



ST PIUS X COLLEGE
CHATSWOOD

Annual Report

2022



fide et labore,
THROUGH FAITH AND HARD WORK

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Messages from Key School Bodies

From the Principal

The year 2022 saw us leave many of the challenges of the recent past behind. Eleven staff and 178 students were new to the school. It was reassuring to settle into a familiar busy pattern of liturgies, classes, excursions and community events, although it being the wettest year on record did cause some difficulties. Our theme as proposed by Year 12 was *Opportunity and Growth*, with the slogan, *Aspire to Inspire*, which celebrated community and teamwork.

COVID 19 protocols and regular testing featured in the first part of the year. Cases varied between 5 and 10% of the student and staff members. Restrictions gradually eased. We worked hard to refine how we provided accurate and up-to-date communications regarding the situation. In late Term 3 the cases declined for both staff and students. Term 4 proved to be relatively normal. Some unexpected beneficial changes have become apparent: parent-teacher evenings and parent information evenings were efficiently conducted online as were a number of other meetings.

Gospel Spirituality

Former student Bishop Peter Ingham celebrated our opening Mass, which was followed by our Academic Awards Assembly. Guests of Honour were our many High Achievers from the 2021 HSC.

The College continued to have regular Masses in the College Chapel officiated by priests from Our Lady of Dolours Chatswood. We greatly value the support of the Parish and the Broken Bay Diocese under the ministry of Fr David Ranson and Bishop Anthony Randazzo.

Inclusive Community

Open Day was an enormous success with over 1,200 people attending for demonstrations and displays. Despite the rain, the College celebrated International Women's Day on with an online assembly featuring special guests from Mercy College. It is essential that the work on cultural change, particularly as it relates to young men, in modern society be reflected in the College life. The College works hard to develop the skills and attitudes that build respectful relationships. Year 9 had a day devoted to learning these important aspects of life when they combined with Mercy Catholic College for a program of practical workshops and activities at Oxford Falls. Other successful events were the RUOK? Day/International Teachers' Day as well as the *Movember* program to raise awareness for men's mental health in November.

The College devotes much energy in developing its links to the wider community. The annual *Red Dirt* expedition, the many immersion experiences, the charitable activities all

give the community the opportunity to give practical help to those in need but also educate our students about the world beyond their locales. St Pius X College students undertook volunteer work with many organisations.

The College is faithful to its mission of Catholic education in the Edmund Rice tradition. Our governing body is Edmund Rice Education Australia (EREA), whose Touchstones shape our lives. As part of the wider EREA community we welcomed Brother Frank O'Shea on 1 November. Brother Frank addressed the college assembly about the Edmund Rice Beyond Borders (ERBB) international program to help the underprivileged. Such College activities as the Walkathon or Founder's Day support this program as well as a number of others.

Liberating Education

St Pius X College is immensely proud of the excellent results achieved by its HSC Class of 2022. This cohort rose above many challenges of the previous years. There are also many opportunities for students to find an activity that allows them to experience engagement and the joy of success as well as the challenge of effort outside of the classroom. We held a highly successful 85th Anniversary Concert, our first such performance concert in two years.

Throughout 2022 we enjoyed a full program of sport, debating and chess, which are so important to the life and character of the College. Of particular note was our successful Athletics team, which won the extremely competitive ISA Carnival for the first time since 2012. This was a wonderful achievement. In addition, our Cross-Country team achieved second place overall in the ISA competition. Also, our 4th XI Footballers were ISA champions, with many other teams performing extremely well in this competition as well. We returned to Term 3 with the successful EREA Professional Learning Day for staff. This extensive combined activity allowed EREA teachers from across Sydney to meet and share their ideas regarding successful pedagogy. The benefits extended beyond the curriculum to include a sense of community.

I would particularly like to thank the College Council on a successful year and in particular Brian Populin, the College Advisory Council Chair as he concludes his time.

Conclusion

This is the last time as Principal that I will write a such a report. As I wrote in *Pius in Profile*, *It has been an honour to serve as your Principal for twelve years. There is much to celebrate, but what stands out to me is the quality of the people who are associated with this school – the past and present students, teachers, parents, families and friends, who make up this community. We are all truly blessed to belong to such a group. I wish everyone the best for the future.*

Finally, I would like to welcome the new College Principal Mr Michael Ronchetti who commences in 2023.

God Bless you all.

John Couani. College Principal 2011 – 2022

From the College Council

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

The Council has particular responsibilities for the oversight of faithfulness to the Charter and Touchstones of Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity. We collaborate with the principal and Edmund Rice Education Australia 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 impact of the Commonwealth Government's funding policies since 2017 has resulted in an ongoing decline in Government funding for the College in real terms. 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 need to maintain and upgrade buildings and resources. The Council is also committed to ensuring the College continues to provide fee assistance by way of equity scholarships to those families in need of help.

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

The Council also thanks Mr John Couani for his leadership and guidance to the College community since taking on the role of Principal in 2011. Mr Couani retired at the end of 2022 to take well-deserved rest and recreation after many years of service to Catholic education and the education of our boys in the Edmund Rice tradition.

We now offer a warm welcome to Mr Michael Ronchetti as the Principal for St Pius X College and look forward to supporting Mr Ronchetti as he continues to lead the mission of the college.

We congratulate the HSC Class of 2022 for their outstanding achievements, especially considering the significant challenges faced by these students over the past three years. Twenty-five students were awarded ATARs over 90 with 11 of them gaining ATARs above 95. There were 94 mentions in the Distinguished Achievers list and 6 nominations for HSC showcases: an outstanding result for a non-selective school. While the general public and press focus on the high achievers, the entire Class of 2022 should be proud of their individual achievements; they are a credit to their families and the college staff.

We also acknowledge the wonderful contribution to college life of the Old Boys Association lead by Jeffrey Clarke and the Parent & Friends Association lead by Sarah Gillard.

As Council Chair, I would like to thank our council and committee members for their generous service to college governance over 2022. I particularly thank retiring Council members Mr Tony Masone and Mr Jean-Paul Wallace for their valuable contribution to the Council and the College. We also welcomed new Council members Mrs Braelen Zwart, Mrs Sarah Gillard, Ms Judy Black and Mr Evan Griffith.

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

Mr Brian Populin

School Advisory Council Chair, 2022



From the Parents and Friends Association

The Parents & Friends Association at St Pius X College has 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 and Supper, 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 assists the college with the Open Day with current parents assisting through the day 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.

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.

I would like to sincerely thank all the wonderful parents who have volunteered their time, effort, and skills throughout the year. We could not conduct so many events without their assistance. I also thank the college leadership team, and all the many wonderful Pius staff for their support of the Parents and Friends Association. The college is incredibly blessed to have the help of so many.

Sarah Gillard

P&F President 2022

From the Student Leadership Team



Throughout 2022, the student leadership team worked passionately, tirelessly and with profound dedication to the college. Overarchingly, the team was able to focus heavily on student connectivity and schoolwide culture – leaving an infrastructure for student initiative and developing several unique initiative endeavours for leadership teams of the future to work with.

The team opened the new year with the theme of ‘Opportunity and Growth’ being put to the college alongside the motto ‘Aspire to Inspire’. After years of being out of classrooms members from all portfolios agreed that seizing opportunity whilst being open to grow and change would form the basis of our messaging. The primary focus was to create a culture of celebration, wherein individuality was supported, and passion was necessary. These concepts would work well in running events such as International Women’s Day, RUOK? Day, Harmony Day and the National Day Against Violence and Bullying. Each portfolio in the student leadership team dedicated a great deal of time to organising assemblies, in-class activities and school-wide initiatives in support of these days.

Adding to these celebrations, which have long been part of college life, the 2022 student leadership team focused heavily on introducing a range of new and highly interactive initiatives that would inspire students to seize opportunities as they re-entered into college life. Notable endeavours included the development and operation of student leadership teams from Year 8 through to Year 11. Leaders would meet in their own team each week with these younger students, working closely to facilitate their ideas, thoughts and initiatives. Regardless of whether these students were to run their own initiative, such as the Year 8 basketball competition, it was a chance for younger students to engage with ideas of leadership whilst connecting with older and younger students in an environment that empowered them. We hope this framework continues in some way, shape or form into the future as it facilitates a culture of connection which benefits the entire college.

Throughout the year the Academic Prefects worked closely with the Diverse Learning staff to facilitate opportunities for students struggling academically, whilst providing regular tips and outreach to the college at various assemblies and form meetings.

The Cultural Prefects, alongside the various co-curricular captains, worked to promote a strong culture of engagement in college life whilst focusing in on key issues identified for addressal at the start of the year. They were instrumental in organising many key celebrations such as Chinese New Year and RUOK? Day as well as music, drama and debating events such as the 85th Celebration Concert.

The Mission and Identity Prefects played an integral role throughout the year, working to orchestrate all major masses, prayers for assemblies and various sections of almost all major celebrations. They sought to instil the central values of a wholistic education in the Edmund Rice tradition and engaged heavily with younger students – aiming to promote the deeply rooted traditions of social justice within the college.

The House Captains formed a critical part of the student leadership team in 2022, not only planning and running all major sporting carnivals and reporting on weekly results but being heavily involved in the organisation of the Pius-Brigidine Year 12 gala day at Oxford Falls, as well as the student leadership team trivia night.

Finally, the Wellbeing Prefects, too, took on an expansive role. They introduced the Push-Up Challenge to the college and held push-up circles in the main yard every day throughout the challenge in solidarity for mental health. Further, these prefects put together presentations on consent which would be presented to several year groups throughout their form meetings. On top of this the wellbeing prefects engaged heavily in the student-mentoring programs and worked tirelessly to organise after-school events to the benefit of the youngest members of the college. Ultimately, they were able to powerfully and highlight an array of central issues and encourage students to actively integrate wellbeing into their lifestyle.

As I look back on the student leadership group that took shape in 2022, as well as the extremely involved and supportive cohort that stood behind them, there is immense pride not only for what these young men achieved, but the way in which they achieved it. Their tireless work has left behind a vocal legacy of authenticity, honesty, passion and appreciation for the opportunities available.

I wish to emphasise the exceptional staff who gave their unreserved time and support to these students. They went beyond what is required of them, becoming not simply educators but mentors. Nothing can be said about the team without also mentioning their outstanding capacity to facilitate empowered students.

William Staber

2022 College Captain

Governance of the College

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

In 2022 after reviewing their governance, EREA transitioned to a process of incorporation.

In January 2023 St Pius X College now sits under Edmund Rice Education Australia New South Wales Colleges Ltd. We now have a new Director of NSW Colleges and CEO that specifically looks after EREA NSW Schools.

The College still has the support network of the national body of EREA Council ensuring the ongoing support in maintaining the governance of St Pius X College.

