



ST PIUS X COLLEGE
CHATSWOOD

Annual Report

2021



'fide et labore,
THROUGH FAITH AND HARD WORK

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MESSAGES FROM KEY SCHOOL BODIES

From the Principal

Introduction

We were challenged by many surprising events in 2021, which proved to be one of the most demanding years in the College's history. The slogan developed by Year 12 for 2021 was: *Better together – motivate your mate!* As always, we were guided by the Touchstones of EREA, Gospel Spirituality, Inclusive Community, Liberating Education, and Justice and Solidarity.

Liberating Education

The College achieved excellent results achieved in the HSC of 2021. The Dux for the year was James Scaiff, who achieved the outstanding ATAR of 99.4 and was nominated as a *State All Rounder*. After James were another six students who achieved highly commendable ATARS of 98 or above. There were five boys in the Top All Rounders List: Angelo Fernando, Thomas Hopkins, Joshua Jones, James Scaiff and Thomas Van Dyke (awarded posthumously). In total, there were 131 mentions in the Distinguished Achievers list. Max Leo, an accelerant student, was first in New South Wales in the very demanding Advanced Mathematics Course, achieving full marks in it, and Thomas Cooper was ranked seventh in the State for Industrial Technology.

Twenty-five percent of the HSC class gained ATARs above 90, with 10 percent gaining ATARs above 95, which ranks them in the highest levels of the state, especially creditable as we are an academically non-selective school. As we so often find, the top students are also highly involved students – active in music, public speaking, debating, sport, peer support and peer mentoring. They were ably led in this respect by an excellent Captain in Liam Chang and Vice-Captains Alec Ramsbottom and Nicholas Ward, who all achieved ATARs above 90 while performing many public duties over the year.

We celebrated a range of student successes in 2021, including Year 12 student, Luke Massa, who was selected as an award winner in the 2021 Science Teachers' Association NSW Young Scientist Awards for his Science extension project. Many Year 12 students in 2021 received early offers to further their studies. Mitchell Hayes received an offer to attend the prestigious National Art School (NAS) in Darlinghurst. Other High Achievers from the Class of 2021 were nominated for special Merit Awards: Alec Ramsbottom, Drama for OnSTAGE; Ben Giles, Music for ENCORE; Reece Williams, Design and Technology for SHAPE 2021; and Thomas Cooper, Industrial Technology for SHAPE 2021.

The year saw strong NAPLAN results in a new online format that allowed for questions tailored to individual student ability rather than the one set task that was completed by all. Overall, it was pleasing to note that the College is well above state averages and that the data is invaluable in determining future directions for teaching and learning.

My thanks to Mr Mark Casey, Mr Sean Brannan, Mr Paul Ticli, Mr Joe Lynch, Mrs Sam Iwatani, Mr Tim Long and particularly the Principal's Assistant, Mrs Ann Brady, for allowing me the opportunity to take my Long Service Leave in Term 2. I left with confidence that the school was in very safe hands.

Much was able to be completed during the year despite lockdown interruptions. EREA Principals held a conference onsite on 23 March. Staff completed a Mini-Certificate of Gifted Education during their allocated Professional Development time. We also had a concert on 25 March as well as a very successful Open Day, despite teeming rain, on 20 March. The break between Terms 2 and 3 saw the beginning of a new phase in the local manifestation of COVID-19, known as the *Delta Variant*. One of the last school events to go ahead was the *Red Dirt Excursion* to the Central West. On 26 June 2021 Sydney entered Lockdown, and the restrictions for schools extended through to the return of Year 12 on 18 October. We also had to cancel our other tours and sporting events. Once again, this tested the resilience of students, parents and staff as activities that had long been planned were cancelled.

Our first College Sports Assembly after 22 weeks occurred on Friday, 5 November. Such regular assemblies, whether online or as a whole school event in the open, were important in maintaining our sense of community. They were very ably conducted by our College Sports Master, Mr Matthew Stearn, who introduced the many extracurricular participants in a variety of fields to the whole school. Great credit goes to our College House Captains, Patrick Moore (Barron), Benjamin Ferguson (Rice), Frederick Braddock (Purton) and Dominic Panozzo (Treacy), who generated great enthusiasm for what sports were on offer, despite the very trying circumstances, regularly taking their turn to talk on camera to the College community in our weekly Assemblies. Similarly, our Cultural Prefects, James Baldock, Charlie Hamill, Liam Kinna and Ashley Johnson, maintained their enthusiasm through the many cancellations and variations that marked the year.

Extended lockdowns are particularly challenging as the College fosters a holistic education that involves direct contact in a range of areas. There were some especially significant threshold moments as the government enacted new rules in response to the pandemic. These applied particularly to Year 12 as their key events – the Trial HSC, Graduation and the HSC – approached. Our Learning Prefects, Angelo Fernando, Aiden Lorking and Charlie Jackson, worked hard to encourage an academic atmosphere across the entire school. We were told that Year 12 would return to class on 16 August, so careful plans were put in place for the allocation of staff, rooms and general resources for the Catholic Schools Trial. Then, with a week to go before this planned return, we were told that Year 12 would not be on site at that date, and so new plans had to be made, and eventually the Trial HSC and other key educational assessments were completed online. During Lockdown, we maintained focus on the mental health of staff and students. Initiatives such as the online staff fitness program and online Boxercise, as well as online social gatherings, gave people an opportunity to meet and exchange experiences in a mutually supportive environment. The IT skills refined in 2020 greatly assisted us.

The Year 12 students were particularly impressive in the way they addressed the very practical issues of exams and leading the school. They gave excellent advice about the equity of online exams, the need for security and the need for equal access to technology. Furthermore, there was excellent feedback from parents and staff, so the final plan for the Trial HSC online was a result of excellent input and consultation – which was a feature of the year. Another feature of this time was the excellent Year 12 presentations at online assemblies.

Once again, there were many detailed updates to take into account in our operational planning. Year 12 was allowed back but under strict rules. We had to keep track of an evolving situation and remain flexible in our responses. Foremost in our minds were our concerns for the safety and wellbeing of all our community and listening to feedback from all members of the community.

Management of the College has become increasingly complex. In this regard, I am most grateful to the College Leadership Team who meet weekly to review the management and policies of the school. In addition, the College Council (previously known as the College Board) is a source of wise advice – in particular, the various subcommittees that meet regularly. I wish to acknowledge the great work done by the College in overseeing its strategic direction. I thank the outgoing members, Mrs Yvette Boulos and Mr Scott Larsen, and the ongoing leadership of the Council Chair, Mr Brian Populin.

Other groups that are a vital part of the College community include the P & F, led by Mrs Sarah Gillard, who show their support in many practical ways, such as providing gifts or breakfasts to teachers in recognition of their work.

The year has seen significant changes in staffing. Some staff have chosen to retire from teaching completely while others are moving on to other career opportunities.

Gospel Spirituality

From the Opening Mass through to some difficult events, the Parish Priest, Fr David Ranson, was a tower of strength to us all. He clearly demonstrated how interested and committed he is to the school as part of the Catholic education community in Chatswood. Fr David was called upon to preside over the sad occasions of the funerals of both Tom Van Dijk (Year 12, 2021) and Liam Vinci (Year 12, 2020), as well as masses and other events, such as our own Year 12 Graduation. His ministry demonstrated the Gospel values of Faith combined with wisdom and compassion. We were fortunate to have him and his assistants, Fr Joseph Frez and Fr Aldrin Valdehueza (who was newly ordained in October 2021). All three priests were supportive of the College community during a very sad time. Bishop Randazzo took the initiative to meet online with our Year 11 students, along with all other Year 11s, as they commenced their Year 12 Studies for 2022. We were also delighted that a former student, Bishop Peter Ingham (SPX 1955), came to celebrate Mass for teachers on their Spirituality Day in December.

The College is an authentic Catholic school in the Edmund Rice tradition. We celebrate whole-school liturgies on such important occasions as Ash Wednesday, our Opening and Closing Masses, and other events. Classes, assemblies, and meetings begin with prayers, often with the much-appreciated support of the Mission and Identity team.

A welcome addition to our religious images came on 11 November when the Principal of MacKillop Warnervale, Mr Steve Todd, presented the College with a painting entitled 'Waterford Dreaming' – a tribute to Edmund Rice.

Inclusive Community

It was a significant year for Catholic schools as we celebrated 200 years of educating young people in Australia. This was also an opportunity for us to recognise our fellow EREA school, Lewisham, which marked 130 years of operation. Within our own community, I was pleased to attend when the classes of 1955, 1956

and 1957 came together in a wonderful acknowledgment of their time here. In that group were three bishops, Bishop Barry Collins (RIP), Bishop Michael Malone and Bishop Peter Ingham. Bishop Peter Ingham attended the reunion. We were also proud to acknowledge the entry of an ex-student, Daniel O'Kelly (SPX 2013), into the Seminary to study for the priesthood.

Another aspect of the community here is our stewardship of the physical site on which we stand. We have completed extensive classroom renovations of C and A Wings, and 2021 saw the progress of a similar program for B Wing. Also, the exciting development in Anderson Street of our Learning Hub is progressing. This environmentally sustainable development will give us a great opportunity to use the Chatswood site in a way that reflects the demands of a modern education system. The College is very conscious of the need to protect the environment as much as possible. And to this end we have installed full solar power at the Treacy Centre at Oxford Falls.

Particularly tragic were the deaths of two young men with current ties to our community. Thomas Van Dijk from the 2021 Year 12 class passed away most unexpectedly on 22 August. We also heard of the sad news of the death in a car accident of a fine young man from the Class of 2020, Liam Vinci. Liam was an excellent student. Both his brother and his father had attended the College.

Tom Van Dijk is commemorated at the College with a plaque at both the Prayer Garden in the Chatswood Campus and at Oxford Falls. A new award, the *Thomas Van Dijk Spirit of St Pius Award*, was inaugurated to recognise the contribution of this highly placed senior student who had the respect of all. Our special guests at the Year 12 Graduation, Mr and Mrs Van Dijk, were able to present the inaugural Tom Van Dijk Spirit of St Pius Award to its first recipient, Austin Cleary.

One theme stood out from the many speeches and accolades at the Graduation ceremony – the way the Year 12 cohort had come together as a group in the face of adversity to support one another. This mutual support went a long way towards them developing the resilience they displayed in overcoming adversity. The many challenges, but also the shared successes of the past two years reinforced the bonds of friendship and care which are a mark of the College's senior years. It was very pleasing to celebrate the successes of the cohort despite them having to negotiate the difficulties of two extended years of COVID-19.

Justice and Solidarity

The College continued to support a range of charitable programs, including the Matthew Talbot Hostel and the College's Christmas Appeal, although scaled back slightly due to COVID-19 restrictions. Nevertheless, we were able to donate significant amounts of money to each charity, with approximately \$36,000 raised and donated. Each Year Group took charge of putting together donations and presents for a variety of organisations, including St Mary's Bowraville, French's Forest Parish, Centacare and St Michael's Meals. In addition, we supported groups, including Centacare, Edmund Rice Camps, Edmund Rice Beyond Borders and Wheelchair Sports.

The College actively supports Indigenous Reconciliation and continues to maintain a number of programs as part of our regular calendar of events – regrettably truncated this year due to Lockdown. We were, however, able to conduct our Red Dirt Immersion Tour in the middle of the year, just before Lockdown restrictions

came into force. I was fortunate to be able to join this myself and witness the many positive interactions that occurred on the journey.

Remembrance Days on ANZAC Day and 11 November are important ceremonies that maintain a sense of community. We hold our own service here at the College as well as sending representatives to local services. Other activities to promote community health included *Wellbeing Wednesday*, led by our Wellbeing Prefects. The positive feelings generated by the celebrations of such inclusive events as Chinese New Year provide opportunities to foster a sense of harmony in the College. An important part of our social focus has been to foster respectful gender relations in the College. International Women's Day on 7 March was marked in purple with the theme *Choose to Challenge*, with staff and students pledging to assist in making the world a more equal place. The Assembly was co-led by the student leadership teams from both St Pius X and Mercy Colleges. This theme of respect for women was extended live when we returned to school in Term 4 and the College celebrated White Ribbon Day.

We were also honoured to have Ms Brenda Timp, Principal of Mercy College, student representatives and Mercy Sisters associates attend our Anti Bullying Assembly on 19 March. Three Australian Mercy Sisters, Joan Doyle, Jackie Ford and Patricia McDermott, all former teachers at Mercy College and St Pius X College Chatswood in the 1970s, along with Mrs Mary Rajca (a parent of ex-students at the College) who is a Mission Educator for the Sisters of Mercy and former student at Mercy (1972) toured both schools on Monday, 3 May. They met with staff and students, sharing their stories and memories of their time at Chatswood, as well as in South America where they established a Mission in the shanty town of Candela in Lima, Peru, in 1994. Both schools hold Mother's Day stalls annually to support the women of Candela.

Conclusion

Two thousand and twenty-one was a year like no other, however, the College community displayed its resilience in the face of much adversity. The key message to all is that we are able not just to survive but to succeed within the most difficult of times with the care and support of our Faith, the people around us and the traditions laid down by nearly 85 years of operation as a Catholic Boys' School.

Mr John Couani
Principal 2021

From the College Council

The past two years have truly been unprecedented with COVID-19 upending life as we knew it. I wish to express the Council's sincere thanks to the College community, the College staff and Leadership Team for their strength and resilience and the way they supported each other and our boys through these remarkably difficult years.

This year there was a special focus by EREA with a review of *The Design*. Amendments to *The Design* (2021) included changing the name of 'College Board' to 'School Advisory Council' and clarifying the governance, supervisory and advisory roles of the School Advisory Council within the overall EREA governance structure.

The School College Advisory Council has a strategic and advisory role of supporting the College's authenticity as a Catholic school in the Edmund Rice tradition and to remain sustainable into the future. The Council works collaboratively with the Principal and EREA 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 Council remains committed to ensure the fees remain as affordable as the College can sustain while allowing for increases in education costs and the ongoing requirement for maintenance and upgrading 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 which promotes respect for each other's uniqueness and differences.

We also acknowledge the wonderful contribution to College life of the Old Boys Association lead by Mr Jeffrey Clarke and the Parents & Friends Association lead by Mrs Sarah Gillard.

As Council Chair, I would like to thank our Council and Committee members for their generous service to College governance over 2021. I would particularly like to thank retiring Council members Mr Scott Larsen and Mrs Yvette Boulos for their valuable contribution to the Council and the College. We also welcomed new Council member Mr Chris O'Donnell.

In closing, the Council thanks the community of parents and families for the support they 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 2022 with hope; hope for the future and good health for all.

