



ST PIUS X COLLEGE
CHATSWOOD

Annual Report

2024



EDMUND RICE EDUCATION
AUSTRALIA

fide et labore,
THROUGH FAITH AND HARD WORK

2024 Annual Report

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Acknowledgement of Country

St Pius X College acknowledges the traditional custodians who, for generations, have cared for the land on which we stand, the Cammeraygal people. This land was, is, and always will be, Cammeraygal land; enriched by the song lines, traditions and cultural experience of its traditional custodians within the wider Eora Nation. We honour those elders, past, present and emerging of the Cammeraygal people, whose sacred connection with this country is a gift to us all.

Our College

St Pius X College is a non-selective Catholic school in the Edmund Rice tradition for boys in Years 5 to 12. The College has approximately 1,185 students. Our motto is *Fide et Labore* – through Faith and Hard Work.

Our core values are respect, justice, opportunity and excellence. The College embraces a diversity of student abilities and talents. We aim for true respect and value the dignity of all. A range of practices have been implemented which are underpinned by research into boys' education, with the goal to develop students into independent thinkers and collaborative workers; to be creative and curious; to have a balanced approach to life.

The College promotes the pursuit of knowledge, a love of learning and a commitment to personal excellence. The boys' educational experience is both comprehensive and cohesive – every student is valued and respected.

The 2024 theme, developed by the Year 12 student leadership team was 'Seek to Serve, Stronger Together', and was inspired by the Gospel passage Mark 10:45 '...even the Son of Man did not come to be served, but to serve.'



This theme encourages all members of the St Pius X community to serve others as Jesus served his community during his time on earth. By serving others, we as individuals become stronger, but together, we become even more united.

The main education campuses are in the Chatswood CBD, and our sporting and extra education facilities are at our Oxford Falls Campus. Our new facility, adjacent to the Chatswood Campus, finalised development in 2024. This new facility, known as the Waterford Learning Centre, will provide a comprehensive learning space for our junior school students. The College also shares a retreat facility, known as Workul Koo, at Wamberal on the NSW Central Coast.

The College aims to assist students to achieve their own personal goals and rejoice in personal-best achievements as much as outstanding academic, sporting and cultural successes.

Mission, Vision and Values

Mission Statement

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

Vision Statement

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

Values

The core values of St Pius X College are embedded in the touchstones of the charter for Catholic Schools in the Edmund Rice tradition: Gospel Spirituality, Justice and Solidarity, Liberating Education and Inclusive Community.

Faith

As a Catholic community we give witness to the Good News of Jesus Christ through a vibrant sacramental and prayer life.



Excellence

As a Catholic learning community we are committed to excellence in the education of boys and the pursuit of the highest levels of personal attainment in all aspects of education – spiritual, intellectual, cultural, social and sporting.

Respect

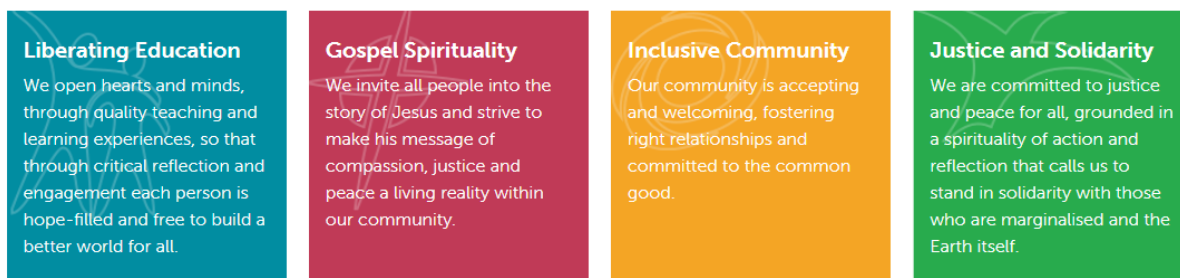
We hold a deep regard for self and others through care, compassion and service to promote justice and peace, as well as the dignity and rights of all people.

Opportunity

We encourage and support each person to achieve and sustain aspirations and goals, whilst maintaining and promoting Catholic Social Teaching.