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 Director of NSW Colleges and CEO to operationalise these strategic directions, in collaboration with the Principal of the school. After consultation with the Principal, the Director of NSW Colleges and CEO 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 Director of NSW Colleges and CEO 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 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 1,155 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 | 167 | 162 | 158 | 157 | 147 | 140 | 1,155 |

** These figures are taken as of 31 January 2022*

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 policy gives priority to enrolment applications in the following order:

1. Siblings of enrolled or attending students

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

Please see attached link to the college Enrolment Policy. [Enrolment Policy](#)

Student Retention Rates 2022

| | Years 5-6 | Years 7-10 | Year 11-12 | Years 7-12 | Years 5-12 |
|-----------------|-----------|------------|------------|------------|------------|
| Apparent | 94.20% | 96.27% | 98.26% | 96.89% | 96.46% |
| Actual | 94.20% | 95.96% | 97.56% | 96.46% | 96.02% |

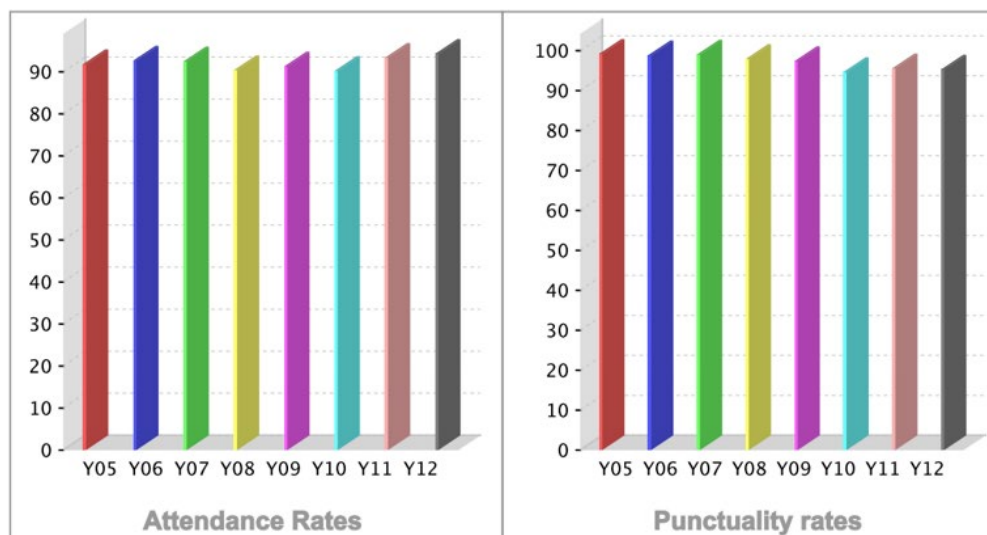
| Years | Year Start | Year End* | Leavers | Enrollees during 2022 |
|------------------|------------|-----------|---------|-----------------------|
| 5 & 6 | 224 | 211 | 13 | 0 |
| 7 - 10 | 644 | 620 | 26 | 2 |
| 11 - 12 | 287 | 282 | 7 | 2 |
| 7 - 12 | 931 | 902 | 33 | 4 |
| 5 - 12 | 1,155 | 1,113 | 46 | 4 |

**Including enrollees during 2022*



Student Attendance Rates 2022

| Year | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---------------------------|------|------|------|------|------|------|------|------|-------|
| Students | 96 | 128 | 167 | 162 | 158 | 157 | 147 | 140 | 1155 |
| Attendance Rate % | 91.8 | 92.7 | 92.5 | 90.4 | 91.3 | 90.2 | 93.4 | 94.3 | 92 |
| Punctuality Rate % | 99.2 | 98.8 | 99 | 97.9 | 97.4 | 94.6 | 95.6 | 95.3 | 97.1 |



For the 2022 school year, students from Years 5 to 12 achieved an average attendance rate of 92%. This percentage includes all absences, excluding official leave granted by the principal. The attendance rate and high degree of participation in college activities are holistic indicators of a culture of positive student and parental engagement with the college. These positive rates were attained in the wider educational context of a global incidence of periodical school refusal or social and emotional challenges to attending school by a small minority of students. These issues 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, expectations, and communication between the college and families within the community. 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 identified at transition points during the student's pastoral care journey through the college.

Student Welfare Policies

School welfare, anti-bullying, student discipline, restorative justice procedures, and grievance / complaints policies are available on the College website <https://www.spx.nsw.edu.au/about/policies-and-reports/>. These policies are articulated for the students' benefit in the Student Diary Planner.

Anti-Bullying and Harassment Policy

The college is committed to providing a safe learning and working environment that is based on mutual respect and is free from harassment. Harassment is not acceptable in any circumstances and will not be tolerated.

The college is responsible for ensuring that students are treated fairly and with respect, and is committed to ensuring that all staff will model appropriate standards of behaviour; educate and make students aware of their obligations under this policy and the law; intervene quickly and appropriately when inappropriate behaviour is identified; act fairly to resolve issues and enforce the College's behavioural standards, making sure relevant parties are heard; help students resolve complaints informally; and ensure students who raise an issue or make a complaint are not victimised. The College will investigate formal complaints about breaches of this policy and take appropriate prompt remedial action, including counselling, education, medication and disciplinary action up to and including expulsion.

The full policy on anti-bullying and harassment can be found on the College website:

<https://www.spx.nsw.edu.au/student-wellbeing/policies-procedures/bullying-and-harassment-policy/>

Respect and Responsibility

Pastoral care at St Pius X College emphasises the ongoing connection and shared 'curriculum of story' between students and the college in a manner which sustains and supports a sense of identity, meaning and purpose throughout their journey at the college and into their adult life.

The college recognises that student, staff and community wellbeing underpin higher order learning and performance. As part of this wellbeing, respect and responsibility are focus points within the college. Respect and responsibility are consolidated by the entire college community involvement in initiatives such as the ANZAC Day ceremonies, both within the college and the wider local community, National Reconciliation and NAIDOC weeks, Mother's and Father's Day events, International Women's Day, RUOK? Day, National Day of Action Against Bullying and Violence and Harmony Day. Regular pastoral reflection days,

camps and retreats foster the development of innovative opportunities for holistic reflection, the promotion of empathy, personal responsibility and respect for self and others.

To help further develop respect and responsibility students in Years 10 and 11 are expected to participate in the college's Eddie Rice Hours. Students work for 15 or 20 hours respectively with and for those who experience hardship or disadvantage and this helps them to better understand those less fortunate than themselves.

These initiatives complemented the college's Annual Strategic Improvement Plan: Items 3.1.1 - Wellbeing as a Social Community Imperative, and 3.1.2 – Respectful Relationships, and 3.2.1 – Positive Behaviours for Learning.

An ongoing focus of the 2022 college strategic plan was on the responsible use of technology, PLDs and the policy of mobile phones 'away all day' when at school. This continues to enable the students to enhance interpersonal connections, mutual support and sense of responsibility, collegiality and learning.

Learning and pastoral care activities are evaluated and reviewed through annual feedback cycles and changes made where appropriate to ensure the college meets the contemporary needs of our students. Changes such as students and parents have welcomed the reinvigoration of our Year 8 Snowy Mountains Ski Expedition and the foundational Year 7 Great Aussie Bush Camp experience alike. The Year 7 students also experience an Induction Day transition into high school which helps to lay the foundations of their high school years. The emphasis of positive psychology and growth mindset principles as part of students' development of personal and interpersonal strengths and skills is a strength of our pastoral care program.

Pastoral Care

The introduction to Pastoral Care on the college website, found at, <https://www.spx.nsw.edu.au/student-wellbeing/pastoral-care/> reads '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.' 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 is preferable to negative consequences. Nevertheless, students need to be educated that actions or inactions have consequences, and that with any privilege comes responsibility.'

The 2022 year saw significant roll out, with staff, student and community education around our 11 EREA Child Safeguarding Statements and framework with a particular emphasis on the assessment and analysis of compliance with Standards 2 - Children and young people are safe, informed and participate, and 8 - Safe physical and online environments.

As a school, we partook in a well-received, student-led National Day of Action Against Bullying and Violence, and International Women's Day. Later in the year student leaders led an RUOK? Day Assembly, focusing on positive mental health.

Grievance/Complaints Procedures

Members of the college community who have a grievance concerning the college's operations are encouraged to follow the procedures detailed on our college website:

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

This includes initially trying to work out the issue with the person involved at the level at which the problem occurred. In the event of unsatisfactory resolution, move to the next level within the school's hierarchy – usually a year or studies coordinator.

If such contact is unsatisfactory then curriculum issues should be addressed to the Assistant Principal Teaching and Learning and pastoral issues to the Assistant Principal, Pastoral Care and Wellbeing. The subsequent contact is the Deputy Principal and then the complaints manager. The next level of hierarchical operation and leadership is the College Principal. Further representation, if required, can be made to the Edmund Rice Education Australia Eastern Regional Consultant, Mrs Moira Manning, through the EREA offices on 03 9426 3200.

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

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. | 101 |
| (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 2022 was 76% indicating a 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: The College staff followed the COVID 19 regulations of 5 days isolation after testing positive.

Teacher Retention Rates

The percentage of teachers retained from 2021 to 2022 was approximately 97%. Some teachers left the College during 2022 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.

Direct confidential counselling 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 dissemination of the Canvas learning management system continued throughout 2022. 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 continued with the Leadership Development Program designed to build capacity among middle leaders. Middle leaders undertook the two-day Introduction to Leadership Coaching course conducted by Growth Coaching International with the 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. There was an increase in the total level of participation in external professional learning during 2022. Eighty-seven external professional learning events were attended by 55 staff, representing approximately 60% of teachers. Figure 1 provides an example of the types of external professional learning events attended throughout the year.

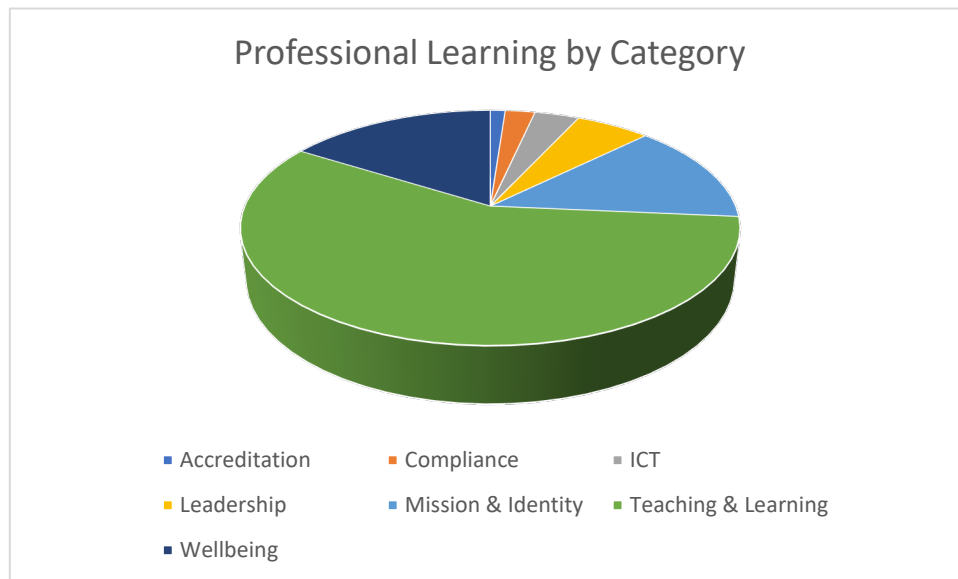
| Professional Learning Attended | Provider |
|---|-------------------------------------|
| New Topics for Mathematics Extension 1 Course | TTA |
| Coaching in Education | Growth Coaching International |
| Teaching Musician Performance Skill Development | TTA |
| Mentoring English Teachers | ETANSW |
| Religious Leadership | AIS |
| Meet the HSC Markers for Science: Exam Analysis | STANSW |
| AIS History Teachers Conference | AIS |
| AIS Middle Leaders course | AIS |
| EREA staff formation | Edmund Rice Education Australia |
| 2022 Stage 6 History Teachers' Day | HTA |
| Designing Effective Student Assessment | AIS |
| Accidental Counsellor Training | Human Connections |
| AISNSW Teacher Librarian Conference | AIS |
| Growing Green Libraries - Learning Centres of Sustainability | |
| Languages Teachers Annual Conference | CLTANSW |
| Implementing Disability Standards in Education | CSNSW |
| Early Career History Teachers Day | History Teachers Association |
| The Butterfly Foundation- Body Image and Eating Disorders in boys. | Butterfly Foundation |
| Learn to solder | Maker Hub by Jaycar |
| Using NESA Standards to improve student HSC outcomes | Catholic Schools NSW and NESA |
| Continuous Reporting Seminar | AIS |
| English Teachers Association Conference 2022 | English Teachers Association of NSW |
| EREA Staff Formation - A Call to Leadership | Edmund Rice Education Australia |
| AHISA Directors of Studies Conference | AHISA |
| Science HoD Network Meeting | Science HoDs Network Group |
| Drama NSW conference and workshops | Drama New South Wales |
| Visual Arts Showcase: Divergence in Visual Arts Education | AIS |
| AISNSW ICT Management and Leadership Conference 2022 - Where Is Your Focus? | AIS |
| Leading Evidence Informed Teaching Practice | AIS |