Mr Brian Populin

School Advisory Council Chair, 2021

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 Staff *Thank You* 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 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/Carers is primarily done through P&F meetings held each term, where we facilitate presentations from staff to the parents on topics such as Wellbeing, Technology, College Campus upgrades, Staff Learning and Development focuses, and Student Enrichment programs including the Kokoda Expedition and Immersion experiences. We have guest speakers talk 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 to cease from collecting the P&F Levy to provide further financial support during the COVID-19 pandemic. In 2021 the levy was reinstated to positive feedback from the community as fundraising was still difficult due to COVID-19 restrictions continuing. Traditionally such funds supported the College across a wide spectrum of areas: capital works; school requests such as funding for guest speakers to present to the students; Robotics equipment and Immersion opportunities (following restrictions being lifted).

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. We look forward to the year ahead and being able to join again in person for our community events.

Mrs Sarah Gillard
P&F President 2021

From the Student Leadership Team

Throughout the course of 2021, the St Pius X College Student Leadership Team remained resolute despite a myriad of challenges that were presented to the Year 12 cohort of 2021, the entire student body and the school community. The COVID-19 pandemic continued to prevent many events from going ahead, making it difficult for all students as we went back to remote learning. Through the theme of "Better Together", devised by the Student Leadership Team, the College was able to be united as a strong and courageous community that was willing to take on these challenges together head-on. Accompanying our theme was

the catchcry of “Motivate Your Mate”, which aimed to encourage all students to support each other to stay motivated about their schoolwork, sport and other passions during what was a tough couple of months in lockdown. Not only were the Student Leadership Team the driving force behind promoting these important messages, as well as the ideals of our College motto, *Fide et Labore*, but they were also an integral part of the functionality of the College throughout their tenure of leadership.

The Student Leadership Team operates in six parts which form one unified group of young men that strive to instil positive change within the College community. Non-elected Year 12 students are able to assign themselves to a portfolio of their choice to provide support and assistance to the prefects of that portfolio. The majority of Year 12 continually demonstrated their support of the student leaders by participating, organising and supporting initiatives run by the Student Leadership Team. The bond shared within the Student Leadership Team and the Year 12 cohort justifies the success we had in engaging and supporting younger students during periods of remote learning.

The Academic Prefects provided support and motivation regarding studies and learning for the entire College in both online and face-to-face environments. Several times throughout the year, the Academic Prefects provided study tips, good eating habits and advice for students via simple, inspiring videos that allowed students to feel connected to the College, even when learning from home.

The Cultural Prefects – the captains of performing arts and language – made a long-lasting impact on the artistic and musical life of the College. They worked hard to encourage students to pursue their passion for music, drama and language and aimed to involve students from all year groups in these areas, whether at school or during the lockdown period.

The Mission & Identity Prefects played an integral role in the spiritual life of the College, helping promote the values of our Catholic faith in a modern-day environment. Their constant presence at Friday morning assemblies placed a heavy focus on the key values we learn as young Catholic men striving to promote social justice, equality and peace in both our local community and on a larger, global scale.

The House Captains, or Sport portfolio, played a vital role in our mission to inspire the student body to motivate their mates throughout 2021. The year kick-started with the Swimming Carnival and the House Captains made sure it was competitive whilst also providing fun and humour to the day’s events. Their constant reminder to stay active was reinforced by their own sporting involvement and competing in both college and representative teams. Fortunately, the 2020 Tokyo Olympic Games that had been postponed for a year gave the House Captains the perfect way to encourage younger students to stay active, enjoy their sport and get out for some sunshine after a long day of online learning.

Finally, the Wellbeing Prefects helped make mental health and wellbeing a central focus of 2021, particularly during times of COVID isolation and online learning. They made a number of videos stressing the importance of maintaining a positive mental health as part of the daily routine by eating well, getting enough sleep, checking in on mates and taking time to simply relax. One initiative the Wellbeing Prefects commenced

during 2021 was Wellbeing Wednesdays which aimed to support and motivate the younger students in the Junior School to look out for their mates and maintain a positive wellbeing.

Looking back on the work and effort put in by each individual student leader to the College, 2021 can be seen as a success for the Student Leadership Team. Despite difficult and uncertain circumstances, the student leaders were a pillar of strength and certainty that other students were able to lean against in times of struggle. The student leaders did not lead the College through their titles and positions but by their actions, setting an example for future College leaders to adopt as they continue the work of the student leaders of 2021.

I would also like to acknowledge and thank the two College Vice-Captains for their dedication to the life and wellbeing of the College, constantly going above and beyond expectations. The work done by the Student Leadership Team in 2021 impacted each and every student at St Pius X College and has left a legacy that will influence the next student leaders of the College to continue to strive for positive change in all aspects of the college.

Liam Chang

2021 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 the Trustees of the Christian Brothers to the 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 Advisory Council.

The EREA Board, as governing authority:

- sets the strategic directions for EREA;
- sets the operational policy framework for EREA and the schools, including the child safeguarding and risk frameworks;
- oversees the financial well-being of EREA and each of the schools;

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

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

The fundamental aim of the College Advisory Council 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 Advisory Council or one of its Committees to indicate their interest. Prospective and current Council members are involved in an induction and ongoing formation program to assist them to fulfil their responsibilities to the College community.

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

The Advisory Council 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 Council 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 Advisory Council considers a diverse agenda including Strategic Improvement, Annual Improvement Plans, Mission and Vision Statements, Annual Budget, Master Plan and Capital Development. The Council has a range of sub-committees, including Finance and Risk Committee, Property Committee, Governance and Strategy Committee and Nominations Committee.



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.



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.

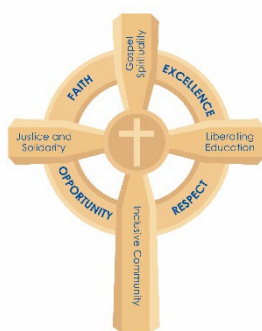
- Gospel Spirituality
- Justice and Solidarity
- Inclusive Community
- Liberating Education

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.



Characteristics of the Student Body

The College is an independent Catholic boys' school catering for students from Years 5 to 12, with a population of 1154 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	165	164	160	152	142	147	1154

**These figures are taken as at 31 January 2021*

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 2021

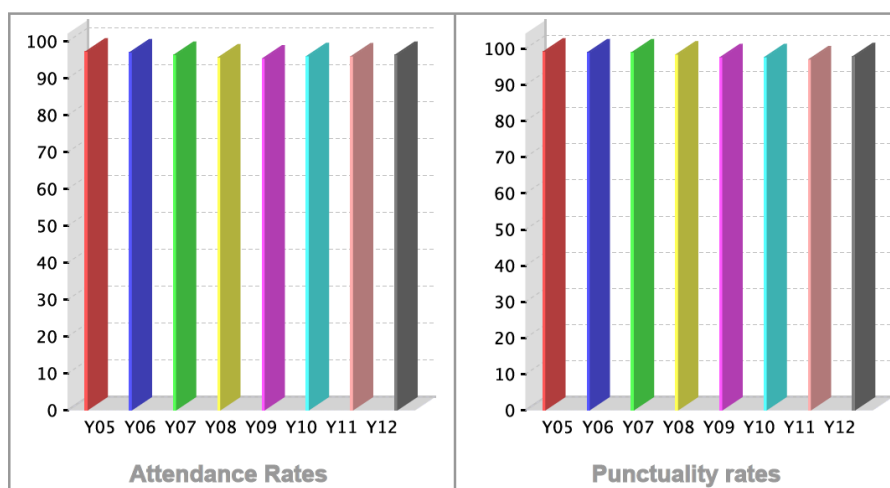
	Years 5-6	Years 7-10	Year 11-12	Years 7-12	Years 5-12
Apparent	97.77%	96.41%	99.65%	97.42%	97.47%
Actual	96.88%	96.10%	98.96%	96.99%	96.97%

Years	Year Start	Year End*	Leavers	Enrollees during 2021
5 & 6	224	219	7	2
7 - 10	641	618	25	2
11 - 12	289	288	3	2
7 - 12	930	906	28	4
5 - 12	1154	1125	35	6

* Including enrollees during 2021

Student Attendance Rates 2021

School Year	Students	Days	Attendance rate	Punctuality Rate
Y05	96	180	97.2	99.2
Y06	128	180	97.0	99.0
Y07	165	180	96.3	99.0
Y08	164	180	95.7	98.4
Y09	160	180	95.4	97.6
Y10	152	180	96.0	97.6
Y11	142	180	95.9	97.0
Y12	147	180	96.4	97.9
All students	1154	180	96.2	98.2



For the 2021 school year, students from Years 5 to 12 achieved an average attendance rate of 96.2%. 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. Albeit they were recorded in part during an extensive period of Flexible Online learning from home (13-15 weeks depending on Year group), in Terms 3 and part Term 4 2021, which facilitated student attendance rates from home. These rates were otherwise 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.

Management of Non-Attendance

The College manages student non-attendance through its Pastoral Care processes. In the event of a student absence, where there has been no communication from the home, parents are emailed daily with a request to communicate with the College to explain the absence satisfactorily. The Homeroom Teacher, Year Coordinator or College Ancillary staff facilitate further contact with the parents on/after the third consecutive day of an unexplained absence. This system is easily manageable due to the relatively minimal number of students involved and enhances positive interaction and communication between the College and families. However, in the context of recent challenges, such as the COVID-19 restrictions, it is increasingly important to maintain contact with students and families using all of our available pastoral care and wellbeing resources. To this end, wider team approaches to supporting student and staff attendance and wellbeing, such as additional staffing to homerooms and contact and communication have been employed. 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.

Teacher Qualifications

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		Number 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.	90
(ii)	Teachers who have qualifications as a graduate from a higher education institute within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0
(iii)	Teachers who do not have qualifications as described in (i) or (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

Teacher Attendance Rates

The average attendance rate for teachers in 2021 was 90.7% indicating a very high level of teacher satisfaction. This attendance rate has been calculated including Personal Leave, Carer's Leave and Sick Leave. Long Service Leave has not been included in the calculations.

Please note that the College was on Flexible Learning for the entire duration of Term 3 and the first three weeks of Term 4 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 2021, having completed short-term placements in order to replace existing staff on leave or others to take up positions elsewhere. Those teachers who left at the end of the school year did so for the following reasons:

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

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

Professional learning in the College has maintained its emphasis on differentiation and the implementation of the new learning management system, Canvas. The partnership that began in 2020 with the Gifted Education Research, Resources and Information Centre (GERRIC) of the University of New South Wales, was continued and saw a very high proportion of teaching staff complete the Mini Certificate of Gifted Education. The course covered key aspects of differentiating for all students, as well as identifying and supporting high potential and talented students. Due to the interruptions of 2020, the course was completed by June 2021. The dissemination of the Canvas learning management system also continued throughout 2021. Implementation will be fully in place by the start of the 2023 school year, although many faculties and individual teachers are adopting the platform prior to this date. Training was provided through the

Professional Learning Team structure and covered the construction of courses, creation of lessons and other learning options. Training was also provided by College staff in staff development day workshops.

The College also extended the first stage of a Leadership Development Program designed to build capacity among middle leaders. Year Coordinators, Studies Coordinators and the Careers Advisor undertook the two-day Introduction to Leadership Coaching course conducted by 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.

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. Once again, the total level of participation in external professional learning during 2021 was significantly lower than in previous years and a total of 50 external professional learning events were attended by 30 individual members of staff, representing approximately 36% of teachers. Figure 1 provides an example of the types of external professional learning events attended throughout the year.

In addition to professional partnerships with GERRIC and Growth Coaching International, College staff accessed courses through a range of professional learning providers.

Figure 1.

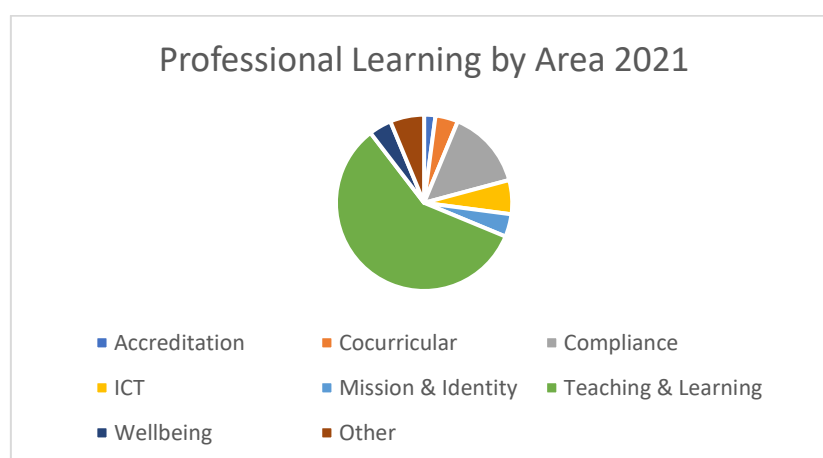
Events Attended	Providers
A Call to Leadership	Edmund Rice Education Australia (EREA)
Acquired Brain Injury	Sydney Children's Hospital
Assessing Common Content in Mathematics Stage 6	Association of Independent Schools NSW (AIS)
Career Advisors & Teachers Day	University of Technology Sydney (UTS)
Cities of Vesuvius – Pompeii & Herculaneum	Cornerstone Teacher Learning
Curriculum Development in Religious Education	Broken Bay Diocese
Designing a K-12 Whole School Wellbeing Approach	AIS
Director of Studies Conference on Teacher Accreditation, Growth & Development	Association of Heads of Independent Schools of Australia (AHISA)
Disability Support Network Meetings	Catholic Schools NSW
Disruptability Conference	Catholic Schools NSW
Early Career History Teachers' Day	History Teachers' Association of NSW
Economics Teachers' Conference	AIS
Economic Teachers Update	Reserve Bank of Australia
English Extension 1 Seminar	English Teachers' Association of NSW
Exploring Inner Worlds of Poetry	Children's Book Council of Australia
Gifted & Talented Network Meetings	Independent Primary School Heads Association (IPSHA)
Grammar & Punctuation Fundamentals	University of Sydney
HSC PDHPE Marking Workshop	Aust Council for Health, PE and Recreation

Inter-Diocesan Cross Moderation for staff working in the area of Disability	Catholic Schools NSW
Integrating ICT and Language Acquisition	University of Sydney
Introduction to Leadership Coaching	Growth Coaching International
Languages Roadshow Conference	Languages Roadshow
Law for School Counsellors 2021	LawSense
Leading Writing Improvement in Your School	Cornerstone Teacher Learning
New Career Advisers Induction Program	Career Advisers Association
Mini Certificate of Gifted Education	University of New South Wales
Meet the Markers Conference - Biology	Science Teachers' Association of NSW
Meet the Markers Conference – Physics & Chemistry	Science Teachers' Association of NSW
Moderation and Imputed Disability Training	Catholic Schools NSW
NAPLAN Online Administrator Training	AIS
Positive Schools Conference	Positive Education Schools Association
Professional Network/Association Meetings	Various Teachers' Associations
Programming for Differentiation in Science	AIS
Professional Learning Summit	Australian School Library Association
Risk & Compliance Meeting Eastern Region	EREA
Rugby Directors Professional Development & Safety Training	NSW Rugby
School Law Update: Vaccinations, Flexible Work, Staff Mental Health	LawSense
Staff, Parents & Students – Non-State Schools	LawSense
STANSW Stage 6 Conference	Science Teachers' Association of NSW
Studies of Religion Annual Conference	AIS
Teacher Librarian Conference – Turning a New Page	AIS
School Librarian Conference	Australian School Library Association
Working Memory & its Impact on Learning	ATT

Professional Learning by Area

The College categorises professional learning into functional areas including ICT, Co-curricular, Teacher Accreditation, Compliance, Mission and Identity, Wellbeing, and Teaching and Learning.