EREA Touchstones

As a Catholic College in the Edmund Rice tradition we aspire to be faithful to these four touchstones:



Actions to promote respect and responsibility

As part of the Inclusive Community and Justice and Solidarity Touchstones, many opportunities are provided to promote respect and responsibility both within the College and flowing out to the wider community through our faith in action works. These opportunities include, but are not limited to:

- Anti-bullying and cyber-bullying presentations
- Assembly presentations on topics such as justice, reconciliation, remembrance, International Women's Day, Wear it Purple Day, Chinese New Year etc
- BeConnected program in conjunction with Chatswood Library aiding seniors in the use of technology
- Lenten Appeal, Winter Appeal, Christmas Appeal (supporting various organisations and schools)
- Eddie Rice Hours comprising service for those on the margins (Years 10 & 11)
- Edmund Rice Society
- Formation Days for Years 5 to 11
- 5-day retreat for Year 12
- IFTAR A Taste of Ramadan dinner during Ramadan (Year 11 students)
- Immersions to Northern NSW, Baradine, Bowraville, Central Coast and Greater Sydney where students interact with those on the margins
- Matthew Talbot homeless shelter assistance with serving dinner
- Mentor/mentee program for Years 5, 6, 7, 10 and 11
- Movember for men's health

- National Day of Action Against Bullying and Violence, Harmony Day, RUOK? Day
- Peer Support for Years 5, 7 and 11
- Police liaison visits
- Push-up challenge for mental health and suicide awareness
- Student surveys on bullying and wellbeing
- Year 11 Leadership Day
- Year 9 Respectful Relationships Day with nearby girls' College



Messages from Key School Bodies

Edmund Rice Education Australia NSW Colleges Ltd CEO / Director of Schools

St Pius X College Chatswood is a highly valued member of the Edmund Rice Education Australia (EREA) national network of schools which deliver learning through the charism of Blessed Edmund Rice underpinned by the four Touchstones of Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity. This strong national network consists of 55 schools in every state and territory serving approximately 40,000 students within a wonderfully diverse range of learning communities.

EREA NSW Colleges Ltd is the governing body for the seven mainstream NSW schools in Greater Sydney, Wollongong and Gosford, with enrolments of 8,500 students and 956 staff. EREA NSW was established to enable more proximate governance for the NSW schools in the Edmund Rice tradition.

The eight member EREA NSW Colleges Ltd Board has governing responsibility for the schools, specifically including ensuring the highest standards of child safety are met, oversight of compliance, staff experience and student experience including teaching and learning.

Across our network, we have witnessed our students excel academically, engage in meaningful service, and grow into compassionate leaders. The dedication of our educators and the support of our families have been instrumental in fostering an environment where every student can thrive.

I would like to take this opportunity to thank the many community members who make our schools great places to learn and grow. To our parents, our school leaders, our staff, our advisory council members, our board members, our Old Boys and the many people who contribute without an official title, thank you for your care, wisdom and generosity of spirit. To our young people in our schools, thank you for providing the energy and inspiration that brings our community together to strive for greater things.

Ms Maura Manning - CEO / Director of NSW Colleges

EREA NSW Colleges Ltd

From the Principal

The year saw the development of school facilities and educative processes in a range of areas while adhering to the distinctive features of the College as a school in the Edmund Rice tradition. The Mission of the 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. Enrolments continue to be strong from the North Shore and the Northern Beaches, as well as areas around Ryde and Gladesville. Increasingly, the developing Metro line facilitates enrolments from students who reside both towards the city and towards the Hills area.

The College constantly lives out its commitment to its mission which is based on a sincere and varied engagement with Gospel values and a holistic approach to education. As a result, the College has an impressive depth of achievement in cocurricular and pastoral programs as well as in formal study. These achievements are featured in this report.

Gospel Spirituality

Regular Liturgies are a central aspect of the College's religious life. The Eucharists are celebrated by priests from Our Lady Of Dolours Chatswood Parish and feature increasingly close collaboration with nearby Mercy Catholic College. The two Colleges have a long shared history and students and teachers from both schools in regular attendance. We are most grateful to the parish, led by Father David Ranson for celebrating the Eucharist for us every fortnight as well as at the Commencement Mass, Founder's Day, Year 12 Graduation and other formal events. The College student leaders and teachers also value supporting the regular Youth Masses held by the parish. A further development of our spiritual mission saw the establishment of the Sarto Collective as a liturgical youth centre. The College is also most appreciative of the spiritual guidance and practical assistance given by the Bishop of Broken Bay, Bishop Anthony Randazzo.

Inclusive Community

The College is part of Edmund Rice Education Australia (EREA), which was made manifest in a number of events. The EREA Student Leaders' meeting was held at our Oxford Falls Campus on 26 February 2024. In addition, we hosted an EREA National Charter Strategy Forum along with meetings of Principals and deputies of the EREA network of school across Australia. The

College is also connected to schools and organisations across the world through Edmund Rice Beyond Borders.

The P&F, under the presidency of Mr Eoin Geaney, organised a Trivia Night and a Cocktail Party which brought parents together, as did a range of other activities such as Grandparent's Day and Fathers' Day. There were a range of other opportunities for parents to gather and celebrate with the College at events such as Open Day, Mother's Day, A Celebration of Learning and the Year 12 Graduation.