| | |
|---|---|
| Highly Accomplished and Lead Teacher Accreditation Processes | Leaders of Accreditation Network |
| Positive Schools Conference | PESA (Positive Education Schools Australia) |
| Extension 2 Mathematics Proofs and Vectors | TTA |
| EREA Eastern Region Risk & Compliance Meeting | Edmund Rice Education Australia |
| Youth in Distress: Managing Suicidality and Self Harm. | Black Dog Institute |
| AISNSW Mathematics Heads of Department Day: Scanning the Horizon | AIS |
| Focus on Mathematics Standard | AIS |
| Mental Health & Sport Conference | Global alliance for Mental Health and Sport |
| EREA Staff Formation - A Call to Participation | Edmund Rice Education Australia |
| Applying for HSC Disability Provisions | NESA |
| Critical Thinking in Extension English | ETA - English Teachers Association/NSW |
| EREA Staff Formation - A Call to Participation | Edmund Rice Education Australia |
| Critical Thinking in Extension English | ETA NSW |
| EREA Staff Formation - A Call to Participation | Edmund Rice Education Australia |
| Boys' Education in the 21st Century | Teacher Training Australia |
| Data Informed Teaching and Leading | High impact Teachers |
| NCCD Reflection Workshop | CSNSW |
| CSNSW Disability Network Day | CSNSW |
| DBT Distress Tolerance Techniques for young people | Propsyh |
| Writer's Toolkit Conference | EREA Professional Development Day |
| Authentic Learning in Commerce | IS NSW |
| HSC Science Experiments: Physics, Chemistry and Biology | ASET-NSW |
| Indigenous Science Concepts | ASET-NSW |
| Future Focussed STEM | STANSW |
| Early Teacher Career in English | English Teacher Association of NSW |
| Aboriginal and Torres Strait Islander Cultural Competence Course | Centre for Cultural Competence Australia |
| Chinese Cultural Day | CLTANSW Committee |
| How to apply the NESA marking criteria to assessment tasks in Languages | NSW French Teachers Association |
| ISRA Studies of Religion Inservice | ISRA |
| AIUSNSW Studies of Religion Annual Conference | AISNSW |
| EREA Staff Formation - A Call to Transformation | Edmund Rice Education Australia |
| Using Technology in the English Classroom to support student learning | Education Perfect |
| AIS History Extension Symposium | AIS |
| Using Technology in the Mathematics Classroom to support student learning | Education Perfect |
| Supporting Students with Disability - Understanding NCCD | Catholic Schools NSW |
| Current issues and emerging trends in student mental health | CSNSW |
| Science HOD Network meeting | Science HOD Network |
| Data Dashboards to support student learning | Abbotsleigh |
| Religious Education Curriculum Meeting | CCBB |
| English Curriculum Network Meeting | Northern Curriculum Network |
| Positive Schools Conference | PESA (Positive Education Schools Australia) |
| Provide First Aid in remote or isolated site | Allens Training: First Aid Sydney |
| Provide First Aid | First Aid Pro |
| Timetabler Software Training | Timetabling Solutions |

Professional Learning by Category

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 professional learning by category.



Appropriately, the largest proportion of professional learning events attended (57%) was in Teaching and Learning, reflecting the college's focus on teacher growth for student growth.

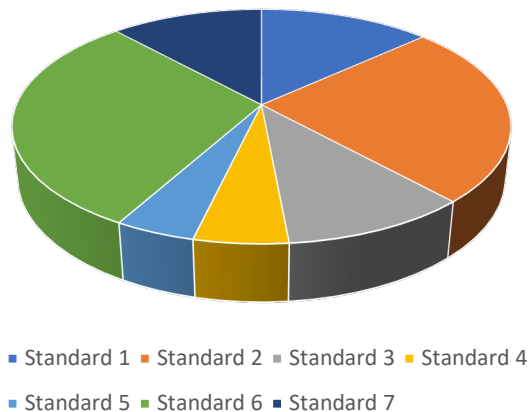
Australian Professional Standards for Teachers

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 2022 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

Professional Learning by Australian Professional Standards for Teachers



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 Manager outlining the features of the orientation day for all new staff including lunch with the 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 and pastoral activities

- Information for new staff on the college policy for the co-curricular program
- Specific support sessions for early career teachers in the first weeks of teaching
 - particularly referencing and promoting online tools from AITSL and NESA
- Staff collegiality – new staff welcome event with whole staff
- NESA Accreditation – outlining and sharing documentation on the college procedures and policies regarding St Pius X College as a TAA
- Processes regarding structures for professional learning for all staff
- Introduction to library services
- Processes related to diverse learning 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 NESA Proficient Teacher Accreditation
- Opportunity for feedback from Studies Coordinators on classroom practice with a class observation during Term 1 or 2 – depending on the needs of the teacher
- Workshops conducted to support teachers in their application for Proficient Teacher
- Progress Interviews with the Human Resources Manager in late Term 2
- A delayed start to staff involvement with the Cocurricular Program – no allocations in Term 1
- Continued social gatherings encouraged with whole staff
- Ongoing mentoring and support from the Human Resources Manager 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 Manager 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 2022, 97 of the 101 teaching staff had Proficient Teacher Accreditation through NESA, with the remaining teachers having Provisional Teacher Accreditation.

In 2022 the ratio of male to female members across the teaching staff of 101 persons was 59:42. Eighty-five teachers were employed full-time and 16 part-time. Non-teaching staff comprise 49 employees, with the ratio of male to female being 21:28 and with 18 of the staff being full time and 31 part time.

In 2022 the ratio of male to female members across the entire staff of 150 persons was 81:69.

There are no staff who identify as being Aboriginal or Torres Strait Islander.

Liturgy, Prayer and Faith Life

The Mission and Identity Team, comprising of the Assistant Principal - Mission & Identity, the Religious Education Coordinator and the Social Justice Coordinator has provided the leadership for the Religious Education Curriculum, the liturgical and prayer life of the College and the development of the social justice initiatives within the College in 2022.

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

The core values of Faith, Excellence, Respect and Opportunity complement the four touchstones and work in unison to maintain a strong Catholic ethos in the Edmund Rice tradition. In 2022 our theme was “Opportunity and Growth”, as chosen by the student leadership team.



Our theme of “Opportunity and Growth” was based on the touchstone of Liberating Education as well as Justice and Solidarity.

In 2022, 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 2022, the College continued to strengthen its Indigenous Reconciliation process online and through classroom activities.

A key event in the Reconciliation process in 2022 was the College Reconciliation Action Plan which was reviewed and accepted by Reconciliation Australia. It was published via the Nurragunnawali platform.



In 2022 we continued our social justice outreach responsibility with our relationships with many charities, schools, and other welfare groups. The students served guests of the Matthew Talbot Hostel every Wednesday night and students also volunteered at Centacare.



Founder's Day at the college was celebrated again at Oxford Falls, which included four refugee speakers who shared their stories of their journeys to Australia.

Guest presenters from the Australian Refugee Council on Founders Day

Various fund-raising activities throughout the year raised \$67,000, which was donated to the following list of charities and welfare groups: Callan Services PNG, Caritas – Project Compassion, Edmund Rice Camps, St Gabriel's School Castle Hill, St Edmund's School Wahroonga, St Joseph's

School Walgett, St Mary's School Bowraville, World Vision, The Glen Centre, Wyoming Youth Skills Centre. The college was also pleased to raise and donate \$10,000 for Project Compassion during our Lenten appeal.



The college continued to focus on the liturgical and prayer life of the students through the many opportunities for celebrating the Eucharist, with Masses and liturgies throughout the year. The college also continued our strong relationship with our local parish, Our Lady of Dolours through student participation in parish liturgies along with one of the parish priests who celebrated Mass at the college each fortnight.

The college reinforced our relationship with the wider diocese through resource sharing and liaising with other parishes through their sacramental programs.

Nine Year 10 boys completed the Eucharistic Minister's course and served as ministers at masses in the college.

The college continued to grow its links with Callan Services in PNG with the continuation of a letter writing program in Year 7 through Religious Education classes.



Photo: Newly commissioned Eucharistic Ministers

All students participated in either retreat, reflection, or pastoral days. These days provide a special time away from the regular day-to-day school life and are an opportunity for students to reflect and reconnect. The days may focus on spiritual awareness, faith, leadership, students' mental health or developing relationships depending on the grade of students.

Religious Education Curriculum

In 2022 the Religious Education curriculum continued alignment with the Broken Bay Diocese programs. These involved the Religious Education Stages 3, 4 and 5 programs as well as the Stage 6 Catholic Studies program, which was taken up by a small number of senior students.

The overwhelming majority of students in Stage 6 completed the NESA Year 11 and 12 Studies of Religion syllabus. We also continued the non-ATAR course.

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.

Parent, Student and Staff Satisfaction

The College annually conducts surveys of the staff, parents and students. The survey is conducted by an external organisation, MYP Corporation, 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 college recorded an overall satisfaction score of 82% (4.09 out of 5).

Reviewing and analysing the results of this survey allows the college to ascertain whether its current strategies are effective and what the key issues are for parents.

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*.

In the 2022 survey, best practice areas included values and culture, school communication, pastoral care/wellbeing, cocurriculum, leadership and direction, parent engagement, teaching standards, learning environment and student engagement.

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.

Parents are included in annual satisfaction surveys. A high percentage of parents participate in this survey each year. In 2022 the parent satisfaction score was 4.09 out of a possible 5.

The three highest key areas of parent satisfaction were Values and Culture, School Communication and Pastoral Care/Wellbeing.

Staff Satisfaction

Ensuring staff satisfaction and wellbeing is a continuing priority for the leadership of the College. Staff are invited to participate in the annual satisfaction surveys, with over 70% of staff participating this year. The overall Satisfaction Score was 4.08 out of a possible 5.

The three highest key areas of staff satisfaction were Procedures, WHS and School Leadership.

To assist staff with their mental health and wellbeing a staff development day was held for staff. This day focused on supporting staff and encouraging their own mental health and personal wellbeing. The Vital Staff Newsletter, which focuses on wellbeing and useful tips for teachers, was forwarded to staff once a week. Free flu vaccinations were offered to staff, with over 80 staff members taking up this offer in 2022. Staff also have access to free counselling sessions through an external provider.

Student Satisfaction

Seventy one percent of students responded to the satisfaction survey. The overall satisfaction score for students was 3.92 out of 5 (or 78.4%). This figure is statistically 4% higher than the average satisfaction score for other comparable schools which conduct MYP Corporation surveys, as comparable schools have an overall satisfaction of 3.74 out of 5 (or 74.8%).