Figure 2 below identifies the proportion of events attended for each of these areas.



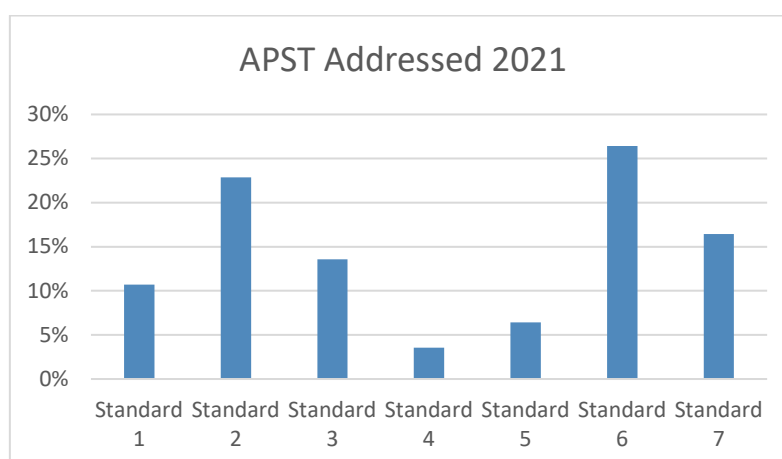
Appropriately, the largest proportion of professional learning events attended (58%) was in Teaching and Learning, reflecting the College's focus on improving the professional practice of teachers.

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 2021 addressed a range of the Australian Professional Standards for Teachers, which are shown in Figure 3. The Standards that were predominantly addressed were: Standard 2 (Know the content and how to teach it) and Standard 6 (Engage in professional learning).

Figure 3 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 which assist staff to become more aware 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 the College

- A 'Welcome Letter' from the Human Resources & Compliance Coordinator outlining the features of the 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

At the commencement of Term 1

A Formal New Staff Induction Program of Five fortnightly sessions covering:

- Information Sessions for all staff new to the College on the College's 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 NESAC
- Staff collegiality – new staff welcome event with whole staff
- NESAC 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 and Management, Privacy, Complaints Handling, First Aid, Evacuations, CPR, Anaphylaxis and 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 NESAC 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 Human Resources & Compliance Coordinator were postponed due to COVID-19 shut down 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 Human Resources & 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, timetabled mentoring support from the Professional Learning Coordinator and/or the Human Resources & 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. By the end of 2021, 97 of the 98 teaching staff had Proficient Accreditation through NESA, with the remaining teacher having Provisional Accreditation.

In 2021 the ratio of male to female members across the teaching staff of 98 persons was 62:36. Eighty-five teachers were employed full-time and 13 part-time. Non-teaching staff comprise 39 employees, with the ratio of male to female being 16:23 and with 18 of the staff being full time and 21 part time.

In 2021 the ratio of male to female members across the entire staff of 137 persons was 78:59.

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

PARENT, STUDENT AND STAFF SATISFACTION

The College annually conducts surveys of the staff, parents and students. The survey is conducted by an external organisation, My Yardstick, who conduct similar surveys across Australia. The overall satisfaction was very pleasing and recommendations for parents and students will help form our future development and improvements. The reports are given detailed analysis and consideration by the College Council and Leadership Team, and results were provided to the College community through our College newsletter, *Woodchatta*.

Parent Satisfaction

The College continues to enjoy a high level of satisfaction from the parent community. Regular acknowledgement and thanks for the efforts of staff were passed onto the College Leadership Team and staff through P&F meetings and the College Council, especially during the extended lockdown period this year.

Parents are included in annual satisfaction surveys. A high percentage of parents participate in this survey each year. In 2021 the parent Satisfaction Score was 4.12 out of a possible 5.

Staff Satisfaction

Ensuring staff satisfaction and wellbeing is a priority for the leadership of the College. Staff are invited to participate in the annual satisfaction surveys, with over 75% of staff participating this year. The overall Satisfaction Score was 4.19 out of a possible 5.

With another COVID-19 affected year and an extended lockdown period, there were ongoing efforts to maintain staff health and wellbeing. Staff were offered online exercise classes twice a week. Regular communication was forwarded to staff working at home regarding the setting up of workstations ergonomically and how to regularly take time away from screens, as most staff were not used to spending so much time on computer-based teaching prior to the lockdown.

When staff are working onsite, massages are offered to them once a term. The Vital Staff Newsletter, which focuses on wellbeing and useful tips for teachers, is forwarded to staff once a week. Free flu vaccinations are offered to staff, with over 80 staff members taking up this offer this year. Staff also have access to free counselling sessions through an external provider.

Student Satisfaction

Regular form meetings for each grade are held which include meetings on various areas of health and wellbeing for students. Our college counsellors attend these meetings and regularly present on issues such as bullying, student mental health and wellbeing, developing a growth mindset and respectful relationships. Our 3 College counsellors are also available for students to discuss any issues they might be experiencing.

The Student Leadership Team commenced Wellbeing Wednesdays whereby they attended homerooms to discuss wellbeing issues, especially with the Junior School students.

During COVID-19 lockdown this year, lessons were shortened to give students a break away from screens at the end of each lesson. Screen Free Tuesdays were also held once a cycle to give both students and staff a day away from computer screens. During these days, students were encouraged to participate in learning away from a computer screen.

Anonymous bullying surveys are held throughout forms to check on students' wellbeing around this important area. Counselling is offered to students who are recognised as needing help in this area.

Students are also involved in the College-wide satisfaction surveys each year. Nearly 80% of students participated in the survey this year, with a satisfaction score of 3.95 out of 5. This score is statistically 6% higher than the average satisfaction score for 'Comparable Schools', and also 6% higher than the average satisfaction score for 'All Schools' involved in this survey.

LITURGY, PRAYER AND FAITH LIFE

Our core values of Faith, Excellence, Respect and Opportunity complement the four EREA touchstones of Gospel Spirituality, Liberating Education, Inclusive Community and Justice & Solidarity.

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 2021.

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 work in unison to maintain a strong Catholic ethos in the Edmund Rice tradition. In 2021 our theme was “Better Together”, as chosen by the student leadership team. Our prayer was:

Almighty God and Eternal Father,

We give thanks for the opportunity to work and complete our part in this faith-filled community, St Pius X College. Be with us this year as we endeavour to provide an authentically Catholic education for the young men entrusted to us each day. May they always see the value of the experiences provided for them and learn to grow in faith, looking towards the example of Blessed Edmund Rice. Guide them always to understand the benefit of working together as they grow into adults of faith and social conscience, willing to assist others.

As we unpack our theme for 2021, may our entire community live to honour our declaration of “Better Together” – ready to “Motivate your Mate”. In this way we especially pray for all those who have experienced tremendous upheaval and loss throughout periods of restriction of movement. We especially pray for your continued guidance that as a nation we realise that overcoming a global pandemic requires collaboration and a sense of togetherness rather than thoughts of personal gain.

We place these intentions and those in our hearts with you in the knowledge that you will hear and grant our petitions.

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 “Better Together” was based on the touchstone of Inclusive Community as well as Justice and Solidarity. Following in the tradition of Blessed Edmund Rice, we continue to create opportunities for

awareness and personal action for those in need through the programs we run and the various partnerships we support.

In 2021, 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 2021, the College continued to strengthen its Indigenous Reconciliation process online and through classroom activities. Our ceremony conducted on the College grounds was ably assisted by performers from The Glen Centre, Central Coast. The ceremony was both informative and entertaining, assisting the College to continue to create ambassadors for reconciliation.

A key event in the Reconciliation process in 2021 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 2021, the College continued to identify with all aspects of Social Justice teaching as outlined in the Charter.

Key developments in 2021 included:

- The presentation of badges for the Edmund Rice Society (ERS).
- Each Key Learning Area (KLA) integrated “Better Together” 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, Willowood Nursing Home and Matt Talbot and 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 5 & 6

Walkathon for St Joseph's Walgett, St Mary's Bowraville, World Vision Christmas Giving Tree



In 2021, \$36,000 was raised and donated to the following 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 and World Vision.

Selected Year 10 and Year 11, boys represented 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 2021 the entire school community commenced and concluded the College year with the celebration of a Mass of Thanksgiving, with generous support with Father David Ranson, Parish Priest of Our Lady of Dolours

Chatswood. Our 2021 Commencement Mass was celebrated by Fr David Ranson at the Christian Brothers Centre, Oxford Falls.

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 assisting with the new staff induction to the College.

Students in Years 5 and 6 participated in a Bible and Leadership Liturgy where Year 5 and new Year 6 students received the gift of a Bible and 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 2021:

- 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:

- Ash Wednesday
- Anzac Day - online
- Founder's Day
- Reconciliation Assembly
- Feast of St Pius X
- Remembrance Day – live streamed
- Advent/Christmas Liturgy for Staff

Other Liturgical and Communal Prayer Experiences

All College Assemblies and Year meetings, as well as many classes, begin 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 David Ranson, the senior students at 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, participation in staff professional development 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 10 Year 10 students at the end of the year. Boys attended the course conducted by the Parish Priest of Our Lady of Dolours, Father David Ranson.

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.

Similarly, the College re-commenced the responsibility of serving the guests of the Matthew Talbot Hostel for Homeless Men in Woolloomooloo every Thursday evening. A group of staff and students complete this most rewarding task each week.

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.



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.

Year 10 held two Reflection Days in Terms 1 and 2 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 "Storytelling, knowing others' story" (Term 2).

Years 7, 8 and 9 had Pastoral Days addressing the varying issues surrounding the students' needs based on the Mind Matters Program.

Staff Spirituality Day

Our staff spent the day in reflection at Oxford Falls, on 6 December, to assist in rationalising another disruptive year. Our day involved an opportunity for input by Dan White on the significant events in the life of Christ presented in the Gospels. Time was given over to share and as well as personal reflection. Our day concluded with Mass.

Religious Education Curriculum

In 2021 the Religious Education curriculum continued in alignment with the Broken Bay Diocese programs. These involved the Religious Education Stages 3, 4 and 5 Programs as well as the Stage 6 Non- ATAR 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.

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 2021 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 2021, St Pius X conducted two 2 Unit Studies of Religion courses, five 1 Unit Studies of Religion classes and one Catholic Studies Course.
- 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*.

STUDENT AND FAMILY PASTORAL CARE

Pastoral Care at St Pius X College is concerned with the ongoing connection and shared “Curriculum of story” between the students and the College in a manner which sustains and supports their sense of identity, meaning, and purpose, as they journey through their time at the College and beyond. In this context, the challenges induced by the ongoing COVID-19 pandemic, and its associated adjustments to the learning environment, have empowered us to continue to review and develop our Pastoral Care and Wellbeing policies and practices to meet the contemporary needs of our students. Structurally our basis of Pastoral Care is focused on supporting our Year Groups, under the direction of Year Coordinators and Pastoral Care Teams of ten to twelve teachers each supporting Homeroom student groups. Two teachers supervise each Homeroom from Years 7 – 12. In Years 11 and 12 the addition of a Senior Studies Coordinator adds to the work of the Year Coordinator and Homeroom teachers. Years 5 and 6 are similarly supported by one teacher per Homeroom/Pastoral Care Base Class supported by the Head of Junior School, Sports Coordinator, Curriculum Coordinator and Support Staff.

COVID-19 saw the interruption to some regular Pastoral Reflection Days, Camps, and Retreats, which 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 student, staff and community wellbeing underpins higher order learning and performance, was consolidated by student leadership, voice, and involvement in initiatives such as the ANZAC Day Ceremonies, Reconciliation and Mother’s Day events and RUOK? Day student-led videos. These initiatives complemented the College’s Annual Strategic Plan: Items 3.1.3 Student Leadership, and 3.2.2 Positive Behaviours for Learning. The student led initiatives were highly regarded by students, staff, parents and the wider community alike. 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 pedagogical practices. This resulted in some innovative and creative practices and remarkable learning outcomes, some of which will continue as each learning and pastoral care activity is evaluated and reviewed through our annual feedback cycles.

The postponed Year 8 Snowy Mountains Ski Expedition in August, long regarded by students as an important rite of passage within the school, was transferred to Year 8 2022. Year 7 2021 adopted 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 of positive psychology and growth mindset principles in the development of personal and interpersonal strengths and skills is a strength of the Ski Expedition and is inherently suited to Year 8. Organisation, responsibility, tolerance, respect, teamwork, and trust of others, are key elements of focus in this activity.

Year 7, who were able to attend the Great Aussie Bush Camp at Tea Gardens in March 2021, enjoyed a sequenced, progressive program of educational experiences in the outdoor environment. While Year 9, unable to use the College’s shared Retreat Centre “Workul Koo” on the Central Coast in October, engaged in

a program of activities and Pastoral Care activities including “Walking on Cammeraygal land”. Designed to challenge and elicit growth, both Year 8 and 9 interacted with an AIS Olympic athlete through the Black Dog Mental Fitness Program and listened to Cammeraygal elder Dennis Foley’s *story of journey*, learning about Aboriginal Rock culture. They also paddle boarded on Dee Why Lagoon, Manly Cove and Narrabeen Lake, all of which featured in Dennis’ story. 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 experience.