The College greatly values its membership of the Independent Schools Association (ISA) which facilitates the majority of our cocurricular sporting program – although some sports operate through local associations and debating is conducted through the Catholic Schools Debating Association (CSDA). This year saw Mr Matthew Stearn our newly appointed Assistant Principal, Cocurricular recognised as a Life Member of the ISA, in recognition of his long contribution to the promotion of sport and healthy living in general. Some individual high achievers in sport included Matt Hunt, National Athletics Representative, and Nicholas Gladen who competed at the national level in Swimming. Sport is an important part of College life and while we emphasise participation it is always good to recognise success. The 1st XV Rugby have been particularly strong. Football was also successful with the 1st XI, 2nd XI, 4th XI, 16B, 15C and 13A sides competing in ISA Football Grand Finals.

We had a successful Open Day on 15 March, as well as very moving commemorative ceremonies for ANZAC and Remembrance Day. One important change in school functions involved Ranier School Wear who are the new operators of the Uniform Shop. The College appreciates the long term supporters of this shop over so many years. We also acknowledge the wonderful efforts made by staff in all areas of College life.

Liberating Education

The HSC Class of 2024 achieved excellent results as noted in the Academic section of the Report. These excellent results reflect our ongoing commitment to school improvement, and our continued support of students to achieve academic success. We are particularly pleased that many high achievers are also highly involved in other aspects of College life. Recent academic initiatives include the use of the SRC as the Academic Annexe, supported by past students; recognition of high calibre students through Upstanding Students Morning Tea; Study Skills programs for all years, and presentations by academic prefects at Assemblies as

well as particular care in subject selection. The College also engaged with a consultant to analyse student data so that we can tailor our staff professional learning to meet the needs of the learners.

An increasingly important part of education is the care given to promoting mental health through the formal support of the counsellors and the Diverse Learning team as well as Formation Days, Retreats and camps. Other activities include Waterford Wednesday in Pastoral groups, National Day of Action against Bullying and White Ribbon Day. The House System was reshaped to emphasise healthy competition in a range of endeavours. The Duke of Edinburgh program allows students to find their strength and contribute to the community in a positive way. RUOK? Day, the Movember promotion of positive mental health as well as the Push Up Challenge all give practical dimensions to the need to be proactive in promoting positive mental and physical behaviours.

Justice and Solidarity

The entire College community combined to support a number of appeals including the annual Winter Appeal for the homeless and the Lenten Appeal. Other activities such as Reconciliation Week as well as the Red Dirt and other immersions provided our students with valuable learning opportunities as well as assisting those in diverse cultures and circumstances than our own. Support for the Matthew Talbot Hostel, local aged care communities and connections with St Edmunds at Wahrenonga make our students aware of the diversity and richness of our wider community. It is worth noting that the ideas underpinning these varied activities are also featured in our daily classroom activities, whether through formal classes or prayerful introductions to lessons.

It has been a highly successful year and I acknowledge the wonderful contribution of all members of the College Community. Student, teachers, families, College Old Boys and the Catholic Community worked together to assist in fulfilling the educational and spiritual mission started by the Blessed Edmund Rice in Waterford over 200 years ago.

Yours in Christ

Mr Michael Ronchetti - Principal



From the College Advisory Council



On behalf of the College Advisory Council, I would like to take this opportunity to express our gratitude for your continued support and trust in St Pius X College. Providing your child

with a well-rounded education is a partnership between the school and parents, and we are committed to continually striving for the highest standards of academic excellence enriched with cocurricular activities.

St Pius X College continues to remain the most affordable independent single-sex school in the North Shore of Sydney. However, as we focus on providing the best possible educational experience, we must also continue to acknowledge the budget challenges that come with running a school to the standard of St Pius X College. These challenges include reduced government funding and increase in operational and capital costs.

The Council would like to thank the Principal, Mr Michael Ronchetti, and the College staff for their commitment to educating our sons in the Edmund Rice tradition, striving as they do to promote their academic, pastoral and faith development as part of an inclusive school community.

We congratulate the HSC Class of 2024 for their outstanding achievements. The Class of 2024 were a credit to their families and to the many staff who supported them through their time at the College.

The Council acknowledges the wonderful contribution to College life of the Old Boys Association lead by Barry Wong and the Parent & Friends Association lead by Eoin Geaney.

As Council Chair, I would like to thank our Council and Committee members for their service to College governance over 2024. The Council and Committee members are volunteers and are generous in the time they provide in playing a key governance and advisory role for the school. I would like to thank departing council member Mrs Sarah Gillard for the time she has invested over the past 2 years.