The top three best practice areas as reported by students was Co-curriculum, Reporting and Values and Culture.

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.

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

Quality of Teaching and Student Learning

This year certainly saw great progress in teaching and learning with significant gains made in implementing key projects in differentiation and the schools new learning management system.

Differentiation

Teachers have always been conscious to address the needs of students with learning difficulties, yet students with higher abilities also have challenges yet have often been neglected. Tiered assessment is a proactive approach to differentiation with a focus on catering to the needs of our more able students. By creating three varied levels of task, teachers aim to cater to the wider needs of students within their class. For the higher levels, the challenge has been to design an activity that is intriguing with a degree of ambiguity. Excellent examples were implemented by various departments and the quality of student work was outstanding.

Tiered assessment is an initiative derived from previous professional learning undertaken by all teachers through the University of NSW and GERRIC.

Learning Management System

CANVAS continues to be the College's Learning Management System. During this year, all teachers transitioned to this platform to ensure that from 2023, all learning will be delivered using CANVAS as it provides benefits that will improve the quality of teaching and learning. CANVAS will improve the consistency in delivery of teaching resources particularly in courses where there are multiple classes and teachers. It will also provide greater transparency for parents and improved feedback for students.

2022 Higher School Certificate Results

The College was again immensely proud of the 2022 HSC results.

One hundred and forty-seven students, including 16 Accelerants sat a total of 821 examinations across 35 ATAR-eligible HSC courses.

| MERIT LISTS | 20 22 | 20 21 | 20 20 | 20 19 | 20 18 |
|--|----------|----------|----------|----------|----------|
| No of ATAR Eligible Courses | 34 | 33 | 35 | 32 | 33 |
| No of Students All HSC EXAM Courses | 807 | 839 | 842 | 779 | 785 |
| Cohort Exam based (includes accelerants) | 57 | 61 | 81 | 53 | 67 |
| First in State | 0 | 1 | 0 | 1 | 1 |
| All Rounders | 3 | 5 | 1 | 0 | 6 |
| Top Achievers | 3 | 2 | 0 | 2 | 1 |
| Distinguished Achievers | 94 | 118 | 120 | 126 | 125 |
| Courses above State Average | 26 | 24 | 28 | 27 | 24 |
| % of Courses above State Average | 76.5 | 72.7 | 80.0 | 84.4 | 72.7 |
| Courses above State Average by 5% | 15 | 10 | 18 | 19 | 10 |
| % of Courses above State Average by 5% | 44.1 | 30.3 | 51.4 | 59.4 | 30.3 |
| Number of individual students attaining a Band 6 | 48 | 56 | 68 | 79 | 76 |
| HSC Band 6 Overall State Rank | 145 | 140 | 113 | 101 | 94 |
| Percent of students attaining a band 6 | 84.2 | 91.8 | 84.0 | 149.1 | 113.4 |
| % of BAND 6 | 11.65 | 14.1 | 14.0 | 16.2 | 15.9 |
| % of BAND 5 | 37.2 | 37.5 | 42.0 | 48.9 | 39.2 |
| % of BAND 5 and 6 | 48.8 | 51.6 | 56.1 | 65.1 | 55.2 |
| % of BAND 4 | 34.3 | 34.3 | 33.6 | 29.1 | 29.7 |
| % of BAND 3 | 13.5 | 12.8 | 9.0 | 6.4 | 13.6 |
| % of BAND 2 | 3.1 | 2.1 | 1.2 | 0.6 | 3.7 |
| % of BAND 1 | 0.1 | 0.1 | 0.1 | 0.0 | 0.3 |
| Accelerants | 16 | 13 | 20 | 14 | 20 |

The percentage of students attaining a Band 6 was 11.45, slightly down from last year. There was a slight increase in the percentage of students attaining a Band 3 and 4 which will require further inquiry. The percentage of courses achieving above state average by more than 5% has

increased significantly from the previous year.

The highest ATAR of 99.75 was achieved by an outstanding student across a broad range of subjects.

Overall, the HSC Class of 2022 have achieved very pleasing results. Thirty three percent of the cohort were acknowledged as Distinguished Achievers by attaining a Band 6 in one or more courses.

Three students were included in the prestigious 'All Rounders List' as they attained Band 6's in at least 10 units. One student attained 5th in state for Ancient History and 18th in Legal Studies, along with another student who attained 4th place in Chinese Beginners.

HSC Analysis

In accordance with the College's commitment to implement evidence-based teaching and learning, all Year 12 teachers are required to conduct a detailed analysis of their HSC results and the formulation of goals for both the current Year 12 cohort as well as broader application across all year levels if required.

Enrollment in Courses

The College continues to offer a diverse range of courses in its quest to cater to the interests of the students. There is concern in the decrease in students undertaking English Extension and efforts will be made to understand why and to address this trend. Further analysis will be undertaken into the proportion of students undertaking Advanced and Standard courses in both English and Mathematics.

Enrolments in TAS courses continue to increase and the college strives to accommodate this growing area of interest. Economics, Geography and History continue to defy state trends. Business Studies also maintains consistent enrolments.

| | |
|-------------------------------|-----|
| Ancient History | 12 |
| Biology | 30 |
| Business Services Examination | 2 |
| Business Studies | 70 |
| Chemistry | 15 |
| Chinese Beginners | 1 |
| Chinese Continuers | 2 |
| Chinese Extension | 1 |
| Design and Technology | 7 |
| Drama | 4 |
| Economics | 31 |
| Engineering Studies | 14 |
| English (Advanced) | 74 |
| English (Standard) | 57 |
| English Extension 1 | 3 |
| English Extension 2 | |
| English Studies | 7 |
| French Beginners | 1 |
| French Continuers | |
| Geography | 17 |
| History Extension | 13 |
| Industrial Technology | 18 |
| Info Process & Technology | 9 |
| Legal Studies | 11 |
| Mathematics Advanced | 71 |
| Mathematics Extension 1 | 38 |
| Mathematics Extension 2 | 10 |
| Mathematics Standard 2 | 52 |
| Modern History | 35 |
| Music 1 | 6 |
| Music 2 | 3 |
| Music Extension | 2 |
| Personal Dev, Health & PE | 30 |
| Physics | 28 |
| Science Extension | |
| Software Design & Develop | 8 |
| Studies of Religion I | 106 |
| Studies of Religion II | 26 |
| Visual Arts | 14 |

TVET

This year saw a decrease in the range of TVET courses students were enrolled. The number of students undertaking this pathway remains stable and relatively small. Unfortunately, the number of applications is greater than the opportunities provided which highlights a need that the College should investigate.

| VOCATIONAL COURSES | 2022 | 2021 | 2020 | 2019 | 2018 |
|-----------------------------------|--------------|--------------|--------------|--------------|--------------|
| Automotive | | 1 | | | |
| Business Services | 4 | 6 | | | |
| Construction | 5 | 1 | 5 | 1 | 9 |
| Design Fundamentals | | | | | |
| Electro technology | | | 1 | 3 | 1 |
| 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 | 9 | 11 | 7 | 7 | 14 |
| Percentage of Cohort | 6.60% | 7.40% | 4.96% | 5.15% | 9.80% |

Record of School Achievement

In 2022, one Record of School Achievement was issued.

Post School Destinations

There were 139 students in the 2022 HSC cohort.

108 student applications were made through UAC.

UAC made 146 offers in total.

58 students applied to the Schools Recommendation Scheme (SRS) of which 28 received an offer in the November Offer Rounds.

15 students applied through the Educational Access Scheme (EAS).

101 of these students received an offer from UAC for study in 2023. (72.7% of students).

- 29 students received Early Offers in the November and December Round.
- 86 students received a Main Round Offer in the December 22nd Round.
- 31 students received offers in the February and March rounds.
(65 students received ONE offer. 36 students received TWO or THREE offers).

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

| Institution Name | Total Offers |
|----------------------|--------------|
| ACPE | 1 |
| Aust Catholic Uni | 5 |
| Aust National Uni | 2 |
| ICMS | 1 |
| Macquarie University | 45 |
| Uni of Canberra | 1 |
| Uni of Newcastle | 1 |
| Uni of Sydney | 26 |
| Uni of Tech Sydney | 43 |
| Uni of Wollongong | 1 |
| UNSW | 10 |
| WSU | 8 |

General areas of university study for 2023 (based on offers received)

| Field of Study (O) | |
|---|----|
| 01 - NATURAL AND PHYSICAL SCIENCES | 12 |
| 02 - INFORMATION TECHNOLOGY | 5 |
| 03 - ENGINEERING AND RELATED TECHNOLOGIES | 32 |
| 04 - ARCHITECTURE AND BUILDING | 10 |
| 05 - AGRICULTURE, ENVIRONMENTAL AND RELATED STUDIES | 2 |
| 06 - HEALTH | 13 |
| 07 - EDUCATION | 2 |
| 08 - MANAGEMENT AND COMMERCE | 36 |
| 09 - SOCIETY AND CULTURE | 24 |
| 10 - CREATIVE ARTS | 8 |

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

Student Outcomes in Standardised National Literacy and Numeracy Testing

It is very pleasing to see overall scores continue to remain above state averages.

Overall, the Year 9 results are very pleasing as St Pius X students are achieving above Statistically Similar School Groups in the domains of Writing, Reading, Spelling and Grammar and Punctuation.

| Year 5 2022 | School Mean | State mean | % Diff over State |
|-----------------------|--------------------|-------------------|--------------------------|
| READING | 549.8 | 509.5 | 7.9 |
| WRITING | 505.4 | 482.5 | 4.7 |
| SPELLING | 534.7 | 509.9 | 4.9 |
| GRAMMAR & PUNCTUATION | 518.6 | 501.18 | 3.5 |
| NUMERACY | 542.3 | 505.9 | 7.2 |

| Year 7 2022 | School Mean | State mean | % Diff over State |
|-----------------------|--------------------|-------------------|--------------------------|
| READING | 580.9 | 547.7 | 6.1 |
| WRITING | 557.8 | 530.0 | 5.2 |
| SPELLING | 575.7 | 555.4 | 3.7 |
| GRAMMAR & PUNCTUATION | 563.6 | 539.4 | 4.5 |
| NUMERACY | 604.9 | 570.2 | 6.1 |

| YEAR 9 2022 | School Mean | State mean | % Diff over State |
|-----------------------|--------------------|-------------------|--------------------------|
| READING | 621.9 | 581.8 | 6.9 |
| WRITING | 596.9 | 558.1 | 6.9 |
| SPELLING | 606.2 | 582.7 | 4.0 |
| GRAMMAR & PUNCTUATION | 618.8 | 578.3 | 7.0 |
| NUMERACY | 635.7 | 603.2 | 5.4 |

Bands

A student's standard of achievement is reported in Bands.

Year 5 SPX compared to State

In Year 5, Bands typically range from Band 3 to Band 8 with some students attaining Bands 9 and 10. Students attaining Band 3 are below National Minimum Standards. Students at Band 4 are at Minimum Standards. Students at Bands 7 and 8 are at Proficient Standard.

The following table shows the percentage of students within the Top, Middle and Lower two Bands for Year 5 compared to State levels.

| Year 5 | Top 2 Bands | | Middle 2 Bands | | Lower 2 Bands | |
|-------------------|-------------|-------|----------------|-------|---------------|-------|
| | SPX | STATE | SPX | STATE | SPX | STATE |
| Writing | 31.3 | 24.9 | 66.7 | 55.4 | 2.1 | 19.7 |
| Spelling | 54.7 | 41.2 | 43.2 | 44.3 | 2.1 | 14.5 |
| Reading | 65.3 | 41 | 33.8 | 44.8 | 1.1 | 14.2 |
| Numeracy | 65.3 | 35.2 | 32.6 | 50.8 | 2.1 | 14 |
| Grammar and Punct | 35.8 | 32.6 | 61.1 | 50.6 | 3.2 | 16.9 |

The proportion of students in the Top 2 Bands in Grammar and Punctuation has decreased from the previous year and will become an area for investigation and intervention. The number of students in the Top 2 bands for writing has increased which is pleasing as this is always a priority area.