Year 12 grieved the loss of their much-loved classmate, Tom Van Dijk in August, and Class of 2020 student Liam Vinci to a tragic car accident in October. They faced adjustments to their Trial HSC Exams online, Graduation and Formal ceremonies, as well as a delayed HSC program of examinations and University placement announcements. Despite this, they were able to finish their schooling on a high, courtesy of a modified Graduation Ceremony program and rite of passage. Similarly other Year groups who had some aspects of their pastoral care journey adjusted due to COVID-19 protocols, such as the Year 9 Ceroc Dance Workshop socialisation with Brigidine College, St Ives, look to be able to rectify this in many ways in 2022.



Year 7 students at The Great Aussie Bush Camp

Year 10 maintained their themes of Skills and Service as they progress to the latter years of their schooling. 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, retreats at Mulgoa Retreat Centre, Tallows Beach, and our Retreat Centre at Wamberal were replaced with Retreat Days at our Oxford Falls 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 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 “*Better Together – Motivate your mate*” Student Leadership Team inspired theme. One focus of the 2021 College Strategic Plan was on the responsible use of technology, Personal Learning Devices, and having mobile phones “away all day” when at school. This enabled the college community to enhance “real” interpersonal connections, mutual support, sense of collegiality and learning, which supported and sustained the students throughout the year. Their adjustment to the new

paradigm of online learning and wellbeing in this context was challenging but successful as students and staff went the “extra mile” to reach out and support one another!

Many of the previous opportunities for cultural, spiritual, and sporting Immersions including: Language Study Tours to China, Overseas and Interstate Rugby, Cricket and Football Tours, the Biannual Kokoda Track Expedition and Immersion to work with Callan Services and other schools in Papua New Guinea, were forgone in 2021. Year 11 again 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 and up. One shining example of outreach in Reconciliation with remote schools, rural and Aboriginal communities, however, was our 6 Day mid-winter Red Dirt Expedition. The expedition ventured to cultural sites and communities in north-western NSW, established some great relationships, shared experience, and learning. Impeccably timed, the expedition returned hours before NSW entered the July 12 week lockdown, leaving much time for reflection and re-imagining!

Our broad ranging Community Involvement Program (CIP) involving 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 CIP program, as a Social Justice initiative, was replaced by the opportunity to empathise, come together and to give generously to groups in need for Christmas 2021.

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 extended our global community. Wherever possible, however, this connection 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. One great highlight of the conclusion to the 2021 school year saw a group of our staff and Year 9 and 10 students visit our partner indigenous school, St Mary’s Primary School at Bowraville. They were able to deliver the Year 7 donated Christmas gifts to the students, staff and community of St Mary’s.



The bolstering of our counselling support services in recent years, again served the community well in 2021, with the College integrating one fulltime counsellor and two part time psychologists in support of our students and wellbeing programs. 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.

The Peer Support Program linked Year 5 and 7 students and 11 student leaders during first term. Year 10 students were trained in Term 4 2021 in preparation for their responsibilities in 2022 conducted throughout Term 1, to the subsequent benefit of our Year 5 and 7 students as their learning progressed online later in Terms 3 and 4. 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 2021 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 with our First Nations peoples in 2021, and the some 50 students who participated in our July 2021 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 conduct NAIDOC and Reconciliation Week Ceremonies preliminary to our hosting of Cammeraygal elder Professor Dennis Foley in 2022 in a day of great learning, celebration of culture and connection.

Parent/Teacher/Student interviews for the review of Years 5-12 student progress were conducted online within each reporting cycle. They were strongly attended, and parents appreciated the online format. There was one night designated for each Stage 6 (Year 11 and 12) cohort, while a day and a half was set aside for Years 5-10 Interviews, at the conclusion of Term 2, 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/Student interviews for Years 5 and 6 may be found in the Junior School Report (Section 7). Parental feedback indicated a high level of appreciation of the staff, and specifically their dedication to the care and teaching of the students.

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. These policies are articulated for the students’ benefit in the Student Diary Planner.

The introduction reads:

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 2021 school year saw a significant roll out, with staff, students and community education, around our eleven EREA Child Safeguarding Statements and framework with a particular emphasis on the assessment and analysis of compliance with Standards 2 and 8.

2: Children and Young People are Safe, Informed and Participate.

Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.

and

8: Safe Physical and Online Environments

Physical and online environments promote safety and contain appropriate safeguards to minimise the opportunity for children and young people to be harmed.

The College has a zero tolerance towards bullying, and strong anti-bullying policies and procedures are in place. As a school we partook in a hugely well-received student-lead streamed National Day of Action Against Violence and Bullying, and International Women’s Day in 2021. A College focus emphasised our Student Leadership Team inspired theme of “Better Together” 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. Later in the year our Wellbeing Student Prefect Leaders lead an RUOK Day Assembly focusing on positive mental health where they interviewed *Gotcha 4 Life* founder, Gus Worland to great admiration and popular acclaim for their work and endeavours in this field.

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 accessing the Deputy Principal as the subsequent contact and Complaints Manager, 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 or online.

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

QUALITY OF TEACHING AND STUDENT LEARNING





Despite the year being dominated by COVID-19, the College was still able to consolidate and further build in key strategic areas.

Enrichment

An important accomplishment was teachers attaining their Mini Certificate in Gifted and Talented Education conducted through the Gifted Education Research, Resource and Information Centre (GERRIC) within the University of New South Wales. This is part of the College's strategic efforts to provide for our high potential students. A key feature of the program was the requirement for teachers to develop a tiered unit of work as a way of meeting the needs of a wide range of students. This will be further developed into Tiered Assessments that will then form the foundations for the St Pius Honours Program. During this year, the English, Performing Arts and Religious Education departments trialled a range of tiered assessments and received very positive feedback from students and parents. The key point is to ensure that our most able students continue to be challenged and engaged with their learning.

Online Learning

Our COVID induced return to online learning was much improved with teachers easily transitioning back into the TEAMS platform. Effort was made to further refine online learning to ensure it was based on sound research based pedagogical practice. Therefore, teachers were asked to provide variation in learning activities using the following range of learning metaphors.

<p>Campfire</p>  <p>One to Many</p> <p>Explicit Teaching.</p> <p>Utilise Microsoft TEAMS and sharing your screen to present power points, lectures, podcasts.</p>	<p>Watering Hole</p>  <p>Many to Many</p> <p>Provide opportunity for group discussion or group work through collaborative spaces such as breakout rooms, channels and shared documents</p>	<p>Cave</p>  <p>Independent Work</p> <p>Allow time for Reflection, deep work and critical thinking</p>	<p>Mountain Top</p>  <p>Sharing to Many</p> <p>Celebrate student achievement</p> <p>Provide opportunities for students to share responses</p> <p>Award 'emojis'</p>
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The use of break out rooms greatly transformed online learning as teachers were able to create small online groups where students could interact.

Complementing our resources was further use of CANVAS, the College Learning Management System which provided additional benefits in improving students' access to learning. The use of CANVAS will be a continued focus for the College and will be fully implemented by the end of 2022. It will bring many benefits including

improved feedback to parents and students, consistency in accessing resources across classes and becoming the central place to access learning.

Online learning brought new challenges, particularly online assessments for our Year 11 students. It was a new experience for both teachers and students, and much was learnt. Challenges included scanning and uploading responses as well as designing assessment tasks that could be fair and equitable whilst being conducted from home.

One of the benefits of COVID was the permanent transition to online Parent Teacher meetings. The ease and convenience have changed what was once a rushed and stressed occasion into a relaxed, informative and collaborative meeting.

This year also saw students enjoy refurbished classrooms in A Wing and the move to online learning allowed the refurbishment of B Wing. This now means A, B and C Wings are contemporary learning places which, through their design, are now more engaging places of learning.

2021 HIGHER SCHOOL CERTIFICATE RESULTS

Overall, the College is very proud of the achievements of the Class of 2021 especially given the sad challenges that the community rose to, came together, and supported each other. The College acknowledges the wonderful support of Ms Bronwyn Pacione from NESA who guided the College through these challenges. To achieve a First in State in Mathematics Advanced, 7th in State for Industrial Technology and five students achieving 'All Rounders' provides wonderful inspiration for all students.

HSC Results Summary

One hundred and sixty students including thirteen Accelerants sat a total of 847 examinations across 33 HSC courses. This year was the first time students completed Business Services, English Studies and Mathematics Standard 1 that comprised a Non ATAR stream of study as the College endeavours to broaden its curriculum to cater for a diversity of students.

The percentage of students attaining a Band 6 was 13.9, slightly down from last year. There was a slight increase in the percentage of students attaining a Band 3 and 4. The percentage of courses achieving above state average by more than 5% was noticeably down and this could be attributed to the significant increase in students receiving early entry to university prior to the commencement of the HSC examinations. As the proportion of students applying for early entry increases the problem trying to maintain motivation for these students will exacerbate.

MERIT LISTS	2021	2020	2019	2018	2017
No of ATAR Eligible Courses	33	35	32	33	32
No of Students All HSC EXAM Courses	847	844	792	805	843
Cohort (includes accelerants)	160	161	150	154	162
First in State	1	0	1	1	0
All Rounders	5	1	0	6	2
Top Achievers	2	0	2	1	0
Distinguished Achievers	118	120	126	126	87
Courses above State Average	25	28	27	24	24
% of Courses above State Average	75.8	80.0	84.4	72.7	75.0
Courses above State Average by 5%	10	18	19	10	6
% of Courses above State Average by 5%	30.3	51.4	59.4	30.3	18.8
Number of individual students attaining a Band 6	56	68	79	76	84
Percent of students attaining a band 6	35%	42%	53%	49%	52%
% of BAND 6	13.9	14.2	15.9	15.7	10.3
% of BAND 5	37.2	41.9	48.1	38.3	39.6
% of BAND 5 and 6	51.1	56.2	64.0	53.9	49.9
% of BAND 4	34.0	33.5	28.7	28.9	36.7
% of BAND 3	12.6	9.0	6.3	13.3	10.9
% of BAND 2	2.1	1.2	0.6	3.6	2.1
% of BAND 1	0.1	0.1	0.0	0.2	0.4
Accelerants	13	20	14	20	21

HSC Analysis

Each Faculty conducts a detailed analysis of their HSC results.

Combined key findings continue to be the need to develop our students' problem-solving abilities. Many Faculties identified their lowest achieving responses involved those tasks that veered away from traditional HSC style questions and presented syllabus outcomes in unexpected ways. These required students to be creative in how they approached the questions. This will continue to be an area of targeted development in an endeavor to bring cultural change in how our students (and parents) approach the HSC. Another area of intervention will be furthering our students' ability to answer multiple choice questions. Again, a general observation was that many students did not adequately analyze and interpret this type of question and were easily distracted.

Subject	Students	SPX	STATE	Diff	SPX % Band 6	State % Band 6	SPX % Band 5	State % Band 5
Ancient History	12	83.72	71.06	12.66	16.66	9.41	75.00	24.34
Biology	24	79.12	73.38	5.74	8.33	7.11	41.66	23.96
Business Studies	58	78.92	73.32	5.6	5.17	9.37	37.93	26.29
Chemistry	17	82.31	74.37	7.94	47.05	10.91	29.41	29.29
Design and Technology	13	81.85	79.11	2.74	15.38	17.01	46.15	37.46
Drama	6	86.93	78.7	8.23	50.00	18.25	33.33	27.22
Economics	39	77.67	77.66	0.01	5.12	14.83	41.02	35.29
Engineering Studies	6	75.83	74.79	1.04	16.66	10.83	16.66	25.06
English (Standard)	49	74.22	70.47	3.75		0.58	20.40	15.94
English (Advanced)	90	80.77	81.92	-1.15		16.27	53.33	52.38
English Extension 1	16	40.34	42.07	-1.73	18.75	40.95	75.00	52.68
English Extension 2	2	36.15	39.56	-3.41		25.01	100.00	58.85
Geography	26	75.35	75.75	-0.4	3.84	9.20	42.30	34.87
Industrial Technology	13	72.63	69.42	3.21	15.38	6.90	7.69	18.20
Info Process & Technology	11	74.67	70.97	3.7	9.09	8.23	36.36	23.51
Legal Studies	10	83.62	74.72	8.9	20.00	14.62	60.00	27.24
Mathematics Standard 2	53	74.59	69.15	5.44	13.20	5.57	22.64	18.93
Mathematics Extension 1	30	73.61	78.21	-4.6	20.00	37.19	43.33	36.92
Mathematics Advanced	71	76.95	78.41	-1.46	16.90	23.19	23.94	26.91
Mathematics Extension 2	2	83	83.07	-0.07	50.00	42.74	50.00	43.74
Modern History	42	78.78	72.85	5.93	14.28	10.60	35.71	26.99
History Extension	9	42.52	38.69	3.83	44.44	23.34	44.44	58.83
Music 1	6	86.03	81.34	4.69	50.00	19.96	50.00	44.28
Personal Dev, Health & PE	32	73.99	72.19	1.8	6.25	6.88	18.75	23.76
Physics	37	79.87	75.34	4.53	27.02	12.36	29.72	28.06
Science Extension	3	39.37	37.05	2.32		10.46		61.50
Software Design & Develop	5	87.28	74.15	13.13	60.00	12.38	20.00	23.55
Studies of Religion I	111	38.6	37.38	1.22	16.21	12.98	29.72	28.80
Studies of Religion II	28	79.73	75.86	3.87	7.14	12.68	57.14	33.40
Visual Arts	16	83.15	80.99	2.16	18.75	16.92	50.00	46.15
Chinese Beginners	1	84.2	79.57	4.63		37.31	100.00	16.41
Chinese Continuers	3	81.73	84.06	-2.33	33.33	43.06		28.22
Business Services Examination	6	83.43	73.08	10.35		3.93	100.00	23.49

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. Worthy of note is that the College maintains enrollments in Ancient History, Economics, Geography, Sciences which are typically in decline across the state.

Course Enrolments	No of students		% change
	2021	2020	
Ancient History	12	17	-29.41%
Biology	24	32	-25.00%
Business Studies	58	41	41.46%
Chemistry	17	13	30.77%
Design and Technology	13	7	85.71%
Drama	6	8	-25.00%
Economics	39	27	44.44%
Engineering Studies	6	9	-33.33%
English (Standard)	49	68	-27.94%
English (Advanced)	90	73	23.29%
English Extension 1	16	6	166.67%
English Extension 2	2	2	0.00%
Geography	26	28	-7.14%
Industrial Technology	13	12	8.33%
Info Process & Technology	11	5	120.00%
Legal Studies	10	18	-44.44%
Mathematics Standard 2	53	57	-7.02%
Mathematics Extension 1	30	40	-25.00%
Mathematics Advanced	71	67	5.97%
Mathematics Extension 2	2	10	-80.00%
Modern History	42	59	-28.81%
History Extension	9	14	-35.71%
Music 1	6	2	200.00%
Music 2		3	
Music Extension		2	
Personal Dev, Health & PE	32	28	14.29%
Physics	37	36	2.78%
Science Extension	3		
Software Design & Develop	5	4	25.00%
Studies of Religion I	111	99	12.12%
Studies of Religion II	28	32	-12.50%
Visual Arts	16	11	45.45%
Chinese Beginners	1	1	0.00%
Chinese Continuers	3	5	-40.00%
French Beginners		4	
French Continuers		4	
Business Services Examination	6		
English Studies	8		

TVET

The increase in the number of students completing a vocational course is due to Business Services. This is the first year the College has offered this school based vocational course. The number of students attending externally delivered courses has decreased and has become an ongoing trend.