In closing, the Council thanks our community of parents, carers and families for your continued support and we would like to affirm our continued dedication to delivering the best possible education for your sons. We are excited about future opportunities for your sons at St Pius X College and are grateful to have you as part of our school community.

Mr Chris O'Donnell - College Advisory Council Chair

From the Parents & Friends Association

The Parents & Friends Association at St Pius X College has three main goals: to provide social engagement for parents and friends to foster an active St Pius X community, to provide liaison between parents and friends and the College, and to assist the College with all its undertakings, including financial support of targeted initiatives.

Social engagement is achieved via a series of P&F events which are held throughout the year. These events provide the St Pius X community with opportunities to meet other parents, carers, friends and build friendships.

Events include the Year 5, new Year 6 and 7 student welcome Mass and BBQ, the P&F Cocktail Party, Mother's Day, Father's Day and Staff Thank You Breakfast, and our Trivia Night. These events are a fun way for parents and staff to connect and strengthen the St Pius X community. To build the year group networks, the P&F coordinates the year group representatives and provides each year group with \$1,000 to support their social events throughout the year.

In 2024, the P&F collaborated closely with the five main Clubs – Performing Arts, Football, Cricket, Basketball, and Rugby, to develop a 3-year budget, enabling us to provide increased financial support for key programs and activities. The financial support has enabled the clubs to build richer programs of activities and address key needs promoting increased participation and enhanced enjoyment of these cocurricular opportunities.

In addition, the P&F has provided financial assistance to a range of other College cocurricular initiatives, including the Robotics program and the Micro Fiction competition. The P&F also plays a vital role in community engagement by coordinating major fundraising events such as the annual Trivia Night. The P&F assists the College with the College Open Day by having current parents assist at such events to showcase our strong St Pius X community spirit to prospective and new families and facilitate answers to many new parents' questions.

Liaison between the College and parents/carers is primarily done through P&F meetings held each term, where we facilitate presentations from staff to the parents on topics such as wellbeing, technology, College campus upgrades, staff learning and development focuses, and student enrichment programs including the Red Dirt Expedition and other immersion experiences. We have guest speakers talk on a topic of interest with the community at each meeting to provide parents with the opportunity to give their feedback, thoughts and ideas, which have been valuable in supporting the College on policies or projects.

The P&F at St Pius X College is an active and engaged parent body due to the dedication and commitment of the members of its Executive, and the many volunteers who assist throughout the year at the P&F events and within clubs.

We look forward to the year ahead.

Mr Eoin Geaney - P&F President 2024



From the 2024 College Captain

On behalf of the Year 12 2024 Cohort.

St Pius X College in 2024 was characterised by unity, growth, and opportunity, inspired by our theme: 'Seek to Serve, Stronger Together'. This collective mission shaped every achievement, event and relationship throughout the year, acting as our driving force as we pursued communal growth through faith and hard work. Our unified commitment to Christ-centred selflessness and compassion enhanced our College culture, ultimately building upon the extensive efforts of those who came before us.

The Class of 2024 continued to enhance student connectivity and promote selflessness through service in our day-to-day culture. We embraced the annual Peer Support program, which promotes meaningful and genuine connections between all year groups. The new Academic Annexe program gave us the opportunity to create an after-school learning environment which encouraged, motivated and supported all in their studies. Our cohort carried on the legacy of Blessed Edmund Rice, seeking to serve by supporting social justice programs such as Project Compassion and the St Vincent de Paul Winter Appeal, giving generously in both time and tithe. Whether supporting each other through challenge or triumph, 2024 was yet another year where the Pius community embraced opportunities to intentionally cultivate an outward-looking focus – both within the College and beyond.

The 2024 cohort coordinated a range of initiatives for the College, including the Micro-Fiction Contest, Write a Book in a Day, and the Push-Up Challenge in support of mental health. We also sought to build upon our vibrant and supportive cultural life through events such as RUOK? Day, International Women's Day, Harmony Week, the 'Pius vs Mercy' netball derby, Founder's Week and Chinese New Year celebrations. These events unified our school in spirit, as we celebrated diversity, fostered an inclusive community and strengthened our shared values.

As the year progressed, our theme, grounded in proactive service, was embodied by a genuine sense of humility within our community – this ethos overflowed into our academic and cocurricular successes. Our cohort's dedication and resilience were reflected in our HSC results, which showed significant improvement from previous years. They serve as a testament to the collective commitment to excellence of both staff and students, achieved through mutual trust and shared effort. The 2024 Cohort also demonstrated exemplary talent in our cocurricular pursuits, epitomising servant leadership by prioritising respect, consistency and gratitude.