Year 7 SPX compared to State

In Year 7, Bands typically range from Band 4 to Band 9 with quite a few students at St Pius attaining Band 10. Students attaining Band 4 are below National Minimum Standards. Students at Band 5 are At Minimum Standards. Students at Bands 8 and 9 are at Proficient Standard.

The following table shows the percentage of students within the three sectors of Bands for Year 7 compared to State levels.

| Year 7 | Top 2 Bands | | Middle 2 Bands | | Lower 2 Bands | |
|-------------------|-------------|-------|----------------|-------|---------------|-------|
| | SPX | STATE | SPX | STATE | SPX | STATE |
| Writing | 36.4 | 24.6 | 66.7 | 51 | 7.3 | 24.4 |
| Spelling | 47.3 | 37.5 | 43.2 | 45.6 | 6.1 | 17 |
| Reading | 52.7 | 29.1 | 33.8 | 52.8 | 4.8 | 18.1 |
| Numeracy | 62.2 | 40.6 | 32.6 | 43.1 | 1.8 | 16.3 |
| Grammar and Punct | 37.6 | 25.9 | 61.1 | 51 | 4.3 | 7.9 |

The number of students in the Top 2 bands for writing has increased which is pleasing as this is always a priority area. There has been a decrease in the number of students in the Top 2 Bands of Spelling, Numeracy and Grammar and Punctuation which will be investigated, and appropriate interventions implemented. Reading is a domain that has remained stable in the top bands. The number of students in the lowest two Bands in Writing has also decreased and

is lower than both State and other Statistically Similar School Groups. The proportion of students in the lowest two Bands for Reading, Spelling, Numeracy and Grammar and Punctuation have increased and again will become areas for intervention.

Year 9 SPX compared to State

In Year 9, Bands typically range from Band 5 to Band 10. Students attaining Band 5 are below National Minimum Standards. Students at Band 6 are At Minimum Standards. Students at Bands 9 and 10 are at Proficient Standard.

The following table shows the percentage of students within the three sectors of Bands for Year 9 compared to State levels.

| Year 9 | Top 2 Bands | | Middle 2 Bands | | Lower 2 Bands | |
|-------------------|-------------|-------|----------------|-------|---------------|-------|
| | SPX | STATE | SPX | STATE | SPX | STATE |
| Writing | 20.9 | 14.7 | 67.7 | 49.9 | 11.4 | 35.4 |
| Spelling | 23.4 | 20.8 | 72.2 | 58.4 | 4.4 | 20.9 |
| Reading | 38.9 | 23.6 | 57.3 | 50.6 | 3.8 | 25.9 |
| Numeracy | 49.4 | 28.3 | 50 | 55.3 | 0.6 | 16.4 |
| Grammar and Punct | 32.9 | 23.5 | 58.9 | 47 | 8.2 | 29.6 |

The number of students in the Top 2 Bands for Writing in Year 9 has increased with a corresponding decrease in the number of students achieving at the lowest level which is pleasing as this is always a priority area. There were also decreases in the lower bands for Spelling, Reading and Numeracy. Only Grammar and Punctuation had a slight increase in the number of students attaining at the lower Band Standard.

Using the Data

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

Writing will continue to be a college-wide focus for all year levels.

College Cocurricular and Performing Arts

The College has an extensive sporting program that involves before and after school training sessions as well as Saturday fixtures throughout the year. These activities form part of the holistic education offered at the college as well as facilitate positive relationships between staff and students. Participating in the cocurricular program allows students to form friendships amongst themselves while at the same time fostering their physical and mental fitness and general wellbeing. Students involve themselves in a minimum of two terms of cocurricular activity each year, which includes one winter or summer sport. They are also expected to make themselves available for selection for teams involved in the Independent Sporting Association (ISA) and IPSHA (Independent Primary School Heads' Association) competitions. When parents seek enrolment for their sons at the college, they do so on the understanding that they support the values of the college, and the sporting program is one of these.

In 2022 the full complement of sporting activities was offered at inter-school or club level: athletics, basketball, cross country, cricket, football, rugby, softball, tennis, skiing and squash. Other cocurricular activities included debating, public speaking and chess. Boxercise, robotics and strength and conditioning are also seen as valuable auxiliary activities.

Currently we have 165 teams and various individual entrants participating across 14 different activities.

2022 Representative Achievements

Representative Honours were achieved by students in the following:

State and National Gymnastics

State Athletics

Australian National Athletics

IPSHA & ISA Swimming

State and National Level Swimming

IPSHA & ISA Basketball

ISA and State Cross Country Running

IPSHA & ISA Rugby

IPSHA & ISA Football

ISA and State Level Cricket

Many of our athletes went on to represent NSW CIS in their respective sports.

As an extension of cocurricular opportunities, in partnership with the Mind Matters Outdoor programs, after school activities of Indoor Climbing, Bushwalking and Paddle Boarding, Boxercise

and Self Defence. All activities provide greater opportunities for leadership development in the older students as mentors and are much appreciated by all younger mentees.

Performing Arts

2022 saw a variety of performance opportunities for our St Pius X College Music and Drama students. Our students were once again able to enjoy expressing themselves in a live format, which was showcased in variety of performance occasions and spaces throughout the year.

We had many occasions to display the talents of the music and drama students, including our 85th Anniversary concert, masses and liturgies, College Open Day and our twilight concerts.

Our Year 12 students were additionally provided with opportunities to present their HSC performances which culminated in the ‘Splinters Splashes Stage Sounds’ event which is open to all the college community to attend.

In Term 3 we presented our Climate Change movies to parents and the wider College community. These movies were commenced in 2021 and finalised this year. Four movies were written, filmed, edited, and produced by our students along with the production company *dblok*.

The Performing Arts Festival, held in Term 4, is a series of “studio” concerts held by each instrumental tutor encouraging each student who learns an instrument at the college to perform in an intimate concert setting with parents and family attending.

We were thrilled to have the following Year 12 students nominated for Onstage: Group Project – Jamie Todd, Joshua Squires, William Walsh Penny, William Ramsbottom and also for their Individual Project – William Ramsbottom.

Mrs Annabel Westhoff

Performing Arts Co-ordinator

Cocurricular Facilities

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, the grounds have benefitted from regular investment of time and money and are first class.

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, a weights room along with sound and visual equipment. The Gym is used throughout the year and is open to students 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.

Strategic Initiatives

The College's Strategic Improvement Plan is a three-year rolling plan covering 2021-2023.

Significant strategic improvements were achieved during the 2022 year through determination, perseverance, and adaptability.

There was considerable progress made in the implementation of the 2022 Annual Improvement Plan.

The Plan is developed and reviewed annually by staff, parents, the College Leadership Team and College Advisory Council, using the St Pius X College Indicators document, which was developed by the College Council's Governance and Strategic Planning Committee and using 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.

2022 Annual Improvement Plan – End of Year Report

Please refer to the 2022 End of Year Report at the end (Attachment 1 at the end of this document) which shows the progress of the 2022 Annual Improvement Plan, outlining the components, Strategies and the End of Year Summary of its completion.

Major Strategic Achievement of Priorities

- Focus on the Miriam-Rose Ungenmerr-Baumann inspired concept of 'Dadirri' or 'deep listening' for rich learning on opportunities such as Year 9 camp, RE Reconciliation units, HMAS Penguin PASS Excursion, outreach, and other opportunities.
- Student-led reconciliation lessons complementing Professor Denis Foley's visit which emphasised the concept of Dadirri in order to achieve rich learning.
- The Professional Collaboration /classroom observation program was implemented in Term 3. Evaluations were positive and lay the foundations for future years.
- Continued application of growth mindset challenges and wellbeing reinforcement through the College student diary, pastoral care programs, year pastoral care themes, camps, and activities.
- Ongoing training and engagement with EREA Code of Conduct, Duty of Care, Child Safeguarding and WHS documents through staff and leadership team meetings, Complispace and professional training through EREA and other peak bodies such as CSNSW and Office of the eSafety Commissioner.
- Format of teacher induction day has been reviewed and revised for 2023. The mentoring program for gradate teachers has been implemented.
- Playground seats upgraded and new artificial grass and playground seating installed.

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 1 – 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.

Parents are recognised as the first educators of their children. The College aims, in collaboration with parents, to instill 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 students 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 of the students 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 students to access new learning. These methods are augmented by text, electronic and auditory learning.



Academic Achievement/Assessment and Reporting

All Junior School students are assessed using standardised tests. The students are then streamed for Mathematics and Reading groups in both Years 5 and 6. In Mathematics there are 4 groups for Year 5 and 5 groups for Year 6. In Reading there are 7 groups for Year 5 and 7 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.

The students 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 several times throughout the year. At the beginning of the year there is a parent information night, at approximately halfway through Term 1, there are parent/teacher conferences where the college acknowledges 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, interim reports are issued and at the end of semester 1 parent/teacher/student meetings are conducted. At the end of the year, once yearly reports have been issued, there is an opportunity for another parent/teacher interview if requested.

Other Aspects of Junior School life in 2022

There are specialist teachers in Computer Studies, Library, Music / Choir / Bands / Ensembles, Chinese (Mandarin), Physical Education, Visual Arts, Diverse Learning and Enrichment. This means the boys receive a diverse education and are often challenged. For example, as part of the curriculum, the boys participate in coding.

External competitions in which the students were engaged include: The Premier's Reading Challenge, the Willoughby Year 5 short story competition and various competitions run by Willoughby Council and other organisations.

Boys' education encourages experiential learning. Students experienced incursions such as the *Bully No More* play, *Book Week* authors and the Year 6 Reflection Day.

The students also experienced excursions including Year 5 and 6 camps, athletics and swimming carnivals, swimming and surf safety lessons. Students also completed excursions to Taronga Park Zoo, Chinatown and NSW Parliament House.



Religious Climate/Pastoral Care

- Religious Education is one of the Key Learning Areas of the Primary Curriculum.
- Students are involved in whole-College religious celebrations.
- Students 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.
- The Christian spirit of giving is practised directly. During Lent, students and their families donate money towards Project Compassion as well as raising additional funds for charity at the annual Junior School Walk-a-thon.
- Awards are regularly conferred. These include weekly merit awards, Fide et Labore Awards presented 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. Students 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 students also elect Colour House Captains and Vice Captains for the year.
- A Peer Support program operates in Term 1 between the Year 5 students and selected Year 11 leaders.
- A Buddies Program is provided for some students. This involves an older senior school student being a mentor/role model for a younger student.
- The “Peaceful Kids” mindfulness program aimed to lessen anxiety and stress which aims to increase resilience in children.
- The ‘Seasons for Growth’ Program a small group grief and loss education program.

Cocurricular Activities

- Students 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.
- Several students 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 students go on to represent at the Combined Independent Schools (CIS) level in State competitions.
- Students also 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

- Further embed the Touchstones, College values and Charism of Blessed Edmund Rice by engaging Year 5 in a Reflection Day at Oxford Falls. Ensuring that students see alignment between the Charism of Edmund Rice (namely our touchstones) and our works of social justice. Continual improvement of the Edmund Rice Society in Social Justice initiatives, with the view to a Junior Edmund Rice Society.