VOCATIONAL COURSES	2021	2020	2019	2018	2017
Automotive	1				3
Business Services	6				
Construction	1	5	1	9	3
Design Fundamentals					1
Electro technology		1	3	1	2
Entertainment			1		
Human Services (Nursing)			1		
Information Design and Technology				1	
Hospitality	3			2	
Laboratory Skills		1			
Retail Services					
Screen and Media			1		
Tourism and Events				1	
TOTAL	11	7	7	14	9
Percentage of Cohort	7.4%	4.96%	5.15%	9.8%	6.4%

Record of School Achievement

In 2021, no Records of School Achievement were issued.

Post School Destinations

There were 147 students in the 2021 HSC cohort, eligible for graduation.

126 of these students received an offer from UAC for University in 2022. (85% of students).

- 20 students did not apply to university through UAC in 2022.
- 51 students received **Early Offers** in the November, December and January First Round.
- 97 students received a **Main Round** Offer in the January Second Round.
- 34 students received offers in the February and March rounds.

(78 students received **ONE** offer. 48 students received **TWO** or **THREE** offers).

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

UTS	30
Macquarie	62
UNSW	25
Uni of Syd	24
ACU	15
WSU	9
Newcastle	10

Torrens	1
ICMS	1
Wollongong	1
Canberra	3
NAS	1

General areas of university study for 2022 (based on offers received)

Engineering	31 courses offered
Medicine/Medical Science/Nursing/Physiotherapy/Health/Sport & Exercise/Psychology/Paramedicine/Forensic Science/Pharmacy	38 courses offered
Business/Commerce/Economics/Finance/Accounting	61 courses offered
Education	1 course offered
Computing Science/IT/Cyber Security/Biotechnology/Games Development	10 courses offered
Building/Construction/Property Management/City Planning/Design and Architecture	8 courses offered
Arts/Social Science/International and Global Studies	13 courses offered
Law	9 courses offered
Liberal Arts/Music	2 courses offered
Science and Actuarial Studies	6 courses offered
Communication/Media/Journalism	5 courses offered

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

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

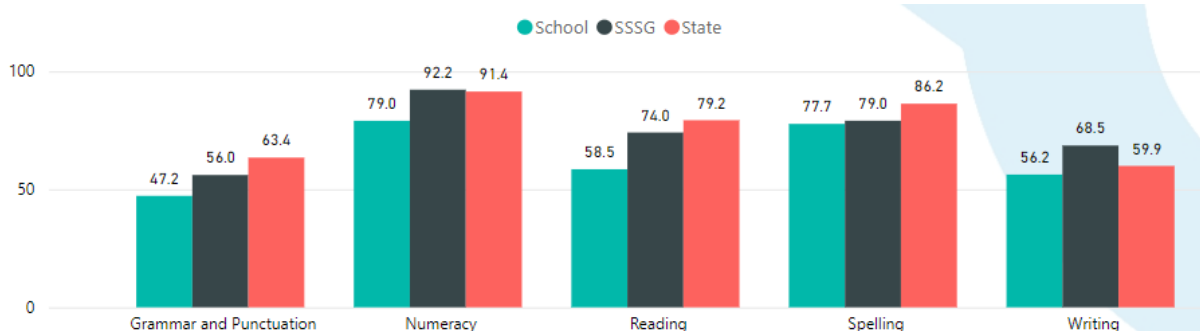
2021 was the first year that the College completed NAPLAN online. A thorough practice program ensured there were no issues during NAPLAN week with connectivity and other IT related issues.

It was an excellent experience that provided the College with more depth in data to help identify students' learning needs.

Average Scaled Growth

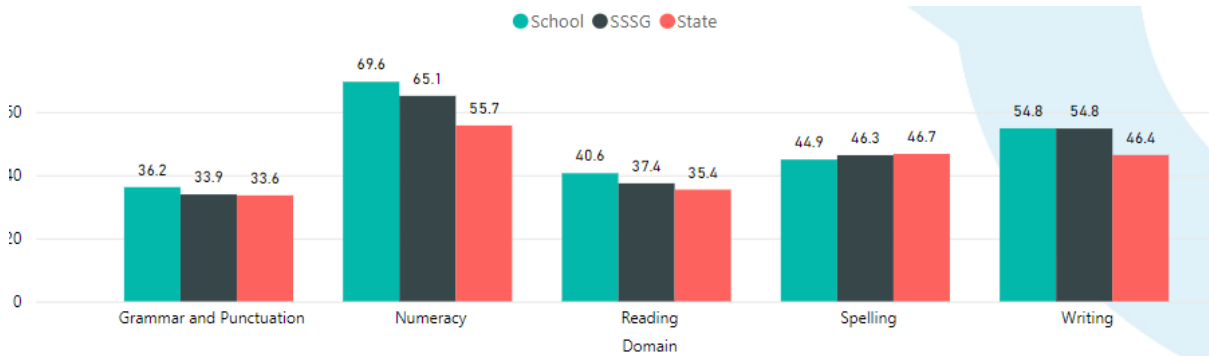
Year 5

Year 5 students are the newest enrollments to the College, enrolling from a diverse range of feeder schools. Identifying and analysing their learning needs in a short time frame continues to be a challenge.



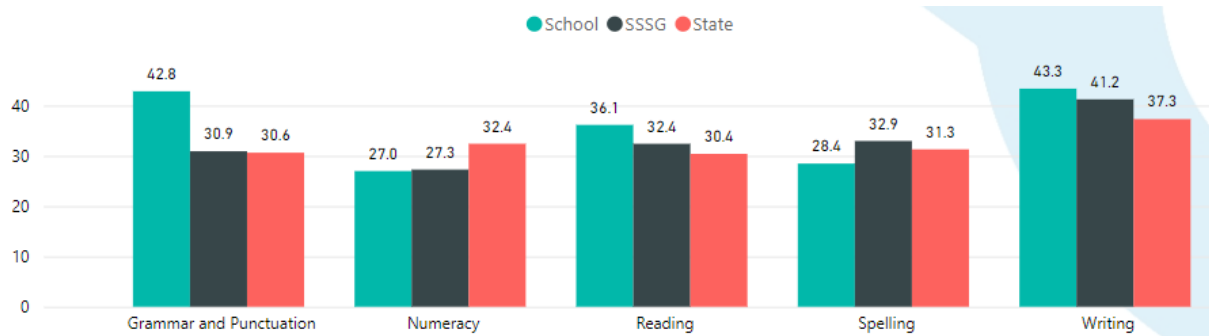
Year 7

The learning growth of St Pius X students is equivalent if not higher than other Catholic Independent schools.



Year 9

Year 9 Students have achieved a pleasing rate of growth compared to Other Catholic Independent Schools in most areas. An area for focus for 2022 is spelling.



Ongoing Trends

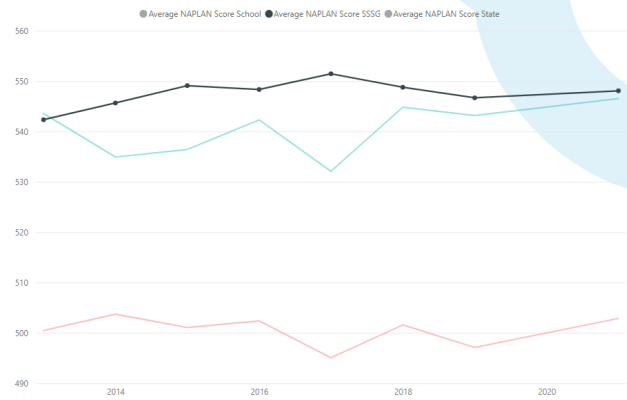
St Pius X College Catholic Independent Schools State

Year 5 2021

Trends in Year 5 are comparable to other Catholic Independent schools and well above State. Areas for focus for 2022 are Numeracy and Writing.

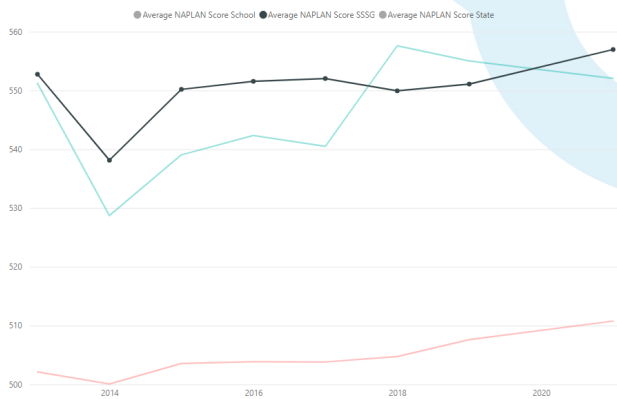
Grammar and Punctuation

Average NAPLAN Score - School, SSSG and State



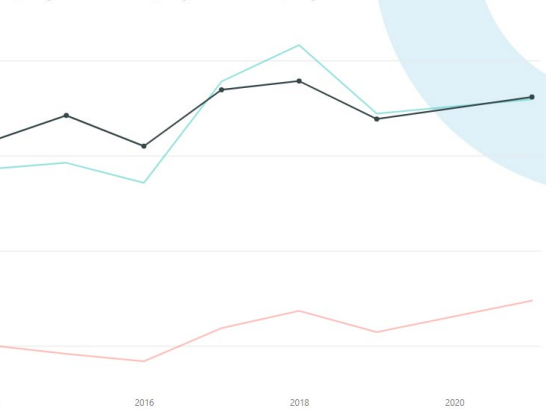
Numeracy

Average NAPLAN Score - School, SSSG and State



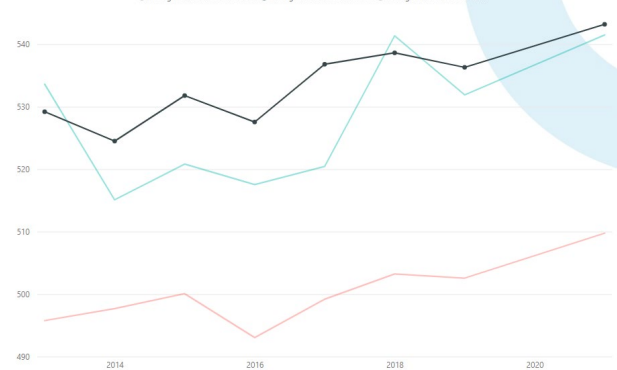
Reading

Average NAPLAN Score - School, SSSG and State



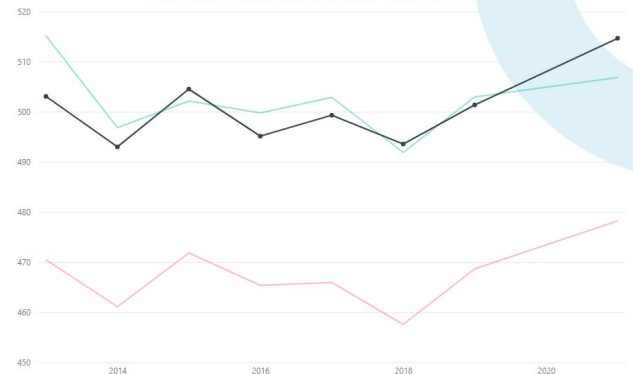
Spelling

Average NAPLAN Score - School, SSSG and State



Writing

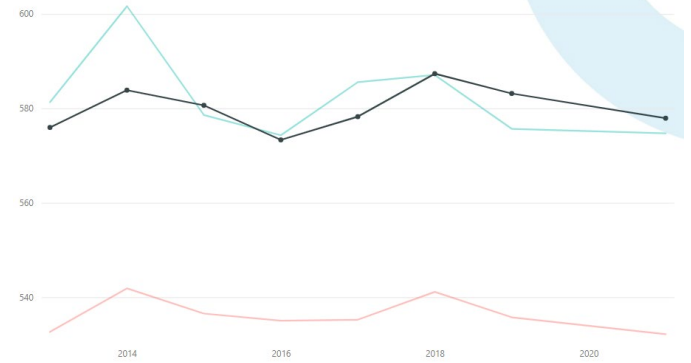
Average NAPLAN Score - School, SSSG and State



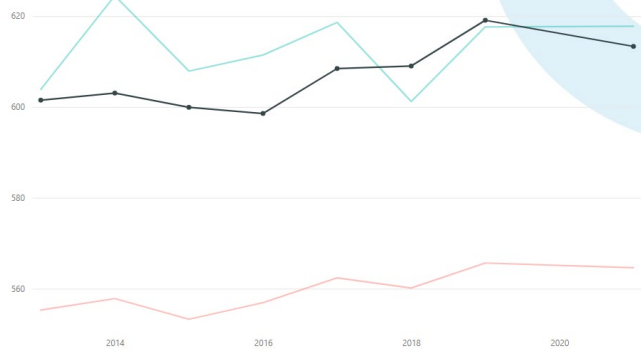
Year 7 2021

The trends for Year 7 are comparable with other Catholic Independent Schools. An area for focus is Grammar and Punctuation. Numeracy has made significant gains as well as Writing and Reading.