The servant-hearted sacrifice of our staff was central for achieving these outcomes. The generous care of our teachers is essential in transforming Pius students into humble leaders, resilient learners and loving servants, preparing us for the challenges and opportunities that lie beyond our school. We particularly want to honour Mr Ronchetti, who has led the College so capably since 2023. Thank you for your leadership, direction and selflessness as you've transformed our community into more than just 'textbook' education.

As we reflect on 2024, we are filled with gratitude for the opportunities we've had to make a lasting impact on our community, using our God-given gifts in service of others. We hope that the foundations built upon this year will inspire future cohorts and remind us all that true success is not measured primarily by personal accolades, but by the difference we make through serving those around us.

God bless.

Quinton Crispe - 2024 College Captain

Fide et Labore



Mission and Identity

Under the banner of 'Seek to Serve, Stronger together,' 2024 witnessed the College Formation Framework bear much fruit for the community. The '*head, heart and hands*' paradigm continued to strategically guide our endeavours to provide a holistic approach to the formation of our students and staff.

The College began a paradigm shift in Religious Education as we began the journey of exploring contemporary strategies for experiential approaches to RE, that focus on the role of the Religious Educator as a witness to the faith, a specialist in content and a skilful moderator in holding open dialogue that seeks understanding along the faith continuum. Practices such as Biblical Micrography, tactile prayer and the Examen were used across year groups as staff enjoyed the depth it brought to student engagement and faith development.

The hearts of the College were nourished with over 70 Masses and liturgies being celebrated throughout the year, along with record numbers for Mothers, Fathers and Grandparents Masses and liturgies. The redevelopment and establishment of powerful student formation days for all cohorts continued, culminating in an option of 5 residential Year 12 Retreats that provided time for existential, spiritual and social reflection. Our engagement with our charism was enriched with the introduction of Founder's Week which provided daily workshops and activities that explored the story of Blessed Edmund Rice, as well as a whole school Mass to celebrate our '*why and how*' as a Catholic School in the Tradition of Edmund Rice.

Informed minds and inspired hearts lead to hands ready for action. Much growth was experienced in our social outreach programs, particularly in the area of immersions. The Red Dirt Immersion saw St Pius X College partner with CBHS Lewisham. Students and staff visited remote communities to Bourke and back again, as students learnt 'on country' from Aboriginal elders and deepened our commitment to Reconciliation, while reflecting on the implications of Matthew 25:40 during their journey. Immersions to Kenya and Uganda, and India and Ireland respectively, were provided to Mission Team and College Leadership members as the College sought to bolster the authentic connection and understanding of Edmund Rice organisations and programs globally. These learnings from the slums in Kenya and India further informed our appeals and advocacy programs at the College to ensure that we remain 'shepherds with the smell of our sheep.' The Matthew 25:40 Immersion program was further expanded in Year 10 to include a record 90 students depart to put their faith into action through service in communities as far north as Bowraville and as far west as Baradine.

As we celebrate a year of expansion and innovation in Mission and Identity, we offer our gratitude to Mrs Lisa Guerrero whose contribution to Religious Education as Leader of Learning has been instrumental to our success enjoyed thus far. We also offer much gratitude to Mr Sam Di Sano whose leadership as our new Leader of Learning in Religious Education will bring considerable progress in the year ahead.

On behalf of the Mission Team, we extend our heartfelt gratitude to the Parish of Our Lady of Dolours, Fr David Ranson, Fr Joseph Frez and Fr Anselam Lakra for their support, leadership and collaboration in helping each member of our community to fall in love with God.

Mr Daniel Petrie - Assistant Principal, Mission & Identity



Cocurricular

The College offers a comprehensive cocurricular program that includes before and after school training sessions and rehearsals, as well as Saturday and weekly fixtures throughout the year. These activities are integral to the holistic education provided at the College, fostering positive relationships between staff and students, and promoting physical and mental fitness, general wellbeing, and social development.

Sports

Activities: AFL, Athletics, basketball, cross country, cricket, football, rugby, softball, tennis, skiing, squash, boxercise, robotics, touch football, strength and conditioning.

Competitions: Independent Sporting Association (ISA) and Independent Primary School Heads' Association (IPSHA).

Achievements: Students achieved representative honours at state and national levels in gymnastics, athletics, swimming, basketball, cross country, rugby, football, and cricket.

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

Participation: 165 teams and individual entrants across 14 activities.

Additional Programs: In partnership with the PDPHE Faculty and Pastoral Care programs, activities such as indoor climbing, bushwalking, paddle boarding, and boxercise are offered, providing leadership opportunities for older students.

Performing Arts

Events:

Twilight Concerts, Band Concerts, Masses, Chamber concerts.