(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.
- There was a focus on ensuring that the teachers knew their students well and provided feedback.

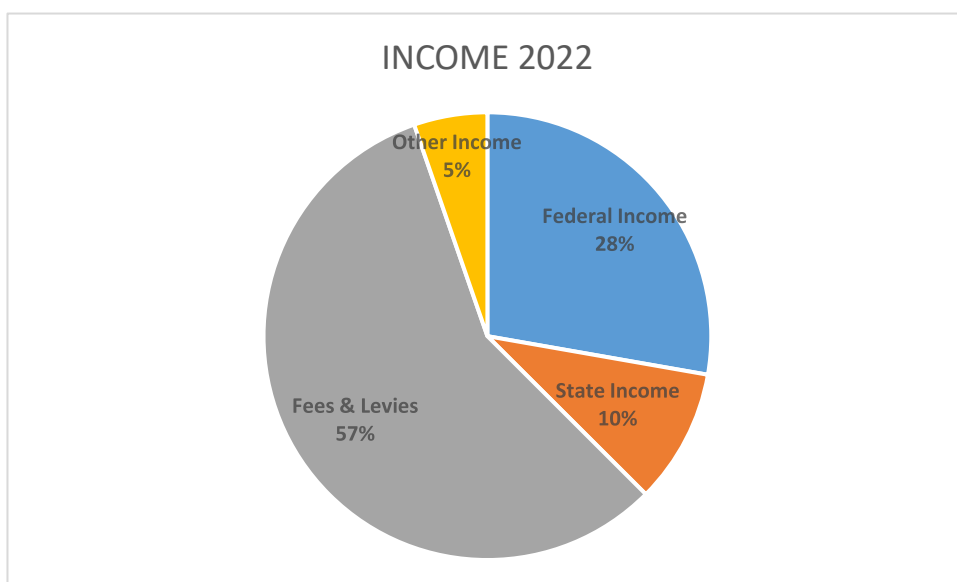
(c) Pastoral Care and Well Being

- 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

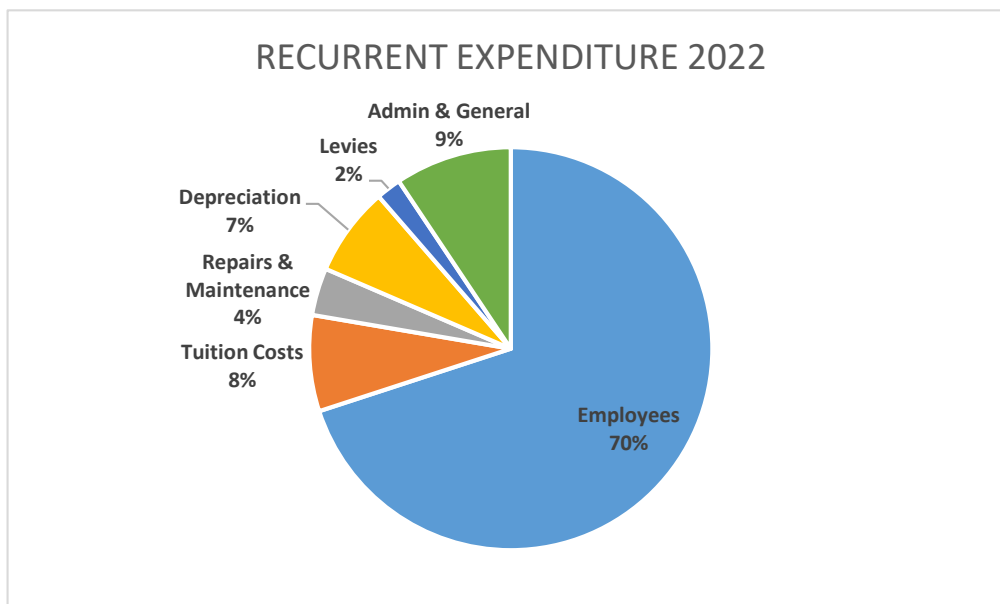
Income: The College's recurrent income for the year ended 31 December 2022 was derived from the following sources:



Fees and other income in 2022 were 62% of total income. This income includes Tuitions Fees as well as camps, excursions, sport, and associated activities.

Government funding represented approximately 38% 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 six 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 70% of all outlays. The major items in Admin and General expenditure include Communications, Consumables, Finance Costs, Insurance, Recruitment, Review and Professional Development of staff.

Capital Expenditure: In 2022 the College commenced the building of a new Waterford Learning Centre, due for completion in 2023. In addition to this work the College also undertook renovations of existing buildings and redevelopment of the outdoor facilities 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 need and replacement.

Facilities

The College's facility improvement and maintenance cycle continued in 2022 with the aim of ensuring learning spaces commensurate with best practise teaching and learning. Well-established COVID-19 safety protocols remained in-place and rigorous WHS monitoring maintained a safe environment for staff and students.

In addition to ongoing programmed maintenance during 2022 the following improvements were made:

- Construction continued on the \$8 million 'Waterford Learning Centre'. This new facility will provide senior students with nine state-of-the-art purpose-built learning areas on land adjacent to the college. Projected completion date is late 2023.
- Detailed cleaning and sanitisation of all College facilities to meet COVID-19 requirements and enable student learning.
- All college classrooms at Chatswood have been air-conditioned.
- The careers office was relocated to a central location to increase visibility and access for students.
- Outdoor student spaces have been improved with new recreational furniture facilitating sun protection.
- Installation of for-purpose refuse receptacles to facilitate recycling.
- Improvements to the Chatswood campus gym and Sarto weights and cardio gym provides additional support to PD/H/PE and physical and mental growth of the students.
- Environmental stewardship continued at all campuses to ensure the safety of our community and the preservation of our urban forest.
- Programmed ICT expansion and upgrade ensures the viability of a 1:1 personal learning device programme and support college learning management systems. The increased use of ICT, which was actively pursued during the COVID-19 lockdowns, has been maintained.

The College's wireless network is constantly monitored and updated to ensure all services are available to students. Interactive CleverTouch Display panels are available in all teaching areas throughout the Chatswood campus utilizing ScreenBeam Wireless display technology. The Oxford Falls campus has a full wireless network allowing access to Chatswood campus resources, as well as projector screens and wireless display technology. Every teaching area has a form of multi-media technology installed and ready for everyday use.

All college staff have been provided with laptops and training to enhance the quality of teaching and learning opportunities across the curriculum as well as easy access to the college learning management system.

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
- Clickview Online
- Touchscreen Media Screens and Wireless Display Connections in all Teaching and Learning areas
- Fully equipped Junior and Senior Resource Centres
- Smart Boards/Interactive Whiteboards/digital cameras/video recorders/multimedia projectors
- Staff and Student 365 Cloud Storage and Emails
- Wireless internet access throughout both College Campuses
- Two High speed, redundant, 1Gbps Internet connections at Chatswood Campus
- 500 Mbps Internet Connection at Oxford Falls
- 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
- 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 Coordinators Offices

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 drama 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

Annual Improvement Plan End of Year Report

| | | | | | |
|--|---|--|---|--|-------------------|
| | 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 Increase CIP opportunities and re-instate service opportunities for students following the lifting of COVID-19 restrictions. | 1.5.2.1.1 Opportunities for Edmund Rice Hours have been provided. While Willowood nursing home is still closed to outside visitors, the “Be Connected” program organised by Ryan Balboa has seen students from Years 10 and 11 work at the library to train elderly residents with IT assistance. 1.5.2.1.2 Red Dirt Expedition and NAIDOC Week 1 st XV Ambassadors for reconciliation July Tour afforded springboard to link with Reconciliation, EREA schools and Mark Smith Gumbayngirr language and culture teacher St Mary’s Bowraville who joined the tour and then travelled to Sydney to engage with the College. | Social Justice Coordinator and AP Mission and identity | Term 1 and term 4 |
| | | 1.5.2.2 Review the College Immersion program for students. | 1.5.2.2.1 Year 10 Immersion program and planning is underway so that the program as per pre-2020 can be conducted. | | |
| | | 1.5.2.3 Review the College Immersion program for students. Look to reinstate the Year 10 Immersion Program incorporating both residential and non-residential programs | 1.5.2.3.1 Year 10 Immersions reviewed and offered to Year 10 for re-commencement in term 4. Documentation for each site now imbedded on file for future immersions. | | |
| | | 1.5.2.4 Seek opportunities for student participation in Social Justice initiatives that relate to local areas of need (eg. RNSH NICU Canteen). | 1.5.2.4.1 Year 10 and 11 students participated in visits to Centacare during the holidays between Terms 1 and 2. 1.5.2.4.2 Winter Appeal provided the entire college to support St. Vincent de Paul and Jesuit Refugee Services. Goods including warm clothing and non-perishables were collected and delivered. Students were involved in collecting and packing goods. 1.5.2.4.3 Each year group has been provided with an organisation that they support for Christmas giving. Continuing ties with St. Michael’s Darlington and Centacare has been strengthened. Continuing support for the Bowraville community and the Woy Woy SVdP services for the Central Coast. 1.5.2.4.3 The Junior School decided not to expand its Social Justice focus beyond existing initiatives that raise funds for Project Compassion, World Vision, St Mary’s, Bowraville, and St Joseph’s, Walgett. | Junior School | Term 1-4 |
| | 1.6 PARISHES AND THE WIDER CHURCH | | | | |
| | 1.6.1 Youth Ministry New models of youth ministry and partnership between the College and parishes developed and supported in strengthening the students’ engagement with their Parish | 1.6.1.1 Involvement in Our Lady of Dolours new Youth Ministry Mass each month. | 1.6.1.1.1 Youth Mass re-commences (first Saturday each month at the 5.30pm mass) on 6th August with Mercy hosting – but St. Pius X College in attendance as readers and ministers. St. Pius X College to host (provide music) 3rd September. 1.6.1.1.2 St. Pius X strengthening links with the Parish, including the employment of a music director for OLD Parish. | Social Justice Coordinator Year 11 and 12 coordinators and AP Mission and identity | Term 1-4 |
| | | 1.6.1.2 Extend opportunities for interaction with Catholic Girls schools such as Mercy College and Brigidine College. | 1.6.1.2.1 St Pius X & Brigidine students engaged in tree planting with the St Anthony’s Terrey Hills Kieran’s Ck Regeneration Land care team along this ancient pathway between the Cowan and Cammeraygal people of the Northern Beaches. July 2022 1.6.1.2.2 Students Attended Frenchs Forest Parish Reconciliation Signing Up Country Festival, St Anthony in the fields, Terrey Hills. | Social Justice Team including AP Pastoral Care and new staff member Mr Ben Ryan | Term 2-3 |
| | | 1.6.1.3 Re-commence the Year 12 retreat program to pre-Covid state. Involve a range of staff to provide an experience that is the culmination of: evangelisation, social justice and social conscience developed at St Pius X College. | 1.6.1.3.1 Year 12 retreat program organised at 5 sites as per pre-2020. Parish is providing clergy for each site (except Tallows) for Eucharistic Celebration. Clergy of OLD, as well as the parish of Terrigal celebrated Mass for year 12 students. | | Term 3 |