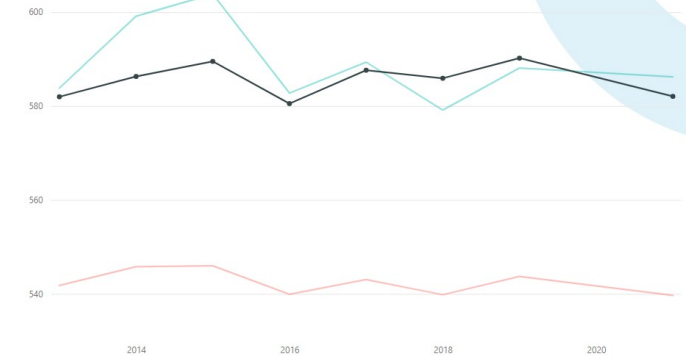
Grammar and Punctuation



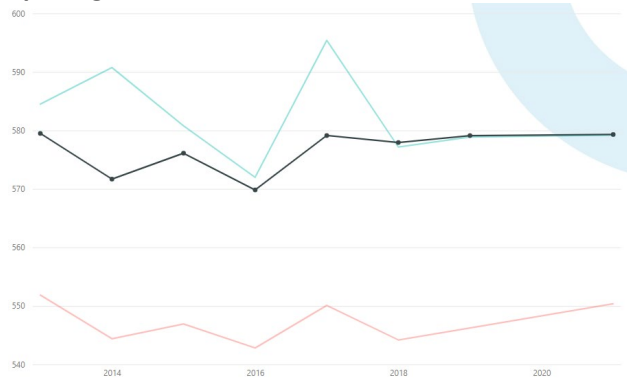
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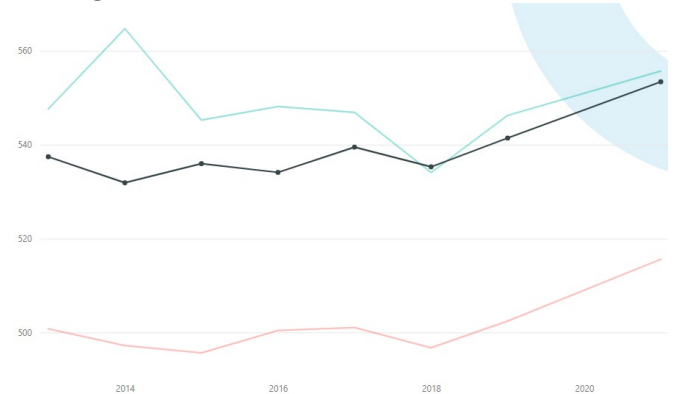
Reading



Spelling



Writing



St Pius X College Catholic Independent Schools State

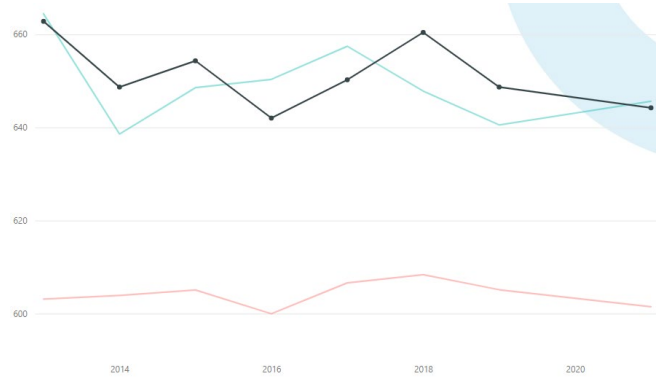
Year 9 2021

Trends for Year 9 reveal the 2021 cohort in general achieved at a higher rate than Other Catholic Independent Schools. The one area for concern is spelling which is being addressed by a College Wide Spelling Bee in 2022: an initiative of the College Learning Prefects. Of note are the pleasing increases in Reading, Grammar and Writing which is attributable to the College Wide Reading program led by the Library Team and English Staff.

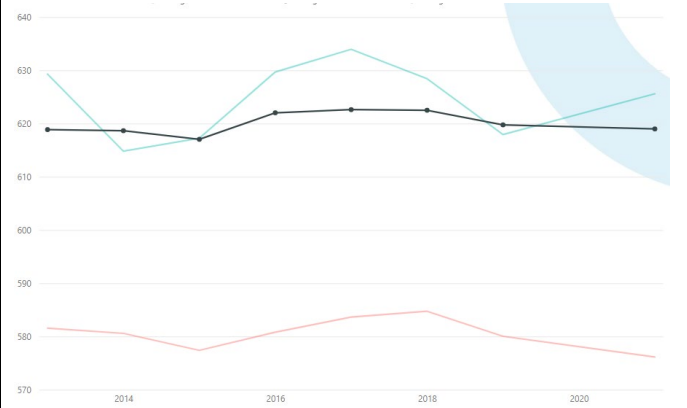
Grammar and Punctuation



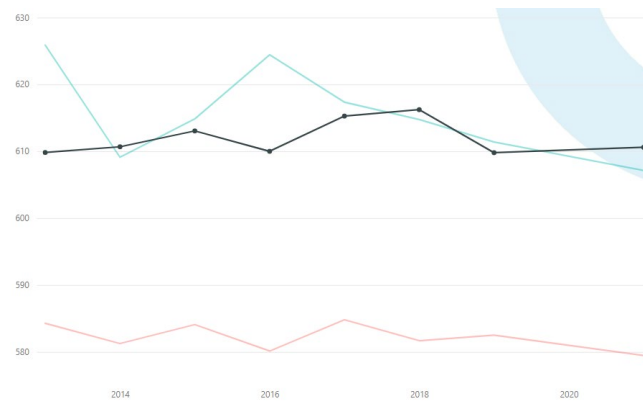
Numeracy



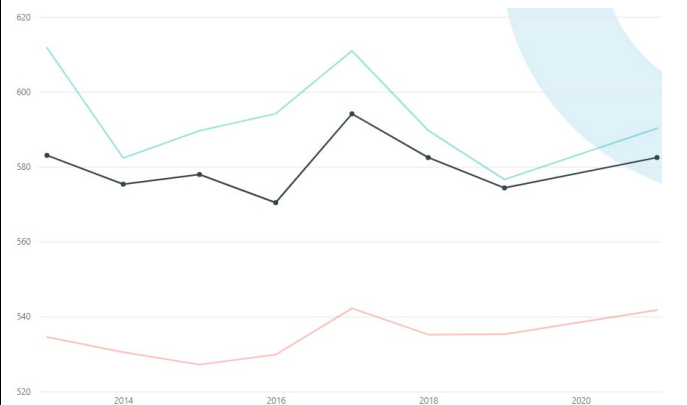
Reading



Spelling



Writing



Areas for Focus

Writing will be a continued area of focus across the College. From the analysis of NAPLAN data, the following areas will be targeted areas for improvement.

Year 5

Audience - Influences or affects reader through use of narrative devices / Supports and engages reader through use of narrative devices

Cohesion - Correctly uses a range of effective cohesive devices

Ideas - Contains ideas selected and crafted to explore a theme / Contains substantial, elaborated ideas

Punctuation - Uses all applicable punctuation accurately

Sentence structure - Uses correct, controlled, well-developed, consistently effective sentences / Uses correct sentences that are varied in length/structure/beginnings

Spelling - Correctly spells all words including at least ten difficult words and some challenging words

Text structure - Contains coherent, controlled and complete narrative

Vocabulary - Contains a range of precise, effective words / Contains sustained, consistent use of precise words

Year 7

Audience - Influences or affects reader through use of narrative devices

Ideas - Contains ideas selected and crafted to explore a theme

Paragraphing - Uses paragraphs all focused on one idea or like set of ideas

Punctuation - Uses all applicable punctuation accurately

Sentence structure - Uses correct, controlled, well-developed, consistently effective sentences

Spelling - Correctly spells all words including at least ten difficult words and some challenging words

Year 9

Cohesion - Correctly uses a range of effective cohesive devices

Text structure - Contains coherent, controlled and complete narrative

COLLEGE COCURRICULAR AND PERFORMING ARTS

Sport

2021 SPORT

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 2021 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 2021 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 and squash. 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.

Currently we have 160 teams and various individual entrants participating in 14 different activities. In 2021 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 2021 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

2021 Team Achievements

Many of the annual competitions were curtailed due to the pandemic. There was only limited success in other sports where competition was significantly affected, with most competition being abandoned after 3 rounds due to COVID restrictions on School Sport.

Despite this, 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

Performing Arts

We began 2021 full of hope and promise and it certainly looked very bright with our first performance for parents occurring in Week 9 of Term 1. We were able to showcase our bands, both Concert and Jazz, in the College gym. This was an occasion where we were able to present our students in both live and streamed formats. Reports from our IT Department were that although we had around 100 live audience members there were around 300 others in attendance via the Internet. In the same way we were able to showcase our Strings, Guitar and, most satisfyingly, our Choir in our Term 2 Twilight Concert.

Ms Lindley and our Drama Ensembles embarked on a film project centred on climate change. We were able to secure the services of Thomas Mesker, a well-known actor and writer, to assist the boys as an Artist in Residence. He and Ms Lindley were able to guide the students and, with the help of a professional production company, to produce 3 high quality movies exploring the subject of climate change.

As Term 3 commenced we again found ourselves in lock-down and the College once again went quiet. In our students' homes we again ran as much as we could with online lessons and rehearsals. Students' weekly music lesson and ensemble rehearsal provided a welcome relief from screen-based learning.

With the emergence from lock-down in Term 4, new hope and a degree of certainty around our program for 2022 commenced. We were very pleased to have a few ensemble rehearsals in person albeit with limitations around numbers and wind instruments.

Thanks to the efforts and dedication of our tutor staff and ensemble directors the boys' experience of performing arts was able to continue through these difficult times.

Thankfully we were able to guide our classes through 2021 online when necessary. We encouraged our students to be creative, whether it was using online resources to create compositions or video to create a scene. Our senior students were able to showcase their work online through the Splinters, Splashes, Stage and Sound video presentation.

I would like to acknowledge our Performing Arts Captain, James Baldock, for his inspiring leadership. James was awarded a Gold Colour Award along with Tom Van Dijk for their service and work in the performing arts. I would also acknowledge Ben Giles for his award as the leading band member. These are certainly students that our younger boys can aspire to be.

I would also like to recognise the outstanding results for two of our Performing Arts students. Ben Giles was selected by NESAC to audition for the Encore Concert. This was for his performances on percussion and piano. Alec Ramsbottom was also nominated for OnStage for his work in Drama. I recognise the work done by their teachers, Mr Primrose-Heaney and Ms Lindley for guiding all their students through the HSC in quite difficult and uncertain circumstances. They continue to produce quality work with their students showcasing this work in the online Splinters, Splashes, Stage and Sounds online event.

I would like to thank the continued service of PAPA supporting our Performing Arts staff and students. With their help we were able to acquire staging and curtains. This year we staged a group lesson initiative in Year 6. We were able to run a band program in Term 2 and in Term 3 Year 6 students also commenced learning the violin. This was all done with the support of PAPA.

The leadership of our president Michelle Godfrey has been vital to these initiatives. I take the opportunity to thank the retiring members of the committee, Mrs Gabrielle Donlevy, Mrs Danielle Butler and Mrs Carmel Daniels. Mrs Daniels, in particular, has served the college for many years and we wish her well.

2022 is looking to be a very promising year for the Performing Arts at St Pius X. We are ready to get back to what we do well, perform. We will have new opportunities and new ensembles coming to spark student interest. We are looking forward to introducing students and families to the performing arts and working with student leaders to develop the performing arts. I look forward to new challenges and to meeting everyone in person at a performing arts event in 2022.

Mr Anthony Timmins
Performing Arts Coordinator

Debating and Public Speaking

Debating Competitions

St Pius X competed in the Catholic Schools' Debating Association (CSDA) Competition <http://www.csda.nsw.edu.au/> which was run in Term 2 from Week 1 to Week 8.

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 will again host an annual adjudicator seminar from 2023 onwards. In pre-COVID years our Year 11 and Year 12 debaters participate in the above seminar each year. The evening commences at 6.00 pm 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 2022 debating season as coaches and/or adjudicators. Thanks go to all of our Year 11 debaters for their support in this area.

CATHOLIC SCHOOLS' DEBATING COMPETITION (CSDA)

Thank you to all 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!

Ms Michele Waterson

Debating Convenor

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.

The addition of a second Groundsman/Caretaker along with an apprentice grounds keeper have meant that the site has developed further though 2021, 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 to 10 Oxford Falls PD/H/PE programs for three periods once each 10-day cycle.

COVID19 severely impacted the Outdoor Education programs throughout 2021. With many ventures cancelled on the grounds of health and safety and regional travel restrictions. enhancement of the Duke of Edinburgh Award provision. In addition to this, the various Adventure Retreats culminate with the Year 11 Snowy Mountains Hike. Unfortunately, the 2021 Snowy Hike was another venture that fell afoul of the Covid pandemic. The College recognizes the popularity of this type of activity and its relevance to boys’ education.

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

STRATEGIC INITIATIVES

The College's Strategic Improvement Plan is a three-year rolling plan covering 2021-2023. While we could take nothing for granted following the disruptions of 2020, we were still surprised by the many challenges and events of 2021 which proved to be one of the most demanding in the College's history.

The theme of the 2021 year which was developed by the student leaders was aptly entitled "Better Together" with call to action for all students to "Motivate Your Mate". This was indeed prophetic as the students, parents and staff faced significant lockdowns through Term 3 and half of Term 4.

Despite all these challenges, significant strategic improvements were achieved through determination, perseverance, and adaptability. The College was agile and found new ways in teaching and learning to ensure that all students were provided with a quality Catholic education in the Edmund Rice tradition.

There was significant progress made in the implementation of the 2021 Annual Improvement Plan.

The Plan is developed and reviewed annually by staff, parents, the College Leadership Team and College Advisory Council, utilising the St Pius X College Indicators document, which was developed by the College Council's Governance and Strategic Planning Committee and utilising the National School Improvement Tool. The Annual College survey of all students, parents and staff is a useful tool in reviewing the satisfaction of the College community and the strategic and operational functions of the College's endeavours.

2021 Annual Improvement Plan - End of Year Report

Please refer to the 2021 End of Year Report at the end (Attachment 2 at the end of this document) which shows the progress of the 2021 Annual Improvement Plan, outlining the components, Strategies and the End of Year Summary of its completion.

Major Strategic Achievement Of Priorities

- 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.
- Completion of College Learning Statement and review of pedagogy.
- Student wellbeing was monitored throughout the year through a Growth Mindset approach, especially during extensive lockdowns. This led to autonomy of learning and flexible learning outcomes.
- Completion of the UNSW Mini Certificate of Gifted Education by all teaching staff.
- Implementation of half of the recommendations from the Review of Diverse Learning in the College.

- Implementation of the first stage of an Honours Program including the development of a tiered assessment program, for further implementation in 2022. Major refurbishment of A and B Wing classrooms and the continued upgrade of school facilities throughout the Chatswood campus.
- The commencement of the College Learning Hub on 39-41 Anderson St.
- The deconstruction of the outdoor Sports pavilion into a Basketball court and green playground area with student seating and lunch area.
- Installation of energy efficient LED lighting throughout the Chatswood and Oxford Falls campuses. Installation of Solar energy at Oxford Falls Campus.
- Child Safeguarding fully reviewed across all College staff implementing the EREA Child Safeguarding standards including training modules completed for all staff and volunteers.