Highlights:

- Participation in the Sydney Eisteddfod, where a number of bands placed highly.
- Manly Jazz Festival, where the Senior Jazz Band performed superbly.

Mr Matthew Stearn - Assistant Principal, Cocurricular



Junior School

The Junior School community embraced a vibrant and enriching 2024, with students thriving across academic, sporting, creative, and spiritual pursuits.

The year opened with energy and enthusiasm, as students participated in Summer Sport Trials, the IPSHA Swimming Carnival, and the Armidale Rugby Tournament. The academic calendar featured NAPLAN, debating, and inspiring visits from authors Liz Aneli, Pamela Freeman, and Joel Slack-Smith. Faith and wellbeing were nurtured through the Year 5 Reflection Day, Holy Thursday and Bible Liturgies, and the Peer Support program. Students stepped into leadership at the EREA Leadership Forum, while families engaged through Open Day and 'Get to Know You' meetings. Highlights included camps to Canberra and Broken Bay and colourful celebrations of Chinese New Year, St Patrick's Day, Harmony Day, and the SPX Cocktail Party.

In Term 2, creativity and collaboration flourished. Students showcased their talents at the Sydney Eisteddfod and through the Junior Jazz Ensemble, while clubs like Creative Quills and Maths Megaminds inspired curious minds. Competitions such as the Maths Olympiad and Willoughby Book Competition extended learning beyond the classroom. The term also offered opportunities for reflection during the ANZAC Day Liturgy, Founder's Week, and the Reconciliation Assembly, while the Mother's Day Liturgy warmly celebrated family connections.

Term 3 was a season of exploration and community spirit. Students excelled in debating, chess, and public speaking, while the IPSHA Athletics Carnival, Film Festival at Hoyts, and Write a Book in a Day competition provided memorable highlights. Excursions, including trips to Chinatown, Beauchamp Oval, and the Year 5 Science Fair, deepened real-world learning. Wellbeing was championed through RUOK? Day, Bullying No Way assemblies, and ongoing peer mentoring. The term also celebrated Book Week, NAIDOC, Grandparents' Day, Father's Day, and farewelled long-serving staff member Mrs Iwatani.

In Term 4, students rounded off the year with performances at the Christmas Twilight Concert, the Junior School Awards, and through safety programs at the beach and pool. Storytelling, Science, and transition programs supported academic and personal growth, while assemblies and liturgies marked All Saints, Remembrance Day, and White Ribbon Day. Parents and staff gathered for events such as the Golf Day, Year 6 Graduation, and Ten Pin Bowling, highlighting the strong community spirit that defines the Junior School.

Across the year, students embraced every opportunity with courage, kindness, and curiosity, making 2024 a year of joyful growth and enduring memories.

Mrs Jill Greenwood - Head of Junior School



Priority Areas for Improvement

Mission and Identity

- Develop renewed opportunities for the engagement of staff and students in the liturgical life of the College.
- Strengthen the religious literacy of students and staff
- Further embed the Touchstones and College's values into all aspects of College Life.

Teaching and Learning

- Provide professional learning opportunities for teachers and teacher aides which strengthen teamwork, collaboration and sharing of improved classroom teaching strategies.
- Students reflect on and contribute to the assessment of their own learning and providing constructive feedback.

Pastoral Care and Wellbeing

- Support the transition of students into and through the College by providing new and existing approaches and partnerships.
- Positive learning behaviours are modelled and promoted across the College community.

A Catholic Workplace

- Maintain an 'employer of choice' strategy whereby the best teachers, educational leaders and specialist staff are recruited, developed and retained.
- Leadership capacity is developed and extended, consistent with national teacher accreditation requirements.

Stewardship and Sustainability

- Research, develop and fully implement an environmental management plan.
- Continue to maintain the well-established risk-aware culture, minimising the occurrence and impact of risk

Strategic Leadership and Partnering

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

2024 Annual Improvement Plan

The comprehensive 2024 Improvement Plan can be accessed here: [2024 Annual Improvement Plan](#)

Quality of Teaching and Student Learning

2024 was a year of continued improvement at St Pius X College, improving 52 places to 128th in the HSC schools ranking. Throughout the year, teachers engaged in professional learning, aimed at improving differentiation with lesson programs and sequences, with a specific focus on embedding learning activities that cater for gifted and talented students. Staff attended a fortnightly Professional Learning Team meeting, as well as routine staff meetings and staff days where they used standardised testing to delve into student strengths and areas for growth.