| | | | | | |
|---------------------------------------|---|--|---|--|--|
| | | | 2.5.1.3.1 Year 5 teachers re-wrote their Writing programs for delivery in 2022. 2.5.1.3.2 Analysis of 2022 Year 7 Writing data showed that there has been growth of 15.8% of Pius students in the top 2 bands (2018 – 2022). Nevertheless, we are still 10.5% below statistically similar school groups, therefore Writing will continue to be a focus in 2023. | | |
| | 2.5.2 A Whole-School Approach to Numeracy The whole school approach to the teaching and learning of Numeracy embedded and consistent with the College Teaching and Learning Framework | 2.5.2.1 Review of the Junior School approach to the teaching and assessment of Mathematics to ensure our approach is in line with best practice pedagogy. 2.5.2.2 Work in collaboration with Senior School Mathematics staff to create synergies between the Senior and Junior school methods of teaching/learning and assessment. | 2.5.2.1.1 Review has identified an opportunity to rewrite programs to more effectively deliver Mathematical content whilst analysis of assessment practices continues. 2.5.2.2.1 Head of Junior School has begun collaborating with Senior School Mathematics staff to create synergies between the Junior and Senior schools’ approach to Mathematics programming. | Head of Junior School / Junior School Curriculum Coordinator / Mathematics Assistant Coordinator | Term 1-4 |
| | 2.6 THE LEARNING CULTURE | | | | |
| | 2.6.1 Students Engaging with the Assessment of Learning Students reflecting on and contributing to the assessment of their own learning and providing constructive feedback. | 2.6.1.1 Years 7 to 12 Students Report Reflection and Goal Setting on CANVAS 2.6.1.2 Survey of Students - Assessment Reflection 2.6.1.3 Student self-reflection to continue to be part of the suite of assessment strategies in the Junior School. | 2.6.1.1.1 Completed for Years 7 to 11. 2.6.1.2.1 To be conducted in Term 4 2.6.1.3.1. Students encouraged to use teacher feedback and returned assessments to reflect on what they can do, and what they need to do, to improve their understanding and progress. | Year Coordinators, HR Teachers AP Teaching and Learning Junior School Team | Term 1 Sem 2 |
| 3. PASTORAL CARE AND WELLBEING | 3.1 STUDENT WELLBEING | | | | |
| | 3.1.2 Respectful Relationships The school champions the development of confident, resilient students with a strong capacity for social and emotional learning, engagement with their own learning, and ability to maintain healthy relationships and responsible lifestyles, based on respect, opportunity, growth and inclusivity. | 3.1.2.1 Whole school review of pastoral care and wellbeing programs and structures to be conducted through the 2022 school year in the context of learnings and experiences of the past two years of learning. 3.1.2.2 Empowerment of student engagement and affirmative action through a shared “Curriculum of Story” celebrating every interaction as an opportunity for wellbeing enhancement across the school. | 3.1.2.1.1 Pastoral Care Programs under continuous review this year in the context of learnings from the 2021 school year, Mission Aust. Youth Survey St Pius X College responses, & student re engagement with wellbeing & learning practices. 3.1.2.1.2 P&F meetings, student and staff feedback and linked pastoral care initiatives to review student wellbeing and learning supports in the wake of Covid lockdowns – May 2022. 3.1.2.2.1 Enhancement of opportunities for students to have voice and develop their shared curriculum of story through Year 5–7 Camps, Year 8 Ski Excursion, Reconciliation Week, National day against bullying and violence, Year 9 HMAS Penguin Sport Science-PDHPE excursion, Year 9 camps, Year 11 Snowy Hike etc. 3.1.2.2.2 Engagement with examples of story from past pupils eg Archibald Winner Craig Ruddy Class of 86, RIP, Bill James, Pte Jacob de Sisto, EREA connections eg Br Damien Price, Mirriam-Rose Ungunmerr-Bauman, Candice Mama, and wider community: HMAS Penguin Clearance Diver School, Professor Dennis Foley, Cammeraygal “Elder”, Gumbayngirr man Mark Smith on 1 st XV Reconciliation Rugby Tour to EREA Brisbane schools, Year 5 Kokoda Walkway Excursion - Remembrance Day. 3.1.2.3.1 Unprecedented involvement in Peer Mentoring program, active but Covid delayed Peer Support program, election and appointment of class and House Vice Captains. Peer Buddies Bushwalk November 2022, Launch of 2023 Student leaders’ aspirations at Student Leadership Investiture, Oct 24. 3.1.2.4.1 Active leadership from 2022 Student Leadership Team and Student Empowerment Teams incorporating engagement with Brigidine College in Years 9, 10 and 12 Ceroc and Social initiatives, Year 9 Respectful relationships workshop with Mercy College 7 th September. Baradine, Coonabarabran Red Dirt interaction extended to proposed Immersion. RAP Team hosted Cammeraygal Elder Dennis Foley 2 nd May, Andrew Kirkpatrick EREA Aboriginal Education Leader and Liberating Education | AP Pastoral Care Year Coordinators Pastoral Care Teams AP and Wellbeing Team, Student, staff and parent representative groups. Counselling Team AP Pastoral Care Student Leadership Team, Pastoral care staff Head of Junior School / AP Pastoral Care AP Pastoral Care, Pastoral Teams and Year Coordinators, Wellbeing, Counselling and Student Leadership Teams. Red Dirt Expedition Team. | Term 1-2 Term 1-3 Term 1-4 Term 2-4 Term 1-4 Term 3 |
| | | 3.1.2.3 Increase opportunities for Senior School student leaders to mentor Junior School leaders (eg Class and Sport Captains). | | | |
| | | 3.1.2.4 Affirmative engagement of Student Leadership Teams, RAP (Reconciliation Action Plan) Team, Student Empowerment Teams, Peer Support and Peer Mentoring, Positive Education and Wellbeing initiatives such as Wellbeing Wednesday, Partner School Connections (eg Brigidine, Mercy, Red Dirt partner schools - Baradine), | | | |
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| | | | Team in August. RAP team presented to OLD Parish after running activities at Bourke Gundabooka PCYC on July Red Dirt initiative. | Student RAP Team | |
| | 3.2 PROGRAMS AND STRUCTURES | | | | |
| | 3.2.1 Positive Learning Behaviours Positive learning behaviours are modelled and promoted across the school community | 3.2.1.1 Focus on positive education principles of Growth Mindset and Character Strengths to reinforce relationships and respect across the school community. 3.2.1.2 Aligning student and staff training and opportunities through presentation and intervention eg James Cummins; The Positivity Project. 3.2.1.3 Participation in Review, Goal setting and Strategic Planning opportunities for students, staff and community eg Semester Goalsetting processes. Review of Pastoral Care and Wellbeing practices. | 3.2.1.1.1 Continued application of growth mindset challenges and wellbeing reinforcement through the College Student Diary, Pastoral care programs, Year pastoral care themes, camps and activities. Involvement of James Cummins The Positivity Project in Staff Training, Year 7 Induction, Year 9 camps and Year 10 Peer Support Training December 2022 3.2.1.2.1 Unplugged Psychologist Brad Marshall seminar of advice on Screens and Teens for Year 7 & 8 and all parents. 3.2.1.3.1 Use of Student Diary and Canvas courses to apply goal setting processes and methods eg pgs:27-33; 58-59 Student Diary. Review of Reports and targeted goalsetting using report documents, Canvas and Diary. | AP Pastoral Care Year Coordinators Professional Learning Team Teaching and Pastoral Staff Counselling staff, Pastoral Care teams | Term 1 and 2 Term 3-4 Term 1-4 |
| | 3.3.1 Digital Technologies and Connectivity Maintain an understanding of and commitment to the ethical and appropriate use of digital technologies including approaches to cyber-safety and anti-bullying. | 3.3.1.1. Reinforcement of positive and responsible use of Personal Learning Devices and Technology across all levels of college culture from (pp17-18ff). Student Diary, Cyber safety presentations, Codes of Conduct, standard practice, net alert systems, Restorative Practice and PBL initiatives to reinforce affirmative responsible use of technology. 3.3.1.2. Ongoing training and education on safe, ethical and responsible application of technology | 3.3.1.1.1 Junior School students participated in Cyber-bullying presentation in Term 1, Week 4. Net Alerts immediately responded by the Head of Junior School & Year Coordinators and students reminded of responsibilities regarding technology use. 3.3.1.1.2 All students sign Acceptable use of technology for students contract along with their parents on pg 17-18 of Student Diary. 3.3.1.2.1 Regular collaboration with Police Youth Liaison Officer Lynda Hart and support from Office of eSafety Commissioner & EREA through Safeguarding Standards audits & actions. 3.3.1.2.2 School staff nominated a part of eSafety Champions Network by eSafety Commissioner: www.esafety.gov.au | Deputy and AP Pastoral Care ICT Team Year Coordinators Teaching staff Students & parents Pastoral Care Teams Year Coordinators AP Pastoral Care and Deputy Principal AP Pastoral care | Term 1 and 2 Term 1-4 August Term 3 |
| | 3.3.2 Social Issues Engage with students and families regarding Social issues of concern to the health and well being of young people. | 3.3.2.1 Engagement with safeguarding standards, 3.3.2.2 Presentation of National Days of Action and opportunity using themes of Inclusion, Respect for others, Support, Wellbeing, Mental Health (RUOK), Social Justice, Support of positive relationships across the school. Promotion of student voice. 3.3.3.3 Support structures for those experiencing higher need Counselling, Peer Support, Mentoring etc. 3.3.3.4 Extension for students in key priority areas eg RAP Red Dirt Immersion, Connection and Inclusion with partners including remote and EREBB partners: "The virus doesn't discriminate, why should we!" | 3.3.2.1.1. Ongoing training and engagement with EREA Code of Conduct, Duty of Care, Child safeguarding and WHS documents through Staff and Leadership Team Meetings, Complispace and professional training through EREA and other peak bodies eg CSNSW and Office of the eSafety Commissioner. 3.3.2.2.1 Initiatives planned and developed by student leaders at whole school events and assemblies, Year assemblies and student groups. Participation in Mission Australia Youth Survey. 3.3.2.2.2 Attendance at CSNSW Law Symposium and CSNSW NSW Govt Funded Living Works Program. 3.3.3.3.1 Counselling within and beyond school providers, advice from EREA (Michael Horsely), Grief Counselling support and advice from CSNSW and Pro-psych. 3.3.3.4.1 Reconciliation Action Plan Team, Eddie Rice Social Justice group, Edmund Rice Education Beyond Borders engaging connections with St Dominic's Welkom, South Africa, Joint initiatives with Mercy and Brigidine Colleges. Red Dirt connections with schools, communities, significant sites and centres such as Bourke Gundabooka PCYC in NW NSW. | Pastoral care Teams and Teaching staff Counselling Team Student Leadership, Empowerment, Wellbeing and Reconciliation Action Plan Teams. Student leadership Team Counselling Team Red Dirt Immersion Team, Year 9 RE students Red Dirt Expedition Team EREBB SE Teams | Term 1 – Term 4 Sept 2022 Nov 1 2022 July 2022 June – Nov 2022 |

