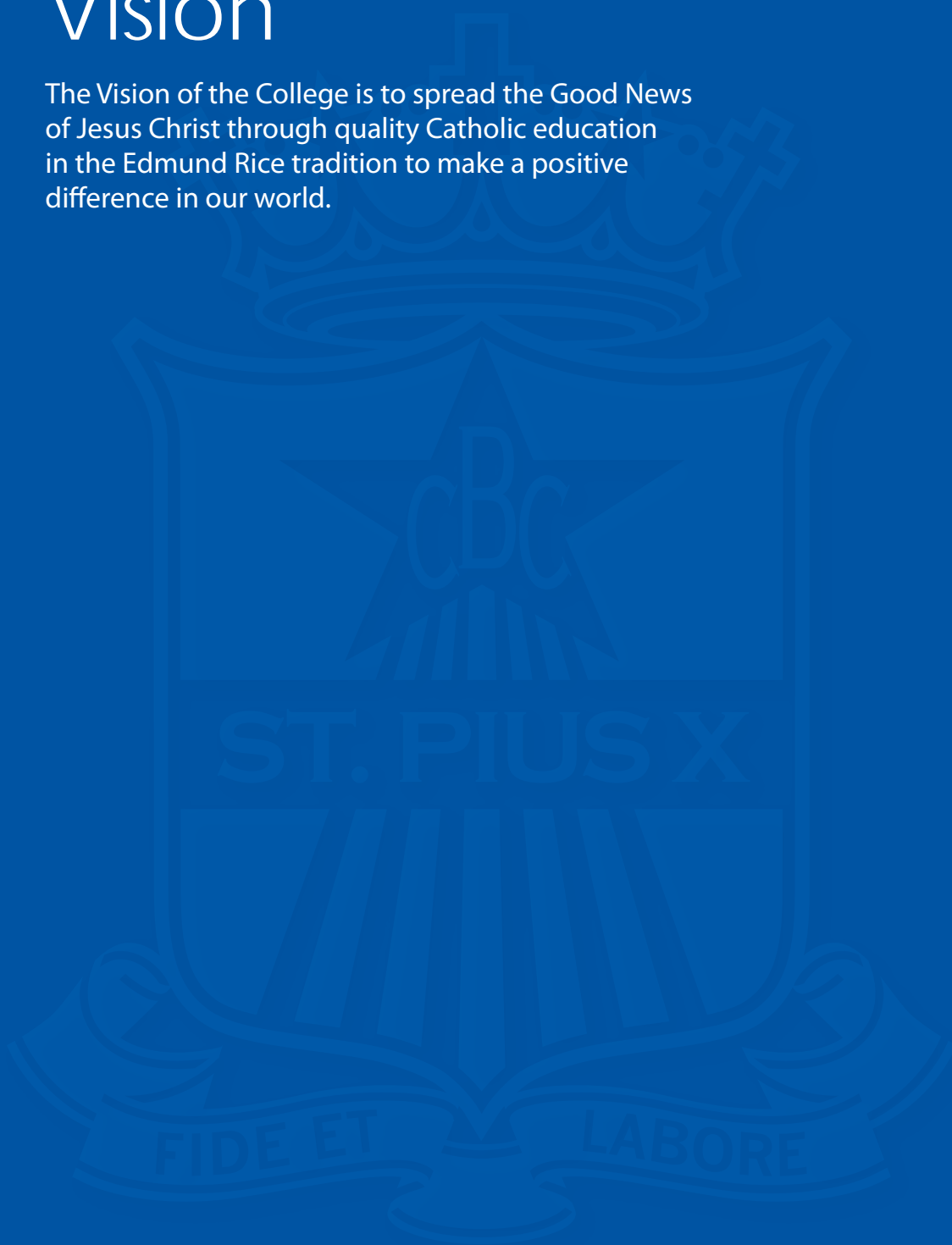


# Mission

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

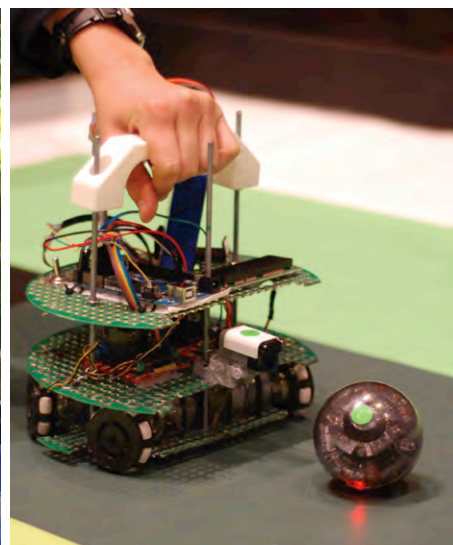
FAITH

EXCELLENCE

OPPORTUNITY

RESPECT







# 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 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.

**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*



**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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