Professional Learning is highly valued at St Pius X College and is at the forefront of the College's Teaching and Learning Framework, launched in 2024. Our Teaching and Learning framework is grounded in Gospel values and places the importance of the St Pius X Graduate at the centre of all that is done. At the conclusion of their learning journey the College is confident that all students are hope-filled and adequately prepared to critically reflect, discern, engage, and innovate successfully in the wider world.

St Pius X College was also very proud of the contribution of ex-students who joined the new Academic Annexe initiative in 2024. Located in the library, the 'Annexe' offers after school academic support for students in Year 5-12 and is staffed by teachers and Old Boy tutors. This space has been a great resource for students to obtain guidance or feedback on assessment tasks and schoolwork.

2024 Higher School Certificate Results

The College was again immensely proud of the 2024 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	2024	2023	2022	2021	2020
No of ATAR Eligible Courses	36	32	34	33	35
No of Students All HSC EXAM Courses	821	815	807	839	842
Cohort Exam based (includes accelerants)	158	136	147	152	161
First in State	0	0	0	1	0
All Rounders	9	2	3	5	1
Top Achievers	5	2	3	2	0
Distinguished Achievers	124	82	94	118	120
Courses above State Average	29	26	26	24	28
% of Courses above State Average	80.55	81.25	76.5	72.7	80.0
Courses above State Average by 5%	13	13	15	10	18
% of Courses above State Average by 5%	36.1	40.63	44.1	30.3	51.4
Number of individual students attaining a Band 6	51	51	48	56	68
HSC Band 6 Overall State Rank	128	181	145	140	113
Percent of students attaining a Band 6	32.3	37.5	32.7	36.8	42.2
% of BAND 6	15.10	8.83	11.65	14.1	14.0
% of BAND 5	36.54	39.01	37.2	37.5	42.0
% of BAND 5 and 6	51.64	47.85	48.8	51.6	56.1
% of BAND 4	33.86	34.35	34.3	34.3	33.6
% of BAND 3	12.68	10.67	13.5	12.8	9.0
% of BAND 2	1.94	0.73	3.1	2.1	1.2
% of BAND 1	0	0.1	0.1	0.1	0.1
Accelerants	12	28	16	13	20

The percentage of students attaining a Band 6 was 15.10, a significant increase from last year. There was an increase in the percentage of students attaining a Band 5 or 6 which was pleasing to note. The percentage of courses achieving above the state average stayed roughly equivalent to previous years but with more courses offered throughout the College.

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

Overall, the HSC Class of 2024 have achieved very pleasing results. Fifty-one students or 32.3% of the cohort were acknowledged as Distinguished Achievers by attaining a Band 6 in one or more courses.

Nine students were included in the prestigious 'All Rounders List' as they attained Band 6s in at least 10 units. Additionally, there were six nominations for outstanding major projects.

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. A meeting was held with all Leaders of Learning and results were analysed for future improvement.

Enrolment 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 a continued focus to ensure that student subject selection in Stage 5 is closely informed to ensure that students are selecting courses that are at the appropriate level of difficulty.

Course	Total entries
Ancient History	12
Biology	17
Business Services	6
Business Studies	53
Chemistry	12
Chinese Beginners	1
Chinese Continuers	4
Drama	5
Economics	44
Engineering Studies	14
English Standard	70
English Advanced	66
English Extension 1	4
English Extension 2	2
English Studies	1
French Beginners	1
French Continuers	2
Geography	21
History Extension	10
Industrial Technology	22
Information Processes and Technology	6

Legal Studies	10
Maths Standard 2	67
Mathematics Advanced	62
Maths Extension 1	31
Maths Extension 2	9
Modern History	44
Music 1	3
Music 2	7
Music Extension	3
PDHPE	34
Physics	33
Software Design and Development	3
Studies of Religion 1	99
Studies of Religion 2	28
Visual Arts	15
Total	821

TVET

This year saw a decrease in the range of TVET courses students were enrolled in. 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	2024	2023	2022	2021	2020
Automotive	1	2		1	
Business Services			4	6	
Construction	2		5	1	5
Design Fundamentals					
Electro technology	3	2			1
Entertainment					
Human Services (Nursing)					
Information Design and Technology					
Hospitality		1		3	
Laboratory Skills					1
Retail Services	1				
Screen and Media		1			
Tourism and Events					
TOTAL	7	6	9	11	7
Percentage of Cohort	4.76%	3.7%	6.60%	7.40%	4.96%

Record of School Achievement

In 2024, zero Record of School Achievements were issued.

Post School Destinations

- There were **147** students in the 2024 HSC cohort.
- **111** student applications were made through UAC.
- UAC made **177** offers in total.
- **111** of these students received an offer from UAC for study in 2025. (75.5% of students).
 - **1** student received 2 **Early Offers** in the May Round 1 and September Round 1.
 - **36** students received **Early Offers** in the November Round 1 and December Round 1.
 - **126** students received a **Main Round** Offer in the December Round 2 and January Round 1.
 - **12** students received offers in the January Round 2, February and March rounds.