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| 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 Undertake Professional Learning Plans in Term 4 2022, review and provide feedback. 4.1.1.2 Target professional learning opportunities based on Professional Goals | 4.1.1.1.1 PLPs have been completed and include specific reference to the AITSL standards. Staff have received feedback from the PL Coordinator. 4.1.1.2.1 Professional learning applications are assessed on individual learning goals in PLPs. | Professional Learning Coordinator | Term 4 2022 Term 1 2023 |
| | 4.1.2 Recruitment and Retention of Staff Maintain an 'employer of choice' strategy whereby the best teachers, educational leaders and specialist staff are recruited, developed, and retained. | 4.1.2.1 Develop a thorough approach to recruiting new staff which is incorporated into succession planning, 4.1.2.2 Review the Teacher Induction program for new staff. | 4.1.2.1.1 Employment page of website and job advertisements have been revised to include key benefits of working at SPX. Recruitment for 2023 positions were completed except for two music positions. 4.1.2.2.1 Format of teacher Induction Day has been reviewed and revised for 2023. The mentoring program for graduate teachers has been implemented with additions as necessary. | Leadership Team, Human Resources and Compliance Coordinator | Term 1 |
| | 4.1.3 Administrative Staff A quality performance growth culture for administrative staff is developed and maintained. | 4.1.3.1 Ensure staff receive timely training and support when TASS is rolled out. 4.1.3.2 Provide new staff a quality induction and where possible hand over of duties 4.1.3.3 Review processes for productivity improvements | 4.1.3.1.1 TASS training was postponed until further notice. 4.1.3.2.1 New admin staff inductions have been scheduled with handover transition. Business Manager - 5 days, Reception 1 day. 4.1.3.3.1 to be reviewed during Semester 2. | Leadership Team, Human Resources and Compliance Coordinator, Business Manager | Term 1-4 |
| | 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 Promote Highly Accomplished and Lead Teacher Accreditation with staff 4.2.3.2 Develop a support program for candidates of higher levels of accreditation 4.2.3.3 Identify participants for the Introduction to Leadership Coaching course. | 4.2.3.1.1 HALT Accreditation Policy has been revised by NESAs which streamlines the application process to a degree. This now needs to be communicated to staff. 4.2.3.2.2 No applicants at present but a program will need to be developed. 4.2.3.2.3 Newly appointed subject and year coordinators need to undertake Introduction to Leadership Coaching course in 2023. | Human Resources and Compliance Coordinator, Professional Learning Coordinator | Terms 1-4 |
| | 4.3.2 Safety Culture Staff trained in and compliant with all mandated Child Protection and Workplace Health and Safety requirements. | 4.3.2.1 Continue mandatory compliance training on Complispace for all staff, tutors, coaches, and volunteers. This also to include Council members as EREA determine. 4.3.2.2 Continual monitoring of WWCC expiry dates 4.3.2.3 Ensure that Child Safeguarding is a Standing Item on the Leadership Team, Governance and Strategic Planning and Council meeting Agenda. 4.3.2.4 Implement the EREA Child Safeguarding Register | 4.3.2.1.1 Mandatory training modules have been completed by permanent staff. Monitoring of completion has continued. 4.3.2.2.2 Monitoring of WWCC expiry dates has continued, reminders sent out if necessary. 4.3.2.3.3 Child Safeguarding has been a standing item on Leadership Team and the Governance & Strategic Planning Committee meeting agendas & updates given at all meetings. The EREA Child Safeguarding Standards Audit has been completed and awaiting feedback from EREA. 4.3.2.4.1 Awaiting further details from EREA regarding the implementation of the Register. | Human Resources and Compliance Coordinator Leadership Team Governance and Strategic Planning Committee and College Council HR and Compliance Coord/ Child Safeguarding Officer | Terms 1-4 Term 3 |
| 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 Continue discussions between EREA and Diocese and Parish. 5.1.1.2 Review College Masterplan and further develop the Chatswood Campus Site Master Plan and potential for staging. 5.1.1.3 Maximise the use for the Learning Hub and potential spaces made available on the Chatswood campus for teaching and learning. 5.1.1.4 Review and re-design TAS workshop spaces. | 5.1.1.1.1 Discussions have recommenced regarding future planning on the Chatswood site. 5.1.1.2.1 Further review to take place in 2023. 5.1.1.2.2 Playground spaces upgraded, and new artificial grass and playground seating installed. 5.1.1.3.1 The Learning Hub will be a Senior Learning space for Year 11 and 12 RE, English and Maths. Furniture ordered. 5.1.1.3.2 Office and staff spaces for further design. 5.1.1.4.1 TASS workshops to be further considered in 2023. | Business Manager, Facilities Coordinator, Maintenance Team Property Committee | Term 1-4 |
| | 5.2 FINANCIAL SUSTAINABILITY AND AFFORDABILITY | | | | |
| | 5.2.1 Sustainability and Changes in Funding Levels Long-term financial sustainability of the College is maintained in the context of changes to educational funding. | 5.2.1.1 Review School Fee structure in the light of future projects for funding and budget priorities. 5.2.1.2 Review the fee collection rate for the College including arrears from previous years. | 5.2.1.1.1 Finance Committee reviewed fees and levies for 2023. Further consideration in 2023. 5.2.1.2.1 Additional staffing was employed, and fee collection given high priority. | Principal, Business Manager Finance and Risk Committee | Term 1-2 |

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| | | 5.2.1.3 Explore the options of increasing the collection of contributions to the College Building Fund | 5.2.1.3.1 Higher collection rate of Building Fund to date. Consideration given to implementing a compulsory levy with 2023 budget planning. | | |
| | 5.2.2 Affordable Catholic Education The maintenance of accessibility and affordability for families seeking a Catholic education in the Edmund Rice tradition for their sons | 5.2.2.1 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. | 5.2.2.1.1 Fee assistance provided to families experiencing financial difficulty. Fewer than expected applications received. 5.2.2.1.2 New Assistant Accountant appointed to assist fee recovery and determine assistance required from parents with fees outstanding. 5.2.2.2.1 Scholarships provided in Semester 1 with further review in Semester 2 for Equity Scholarships. | Principal, Business Manager Finance and Risk Committee | Term 1-4 |
| | 5.3 ENVIRONMENTAL RESPONSIBILITY | | | | |
| | 5.3.2 Environmental Management 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 Chatswood Campus | 5.3.2.1.1 Environmental management Plan under consideration by Property Committee and a sub-committee established. 5.3.2.1.2 Tracking commenced of energy and water usage. 5.3.2.2.1 In Term 3, solar power to be planned for installation in Christmas vacation. | Business Manager, Facilities Coordinator, Maintenance Team Property Committee | Term 1-2 |
| | 5.4.1 ICT Master-plan Information and knowledge management architecture and processes are accessible, reliable, secure and contemporary and informed by an ICT Master-plan. | 5.4.1.1 Implement TASS as College database and phase out iwise including staff training 5.4.1.2 Phase in new staff PLDs for the start of 2023 | 5.4.1.1.1 TASS implementation was postponed due to a change in Term 3 by EREA and TASS is no longer mandatory for schools. Further assessment by EREA to be undertaken in 2023. 5.4.1.2.1 New staff PLDs reviewed and ordered for 2023. | Principal, Business Manager, ICT Team, Property Committee | Term 2-3 |
| 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 College Masterplan and use of Chatswood facilities including the Learning Hub. 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. 6.1.1.4 Reintroduce College Open Day and school tours | 6.1.1.1.1 To be undertaken in 2023 with new Principal 6.1.1.2.1 Facebook page developed and communication with ex-students increased. 6.1.1.3.1 P/T meetings conducted online. Year 9 2023 Subject selection conducted online. Staff briefings on TEAMS and Council committees held on TEAMS. 6.1.1.4.1 Open Day was held with appointments. Major success with large numbers in attendance. | Principal, Business Manager, Facilities Coordinator Principal, Publications Coordinator and Business Manager Principal and Publications Team Leadership Team | Term 1-4 Term 1 |
| | 6.2 STRATEGIC PARTNERING | | | | |
| | 6.2.1 EREA Networks Professional learning networks are fostered and developed across the EREA community. | 6.2.1.1 Increase involvement in EREA initiatives and host opportunities for EREA schools and meetings at SPX. 6.2.1.2 Participate in and co-lead the EREA schools' professional development networks including the PD in Term 3. | 6.2.1.1.1 Major involvement with EREA in hosting Principals, Council Chairs, Deputy Principals, Leaders of Learning and Mission leaders at the College as well as the EREA Council. 6.2.1.1.2 Planning for hosting of EREA Student leaders Conference for January 2023 6.2.1.2.1 Hosting at the EREA PD all Junior School staff, Language staff and PD/H/PE staff from EREA schools at SPX. This was a highly successful professional learning and network day. 6.2.1.2.2 EREBB / ERF Lead school participation has been fulfilled. | Leadership Team Deputy, AP Pastoral Care, Senior Studies Coordinator and Year 12 Coordinator 2023. All staff Leadership Team | Term 1-4 Term 4 Term 3 Term 4 |
| | 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 | 6.2.2.1.1 Significant involvement of ex-students and parents in careers presentations and in the Celebration of Learning as well as the sports days and Performing Arts. Also including presentations at major events and the Student Leadership Speechcraft. 6.2.2.2.1 Promotion of donations has been included in Pius In Profile, Old Boys Facebook and in Woodchatta. Not a huge response but there have been some donations. Old Boys Association sponsorship of Speechcraft Course, Scholarships, James Fellowship. Unfortunately limited donations were received. | Leadership Team, Careers Adviser, Year 11 and 12 Coordinators | Term 1-4 |
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| | 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 Bishop Anthony Randazzo through College Opening Mass, Lenten Mass for Project Compassion, invitations to the College. 6.2.4.2 Liaise with EREA Directors, Diocesan BB Catholic Schools Director, Parish Priest, Mercy Catholic College and OLD Primary. | 6.2.4.1.1 Fr David has been very involved in the various presentations at the school and we appreciate his support. We are involved in Youth Liturgies with the Parish have recommenced. 6.2.4.2.1 Involvement with Mercy in International Women's Day, Social Justice Days and Dancing with Year groups. 6.2.4.2.2 High involvement with EREA in working committees across a range of areas for members of the LT. | Leadership Team | Term 1-4 |
| | 6.4 GOVERNANCE | | | | |
| | 6.4.1 Governance Compliance The College governance structures policies and procedures comply with Government legislation and requirements. | 6.4.1.1 Expand the College Advisory Council to develop succession planning and induction. 6.4.1.2 All new Council members and Committee members to undertake Induction Processes with the College and with EREA that include training in Governance 6.4.1.3 All Council and Committee members undertake training in Governance | 6.4.1.1.1 Inclusion of 4 new Council members in 2022 6.4.1.1.2 A further 2 new Council members nominated to EREA for 2023 and nomination of new Chair for 2023. 6.4.1.2.1 Induction meetings held in term 1 and mandatory training completed by all Council members. 6.4.1.3.1 All Council members have completed mandatory training in modules as set down by EREA. 6.4.1.3.2 Participation in the EREA discussions and training for Incorporation and further training to be undertaken in 2023. 6.4.1.3.3 Council Workshop set down for February 2023 with new Principal. | Leadership Team and College Council | Term 1-2 |
| | 6.4.2 Alignment – College Advisory Council and EREA Close alignment and consistency of purpose maintained between the College Advisory Council's structure and operations, EREA Strategic Directions and EREA Governance as set out in the 'Design' and reflected in the Council's Annual Plan and aligned with the College Strategic Plan. | 6.4.2.1 Revise College Board documentation and role to comply with EREA College Advisory Council restructuring. 6.4.2.2 Ensure College Strategic Plan is consistent with and inclusive of new EREA Strategic Plan, policy and directions. 6.4.2.3 Revise College Council Handbook and aligned with EREA policy. | 6.4.2.1.1 Some documentation completed in terms 1 and 2 including information from EREA re Incorporation however further detail is not available from EREA until 2023. 6.4.2.2.1 College Strategic Plan revised to include some of the changes but more to be included for the 2023 Annual Plan as EREA commence new structures on 1 January 2023. 6.4.2.3.1 EREA to provide new details in 2023 and they will provide a new Council handbook later in the year. College Council handbook to be revised in line with this. | Leadership Team and College Council | Term 1-2 |