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.

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 (Years 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 instil the 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, 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 2021 we had to suspend face-to-face learning for a period of time due to COVID-19. We again 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 each lesson 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. The College also held regular Screen Free days where no online teaching took place. Instead, students were encouraged to work on various projects outdoors or other activities that did not involve the use of electronic equipment.

Staffing

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



Academic Achievement/Assessment and Reporting

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 opportunity 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.

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.

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 are offered

Other Aspects of Junior School Life in 2021

- As stated previously, there are specialist teachers in Computer Studies, Library, Music/Choir/Bands/Ensembles, Chinese (Mandarin), Physical Education, Visual Arts, Learner Diversity 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.
- External 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.
- Boys' education encourages experiential learning. The boys experienced incursions from:
 - *Bully No More* play
 - *Book Week* authors
 - 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 Broken Bay (Department of Sport and Recreation)
- Year 6 Camp Toukley (CCC Camps)
- Junior School Swimming Carnival
- Junior School Athletics Carnival
- Year 5 Swimming Lessons
- Year 6 Surf Safety Lessons



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 and their families donate money towards Project Compassion as well as raising additional funds for charity at the annual Junior School Walk-a-thon. Students also have an opportunity to purchase hand-made goods from the women in a shanty

town in Peru through a Mother's Day stall. The money raised from this stall goes towards assisting these women to improve their lives.



- 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



- 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 relationships 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.

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.



- The Junior School also hold their own Swimming Carnival and Athletics 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 number of boys represent the school in the Independent Primary School Heads Association of Australia (IPSHA) competition. They train after school and compete on a Saturday in 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 participate in Chess, Public Speaking, Robotics and Debating competitions while particularly talented students can be involved in various activities including the Da Vinci Decathlon and Mathematics Olympiad.

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, 2021. 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

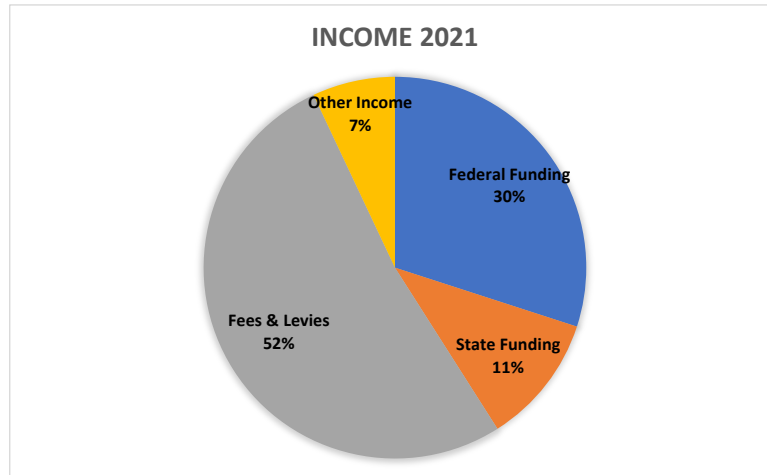
- Junior School staff and Diverse Learning Retreat organised.
- Continuation of the Year 6 Reflection Day at Oxford Falls.
- Reinforce College Mobile Phone and ICT Policies for more productive learning and respectful social interactions.
- Use the College Diary to promote positive education psychology 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.



FINANCIAL STATEMENT

Income

The College's recurrent income for the year ended 31 December 2021 was derived from the following sources:



Fees and other income were lower than forecast in 2021 due to the COVID-19 restrictions on camps, excursions, sport and associated activities.

Government funding represented approximately 41% 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 2029.

Expenditure

The College's recurrent expenditure for 2021 by major expense category was as follows:



Employee costs, including salaries, wages, superannuation, and co-curricular expenses represent approximately 66% of all outlays. Labour award increases for 2021 were 2.28%. 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 2021 and commenced building a new block due for completion in late 2022. 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.

FACILITIES

2021 saw the continuation of the College's facility improvement and maintenance cycle to ensure all students from Years 5 to 12 have conditions commensurate to best practise in teaching and learning. Rigorous COVID-19 safety protocols, established in 2020, remained to enable continued learning during a period of uncertainty.

In addition to ongoing programmed maintenance during 2021 the following improvements were made:

- \$2 million renovation of the B-Wing building. The renovation totally transformed ten of the original College classrooms. Features included: new furniture which enables group activities and peer to peer collaboration; 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 new lockers facilities for Year 7. This renovation continues the College's priority to provide learning spaces welcoming of students and staff.
- Work has commenced on the \$15 million "Learning Hub" to provide an additional nine state of the art purpose-built learning areas on land adjacent to the College. Projected completion date is late 2022.
- Increased cleaning and sanitisation of all College facilities to meet COVID-19 requirements and enable student learning.
- Installation of Vape-detectors in bathrooms to protect students from risk-taking behaviours.
- Continued upgrading of Music classrooms with new furniture and instrument storage to ensure that the learning is central.
- Renovation of the Chatswood Campus Gym provides an enhanced location for PD/H/PE and the removal of the sports pavilion which is replaced with a landscaped basketball court provides more area for student integration and activity.
- Environmental stewardship continued at all campuses to ensure the safety of our community and the preservation of our urban forest. Extensive works have been carried out on the Oxford Falls campus' sewage system to maintain the pristine bush land environment on which the campus sits.
- 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).
- Over 150 new items of signage provide clear direction to visitors.

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 available 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
- Outdoor basketball court
- 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 wireless LCD presentation projector
- Click view online
- Wireless touchscreen facilities in all Teaching and Learning areas
- Fully equipped Junior and Senior Resource Centres
- 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, 2Gbps 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
- 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

ATTACHMENTS

Enrolment Policy

The College Enrolment Policy details the enrolment criteria and procedures used during the application process. The Policy can be found on the College website: <https://www.spx.nsw.edu.au/wp-content/uploads/2020/03/Enrolment-Policy.pdf>

Annual Improvement Plan

The 2021 Annual Improvement Plan can be found in Attachment two at the end of this document.



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 Catholic 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 Catholic 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 Student

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 under the Enrolment heading. There is no fee to lodge the Expression of Interest form. The Enrolment period takes place during March two years prior to the student's commencement. Completion of the Expression of Interest form does not constitute an enrolment nor a place on a waiting list.

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

When to fill out the online Application for Enrolment form:

Feeder School Applicants

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

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

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

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

All Other Applicants

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

Parents are asked to supply the following:

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

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

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

Enrolment Application and Confirmation Fees

For current fees and conditions please see the Schedule of Fees found under the Enrolment heading at www.spx.nsw.edu.au

Enrolment Interviews

Every applicant for which a position is established is invited to attend an interview. Following interviews, successful applicants are asked to confirm their position with the confirmation fee.

The confirmation fee is non-refundable and non-transferable should you wish to cancel or defer the enrolment.

Waiting List Information

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

Please note: For the general intake Years of 5, 6 & 7, unsuccessful applicants who are on a waiting list from the previous year who wish to be considered for the following year need to make a fresh application. The enrolment application fee will apply and standard selection criteria will stand.

Application for Enrolment for Years 8-11

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

Additional Information**Open Day**

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

Enrolment Numbers

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

Policy Review**Last Reviewed:**

1 February 2020

Approved by:

College Board and College Leadership Team

Renewal Date:

2023

		1.4.1.6 Develop Year 12 Retreat program to incorporate Eucharistic celebrations and clergy involvement	1.4.1.5 Incorporated into Year 5 and 6 Camps and Year 7 Camp and Orientation. Year 8 Camp cancelled due to Covid shutdown. 1.4.1.5The students Participated in reflections around spirituality and thankfulness at the conclusion of each day on camp. 1.4.1.5 On hold at present and retreat program will need to be revisited once clarity about restrictions have been communicated. Year 12 Retreat day held the day before the Year 12 Graduation.		
	1.5 SOCIAL JUSTICE AND OUTREACH				
	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.	1.5.2.1 Outreach to utilise EREBB across the network and share our Social Justice Initiatives with other EREBB schools. 1.5.2.2 Develop our partnership with St Joseph's Walgett and St Mary's Bowraville. 1.5.2.3 Seek opportunities to expand social justice opportunities for student participation. 1.5.2.4 Develop and expand relationship with Centacare and The Glen Centre for increased student involvement. 1.5.2.5 Use RAP and Red Dirt to connect with Parish, wider communities expand opportunities for students to outreach	1.5.2.1 - Limited contact except through Australian school leaders gathering. Contact with St Patrick's Ballarat school leaders. Link in Term 4 with Argentina and Vancouver College. 1.5.2.2 - St. Joseph's Walgett visited during the Red Dirt Immersion to ensure that the ongoing relationship is maintained. 1.5.2.3 - Opportunities to be developed after lockdown. 1.5.2.4 - Centacare visits continued between Term 1 and 2. Forty students from Years 10 and 11 involved in the Solidarity Program. The Glen performed at Reconciliation Ceremony, and are willing to host Yr 10 students for the Immersion program. Christmas giving for Centacare has been discussed and organised following the 2020 model with Year 10. 1.5.2.5 - Connection to parish re-affirmed with students involved in the Youth Mass. St. Pius hosted first Youth Mass for 2021.	AP Mission and Identity	End of Term 3
2. LEARNING AND TEACHING	2.1 AN EXPERT TEACHING TEAM				
	2.1.1 Learning Framework A shared understanding, vision and practice for authentic teaching and learning is informing the development and implementation of a whole-school learning framework.	2.1.1.1 Extend understandings of the framework at staff meetings, school assemblies and parent meetings as well as staff Professional Development 2.1.1.2 Introduce EREA Learning Framework into SPX 2.1.1.3 Finalise Publication	2.1.1.1 On hold until the EREA Learning Statement is further developed – Consultation meeting scheduled 26 th July 2.1.1.2 Excerpts from the EREA Learning Framework have been published to staff through Staff News. This will be incorporated into SPX 2.1.1.3 Publication complete but waiting for EREA Learning Statement and it will be included.	AP Teaching and Learning	End of Term 1
	2.1.3 Capacity Building - Coaching and Mentoring Approaches for coaching and mentoring program focused on building teacher capacity implemented.	2.1.3.1 Further extend the implementation of the Middle Leaders Growth Coaching Program and professional learning. 2.1.3.2 Consolidate Growth Coaching with Subject Coordinators	2.1.3.1 Year Coordinators have completed the two-day Growth Coaching course 2.1.3.2 Consolidation with Subject Coordinators has not proceeded	Professional Learning Coordinator	End of Term 1 End of Term 2
	2.2 SYSTEMATIC CURRICULUM DELIVERY				
	2.2.2 NSW Curriculum Reforms (NESA Curriculum changes)	2.2.2.1 Commence discussion with Subject Coordinators and teaching staff on implications of the reform 2.2.2.2 Draft an SPX impact statement of Reforms	2.2.2.1 Initial short-term implications identified and relevant SPX community stakeholders have been informed – Expiry of Board Endorsed School developed courses. 2.2.2.2 Not yet commenced	AP Teaching and Learning	End Term 2
	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.	2.3.1.1 Further implement recommendations from LSE Review 2.3.1.2 Develop the Learning Support Team as the Diverse Learning Team 2.3.1.3 Increase Teachers understanding of Gifted	2.3.1.1 Half of the 14 recommendations have been implemented. Priority has been recommendation 12 <i>Reassess Learning Structures for Years 5 to 10</i> . In process is consideration of recommendation 13. Implement a specific, targeted Gifted and Talented Program across Years 5 to 10. 2.3.1.2 Completed 2.3.1.3 All Teachers have completed the COGE mini-Certificate	AP Teaching and Learning Diverse Learning Coordinator	End of Year End Term 1 End of Term 2 Ongoing

		<p>and Talented through the GERRIC Mini-COGE.</p> <p>2.3.1.4 Implement the Honours Program</p> <p>2.3.1.5 Monitor use of the Hess Rigor Matrix for consistency in differentiation</p> <p>2.3.1.6 Identify Year 6 students for the honours program in Year 7.</p>	<p>2.3.1.4 In process. An integral component of the Honours Program is tiered assessment. Implementation of tiered assessment has commenced in Year 7 Term 2. English and Religion have also introduced tiered assessments in other years.</p> <p>2.3.1.5 Incorporated with tiered assessments- see above</p> <p>2.3.1.6 This is a strategy for Term 4 for the students moving into Year 7.</p>	<p>Professional Learning Coordinator AP Teaching and Learning Subject Coordinators</p> <p>Junior School Curriculum Coordinator</p>	<p>Term 4</p>
	2.4 EFFECTIVE AND CONTEMPORARY PEDAGOGY				
	<p>2.4.1 Boys' Education A highly contemporary school-wide pedagogy informed by the science of learning and professional learning and engaging all aspects of learning in the context of boys' education for Years 5-12. (CANVAS)</p>	<p>2.4.1.1 Continue implementation of the LMS CANVAS : students /teachers/community</p> <p>2.4.1.2 Teacher Professional Learning Plans uploaded through CANVAS</p> <p>2.4.1.3 All Assessment Schedules uploaded onto CANVAS</p> <p>2.4.1.4 Each Faculty to have commenced use of CANVAS</p> <p>2.4.1.5 All parents enrolled</p> <p>2.4.1.6 Trial Report reflection/goal setting activity with Year 10 using CANVAS</p> <p>2.4.1.7 Teaching and Learning course created in CANVAS with resources uploaded</p> <p>2.4.1.8 Continually reinforce practice of evidence-based teaching and highly effective teaching practices through Staff news/Staff meetings and PLTs</p> <p>2.4.1.9 Monitor implementation of 4th Year of student reflection process</p> <p>2.4.1.10 Introduce active monitoring of students in Stage 6</p>	<p>2.4.1.1 In process. Analytics from CANVAS demonstrate constant growth in usage</p> <p>2.4.1.2 Completed</p> <p>2.4.1.3 Completed</p> <p>2.4.1.4 In process. To be repeated in 2022.</p> <p>2.4.1.5 Completed</p> <p>2.4.1.6 Completed</p> <p>2.4.17 Completed</p> <p>2.4.1.8 In process. For inclusion in 2022</p> <p>2.4.1.9 Yet to commence</p> <p>2.4.1.10 Commenced and extended into Stages 4 and 5.</p>	<p>AP Teaching and Learning</p> <p>Senior Study Coordinators</p>	<p>Ongoing</p> <p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>Ongoing</p> <p>Completed</p> <p>Term 3</p> <p>Term 2</p> <p>In progress</p>
	2.5 LITERACY AND NUMERACY				
	<p>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.</p>	<p>2.5.1.1 Evaluate the first year of the Literacy Plan (2020) and commence the second cycle of implementation</p> <p>2.5.1.2 Commence the second cycle of the literacy plan with</p> <p>2.5.1.3 Year 5 Writing program being rewritten.</p> <p>2.5.1.4 Junior School working in conjunction with learning support team to provide KLA vocabulary lists.</p>	<p>2.5.1.1 Completed</p> <p>2.5.1.2 Commenced. Major initiatives are:</p> <ul style="list-style-type: none"> - Stage 6 NESA Verb project - Minimum Standard Literacy and Numeracy Workshops - Year 7 Best Start Literacy Testing, analysis and communication - Classroom literacy resources for teachers <p>2.5.1.3 The Year 5 Writing programs for Terms 1, 2, 3 and 4 have now been updated, in accordance with the model of teaching writing explored during our Professional Development sessions with curriculum consultant, Trish Weekes.</p> <p>2.5.1.4 Vocabulary lists have been created for the Science programs. Vocabulary lists have also been created for students at the Substantial level. They relate to the Key Learning Areas and general age-appropriate spelling words. This is an ongoing project.</p>	<p>Literacy Coordinator</p> <p>Junior School Curriculum Coordinator/ Year 5 class teachers.</p> <p>Junior School Curriculum Coordinator</p>	<p>Term 1</p> <p>Terms 1-4</p> <p>Terms 1-4</p>

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		3.2.3.2 Include a diverse range of staff and students in the Outdoor Education programs at appropriate levels: Yr 5 Camp, Red Dirt Expedition, Yr 11 Snowy Expedition. 3.2.3.3 Adjust the Outdoor Education program to contemporary constraints: Covid and Environmental.	value add from the experience. Contingent preparations for the Snowy Hike underway but cancelled due to restrictions. 3.2.3.3 Within the constraints of Covid Safety and Restrictions Outdoor Educational experiences have proceeded in Semester 1 2021 to great effect and benefit for the students. One Gold D of E Award achieved.	Year Coordinators Pastoral Care Staff Outdoor Education Coordinator D of E Coordinator	Term 3 Term 2-4
	3.3 STUDENT SAFETY				
	3.3.2 Social Issues Engage with students and families regarding social issues of concern to the health and wellbeing of young people. (digital footprint) Consistent with Child safeguarding Standards 2 and 8 as foci of 2021	3.3.2.1 All members of College community read and sign ICT Code of conduct agreements. 3.3.2.2 Conduct age-appropriate training of all students supported by Parent information, as to how to keep themselves safe and secure online without endangering their reputation. 3.3.2.3 Ensure appropriate follow up to any inappropriate searches or misuse of PLDs or network. 3.3.2.4 Ensure all new Junior School students are aware that we have processes in place to monitor their computer use. Inform parents of good internet protocols for their households.	3.3.2.1 College Diary articulates ICT policy and Code of Conduct and has universally been promoted to all students through the Diary, Form Meetings and Pastoral Care programs. 3.3.2.2 Bully Zero Cybersafety representatives presented to Year 7 students and entire parent body via Webinar in March. Ongoing presentations through Pastoral Care programs such as Snr Constable Darren Cairns presenting to Year 8 In Term 2. 3.3.2.3 Continual monitoring of Safe chat health alerts and Cyberhound online searches with follow up from Year Coordinators and Pastoral Care Team. Counselling and Wellbeing Teams continue to support best practice. 3.3.2.4 Students informed by the College Diary etc on Internet protocols reinforced by their families in terms of monitoring online learning. Mr Couani and College Online Learning Plan clearly communicated expectations to the community. This messaging has been reinforced in the Woodchatta and when the Leadership team inspected the Junior School and Year groups.	All students, parents and Staff Assistant Principal Pastoral Care and Pastoral Care and Counselling teams Year Coordinators Head of Junior School Year Coordinators, Teaching Staff, Students. AP Pastoral Care and Wellbeing.	Week 2 Term 1 -3 Through year Term 1-4 Term 1- 4
	3.4 SCHOOL COMMUNITY WELLBEING				
	3.4.2 Staff Wellbeing Staff share a mutual responsibility for the maintenance of professional respect, collegiality, collaboration, morale and personal wellbeing.	3.4.2.1 Maintain dialogue and open communication to maintain staff positive mutual support, connections and collaboration. 3.4.2.2 Reinforce collaborative teamwork practices in professional interactions which enhance interpersonal respect and wellbeing- Growth Coaching. 3.4.2.3 Model positive respectful relationships. 3.4.2.4 Establish Women's Wellbeing Weekend	3.4.2.1 Regular pastoral care meetings with groups and leaders to improve collaborative teamwork. Staff trained using online CompliSpace modules to effect enhanced awareness of professional responsibilities, mutual support, privacy, professional protocols and respectful practices. 3.4.2.1 Term 3 Staff Massage and Mid Term Soup Day initiatives. 3.4.2.1 Staff contact promoted from Leadership Team during lockdown. Uber vouchers distributed to all staff to support morale. 3.4.2.2 All middle management Year Coordinators conducted Growth Coaching training in Term 1 2021 to enhance peer mentoring of staff in our teams. 3.4.2.3 All staff reinforced to model professional respectful standards of positive interaction through the examples of senior leaders and colleagues. 3.4.2.4 Women's Wellbeing Weekend commenced in previous years scheduled for Term 3, but unable to be held due to Covid restrictions. Postponed to Term 4 - planning restrictions permitting.	Leadership Team Middle Managers Staff Leadership Team and Middle managers Staff Services & Compliance Coordinator Staff Teams Staff Teams Staff women's wellbeing leaders. Staff Services & Compliance Coordinator	Term 1–4 Through year. Term 3 Term 3 and 4 Terms 1 –4 Term 4
4. A CATHOLIC WORKPLACE	4.1 AN EXPERT 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.	4.1.1.1 All teaching staff to develop Personal Learning Plans related to their professional learning and the AITSL standards	4.1.1.1 Completed and distributed to Subject Coordinators. End of Year plans to be finalised late in term 4	Professional Learning Coordinator	End of Term 1
	4.1.3 Support Staff A quality performance growth culture for support staff is developed and maintained.	4.1.3.1 Provide opportunity for cross training of current Administration Staff in specific roles 4.1.3.2 Encourage Support Staff to engage in a variety of professional learning opportunities 4.1.3.3 Ensure that all Support Staff are informed of the opportunity provided by the SPX professional Learning Grants	4.1.3.1 Deferred until decision made on 'new' School Management System - 2022. 4.1.3.1 Due to lockdown, sharing of specific roles and duties has been implemented. 4.1.3.2 Discussions ongoing. 4.1.3.3 All staff were encouraged to seek SPX Professional Learning Grant but no support staff applied.	Staff Services & Compliance Coordinator	Throughout the year Term 3 Completed
	4.2 CAPACITY BUILDING THROUGH PROFESSIONAL LEARNING				

	4.2.3 Building Leadership Capacity Leadership capacity is developed and extended consistent with National teacher accreditation requirements including the requirements of higher levels of accreditation.	4.2.3.1 Ensure that all Teaching Staff are informed of the opportunity provided by the SPX Professional Learning Grants	4.2.3.1 Significant teacher uptake of Professional Learning Grants for 2022 in leadership and pedagogy.	Staff Services & Compliance Coordinator	Term 3 Completed
5. STEWARDSHIP AND SUSTAINABILITY	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.	5.1.1.1 Engage consultants to refurbish B Wing. 5.1.1.2 Complete DA conditions for 39-41 Anderson St and progress the Learning Hub for commencement by end of Term 4 2021. 5.1.1.3 Continue the dialog with EREA/ Diocese / Parish regarding the site with a view to acquisition and / or long-term lease. 5.1.1.4 Consult and further develop the Chatswood Campus Site Master Plan for EREA's approval.	5.1.1.1 TKD have completed plans that have been reviewed by relevant staff and Council Property C'tee. Cowyn commenced 21 September with a completion date of 4 January. 5.1.1.2 DA conditions met. Lloyd commenced work 15 October with Practical completion scheduled for late August 2022 5.1.1.3 Continuing discussions between EREA and Diocese and Parish. Diocese proposed a lease with a number of conditions and upfront payment 5.1.1.4 Property C'tee, College Council and College LT began to review the Educational Brief and Masterplan in Term 3 and 4. Presentation to staff was held in Term 4. Further work in Term 1 2022.	Principal, Business Manager, Facilities Coordinator and Property C'tee	Terms 1-4
	5.2 FINANCIAL SUSTAINABILITY AND AFFORDABILITY				
	5.2.2 Affordable Catholic Education The maintenance of accessibility and affordability for families seeking a Catholic education in the Edmund Rice tradition for the sons.	5.2.2.1 Continue to offer assistance to those families where their financial situation has been adversely affected by COVID-19. 5.2.2.2 Explore channels for Catholic families in need to access an SPX Scholarship and consider extending this assistance throughout Year 7-12.	5.2.2.1 Assistance and fee relief provided to families impacted by lockdown and economic difficulties. Significant number assisted and others provided more time. 5.2.2.2 Scholarships promoted during Enrolment period in March-May. Uptake relatively low on enrolment however internal Scholarships were fully expended from budget.	Principal, Business Manager Finance and Risk C'tee	Terms 1-4
	5.3 ENVIRONMENTAL RESPONSIBILITY				
	5.3.2 Environmental Management Plan An environmental management plan researched, developed and fully implemented.	5.3.2.1 Assess past usage of resources and work with the Property Committee on ways to reduce our usage (power, paper, water etc) 5.3.2.2 Install solar power at Oxford Falls and explore opportunities at Chatswood Campus 5.3.2.3 Install LED lighting throughout the College campus.	5.3.2.1 To be undertaken in Semester 2. Deferred to 2022 due to Covid. 5.3.2.2 Solar Power installed at Oxford Falls. Completed. Solar power included in the Learning Hub design. 5.3.2.3 LED lighting installed in Oxford Falls, Sarto Centre, A Block and incorporated into B Block Plans and the Learning Hub plans.	Business Manager, Facilities Coordinator, maintenance Team Property C'tee	Terms 1-4
	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.	5.5.1.1 Ensure all COVID-19 protocols are consistently and reviewed as regulations change. 5.5.1.2 Embed the use of CompliSpace across the College and the completion of compliance training for staff, casual teachers and cocurricular employees. 5.5.1.3 Ensure that the College Risk Framework is consistent with EREA Frameworks.	5.5.1.1 Extensive revision and compliance with all COVI-19 protocols. Lockdown entered from commencement of term 2 holidays. Online learning implemented from 12 July and is ongoing. 5.5.1.2 Mandatory training for staff, casual teachers and cocurricular employees completed on CompliSpace across Terms 1, 2, 3 and 4. 5.5.1.3 WHS Audit complete and recommendations in process of completion. Further implementation of EREA Framework will be undertaken as it is rolled out to schools.	Principal, Deputy Principal, Staff Services & Compliance Coordinator, Business Manager, Finance and Risk C'tee	Terms 1-4

6. STRATEGIC LEADERSHIP AND PARTNERING	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.	6.1.1.1 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 Develop and extend communication with ex-students with a view to the developments at the College. 6.1.1.3 Continue using the successful online forums with parents which were developed during COVID shutdown.	6.1.1.1 Annual surveys completed in Term 2 and analysis underway by Leadership team and Governance and Strategy Committee. Year 12 student and parent Exit surveys completed and analysed by LT and C’tee. 6.1.1.1 Further consultation and revision of Educational Brief and masterplan to be undertaken in term 3 and 4. 6.1.1.2 Old Boys Facebook page developed by the College and increasing interaction with Old Boys. Limited entry to school from Old Boys due to COVID restrictions. 6.1.1.3 Extensive use of online forums for students and parents especially during Term 3 lockdown. Improvements in online learning provision through TEAMS, One Note and CANVAS	Principal and Business Manager Principal and Head of Publications Leadership Team and Coordinators	Terms 1-3 Terms 1-4 Terms 1-4
	6.2 STRATEGIC PARTNERING				
	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. (Transition of knowledge of post-school partnerships to new managers.)	6.2.2.1 Foster partnerships and increase involvement of ex-students and parents as a resource for student learning and vocational links. 6.2.2.2 Provide opportunities for ex-student donations to the College	6.2.2.1 Vocation Meeting presented by parent coordinated by Careers Coordinator. 6.2.2.1 Further opportunities to be explored. 6.2.2.2 Process for donations developed and implemented. Donations invited through Woodchatta, Building Bulletins and Old Boys Facebook page with limited response.	Principal, Deputy Principal, Business Manager, Head of Publications	Terms 1-4
	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.	6.2.4.1 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 new EREA Directors, Diocesan BB Catholic Schools Director, new Parish Priest, new Principals at Mercy College and OLD Primary and also the Chatswood Catholic Precinct Committee. 6.2.4.3 Revise 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 Engagement with Bishop, Diocesan Director, Principal and REC meeting. 200 years of Catholic Education Mass conducted with OLD parish, primary school, Mercy College and SPX. 200-year signage created and displayed in College. Lenten program offered. 6.2.4.2 Visit to SPX in term 1 by new EREA Executive Director and Director of Stewardship and extensive involvement with all EREA Directors. New Principals welcomed to SPX in term 1. Contact made with Diocesan Director and invitation for after lockdown. 6.2.4.3 To be further developed.	Principal and Leadership Team	Terms 1-4
	6.4 GOVERNANCE				
	6.4.1 Governance Compliance The College governance structures policies and procedures comply with Government legislation and requirements.	6.4.2.1 Revise College Board documentation and role to comply with EREA College Advisory Council restructuring. 6.4.2.2 Expand the College Advisory Council to include a greater external involvement and greater gender balance. 6.4.2.2 Ensure College Strategic Plan is consistent with and inclusive of new EREA Strategic Plan, policy and directions. 6.4.2.2 All new Council members and Committee members to undertake Induction Processes with the College and with EREA that include training in Governance 6.4.2.3 Revise College Council Handbook and aligned with EREA policy.	6.4.2.1 College Council Chair joined EREA Committee to revise “EREA Design”. Further development of College Council documentation once EREA publish the revised Design. More work in 2022. 6.4.2.2 Further development to come after Design is published. Council to be expanded in terms 3 and 4. 6.4.2.2 Induction included in term 1, 2022 for new members as per new Design document. All SPX Council has included 3 new members for 2022, induction process to be undertaken in the 2022 members to undertake workshop in Term 1 2022. 6.4.2.3 Deferred to 2022 when EREA publish their new Handbook for School Advisory Councils.	Principal, Staff Services & Compliance Coordinator, Council Chair and Council members	Terms 1-4



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