(**61** students received **ONE** offer. **50** students received **TWO** or **MORE** offers).

Number of offers made by tertiary institutions:

ACPE	2	UTS	33
Macquarie	71	ICMS	2
UNSW	11	Wollongong	2
Uni of Sydney	28	AIM	1
ACU	9	ANU	3
WSU	4	Charles Sturt	1
Newcastle	7		

Offers by field of study:

Natural and Physical Sciences	19
Information Technology	14
Engineering and Related Technologies	27
Architecture and Building	7
Health	16
Education	0
Society and Culture	20
Creative Arts	7
Mixed Field Programs	11
Business/Commerce/Finance/ Economics/Management	75

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

Compiled by Joseph Madani (Careers Advisor)

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 2024	School mean	National mean	Diff from mean
READING	526	492	34
WRITING	515	485	30
SPELLING	527	486	41
GRAMMAR & PUNCTUATION	535	498	37
NUMERACY	545	489	56

Year 7 2024	School mean	National mean	Diff from mean
READING	583	535	48
WRITING	579	540	39
SPELLING	573	540	33
GRAMMAR & PUNCTUATION	574	537	37
NUMERACY	606	540	66

YEAR 9 2024	School mean	National mean	Diff from mean
READING	602	565	37
WRITING	597	574	23
SPELLING	590	567	23
GRAMMAR & PUNCTUATION	591	555	36
NUMERACY	626	565	61

BANDS

NAPLAN students' standard of achievement is reported in the following Bands: Exceeding, Strong, Developing, Needs additional support.

It should be noted that 2023 was the first year that ACARA implemented the new reporting bands. This has made comparison from stage to stage difficult, however, the College's continued use of Academic Assessment Services' diagnostic testing has proved beneficial in this area.

Year 5 SPX compared to State

In Year 5, Bands typically range from Strong to Exceeding. Students attaining Developing or Needs Additional Support are below National Minimum Standards.

It is pleasing to note that the College is above average in the Exceeding Band, however, a focus will be on developing students' reading and writing skills to ensure all have the proper foundation for learning.

Year 7 SPX compared to State

In Year 7, student results are significantly weighted towards the Strong and Exceeding Bands with students significantly above State and National average in all domains. Additionally, students are below State and National average in the Needs Additional Support and Developing Bands, indicating the strength of the cohort. Whilst the cohorts are different, these results indicate strong engagement in Year 5 and 6.

Year 9 SPX compared to State

In Year 9, student results are again significantly weighted towards the Strong and Exceeding Bands with students significantly above State and National average in all domains. It is noted that the College can have a greater focus on reading and writing, with plans in place to address these needs.

Utilising 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 and reading will continue to be a College-wide focus for all year levels.

Mr Stephen Davidson – Assistant Principal, Teaching and Learning

Staffing

Accreditation status of all teaching staff

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.	113
(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 Retention Rates

The percentage of teachers retained from 2023 to 2024 was approximately 89%. Some teachers left the College during 2024, having completed short-term placements 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 regularly referred to.

Indirect general information provided through internal publications, and direct (confidential) support, which is offered through 'AccessEAP', is regularly referenced to ensure that staff know how they can be supported in personal and professional contexts.

Workforce Composition

The teaching staff ranges from mature, experienced practitioners to recently qualified graduates. By the end of 2024, 110 of the 113-teaching staff held Proficient Teacher Accreditation through NESAs, with the remaining teachers holding Provisional/Conditional Teacher Accreditation.

In 2024 the ratio of male to female members across the teaching staff of 113 persons was 67:46. Non-teaching staff comprise 40 employees, with the ratio of male to female being 12:28 and with 28 of the support staff being full-time and 12 part-time.

In 2024 the ratio of male to female members across the entire staff of 153 persons was 79:74.

There is one staff member who identifies as being Aboriginal or Torres Strait Islander.

Policies

- [Child Protection](#)
- [Anti-Bullying](#)
- [Discipline](#)
- [Managing Complaints](#)
- [Enrolment](#)

Characteristics of the Student Body

Enrolment Statistics

The College is an independent Catholic boys' school catering for students from Years 5 to 12, with a population of 1,185 students.

- 85% of students are Roman Catholic
- 7% of students have a language background other than English
- English as the first language is spoken by 93% of students

Year	5	6	7	8	9	10	11	12	Total
Students	96	128	173	162	168	159	152	147	1,185

2024 Student Retention Rates

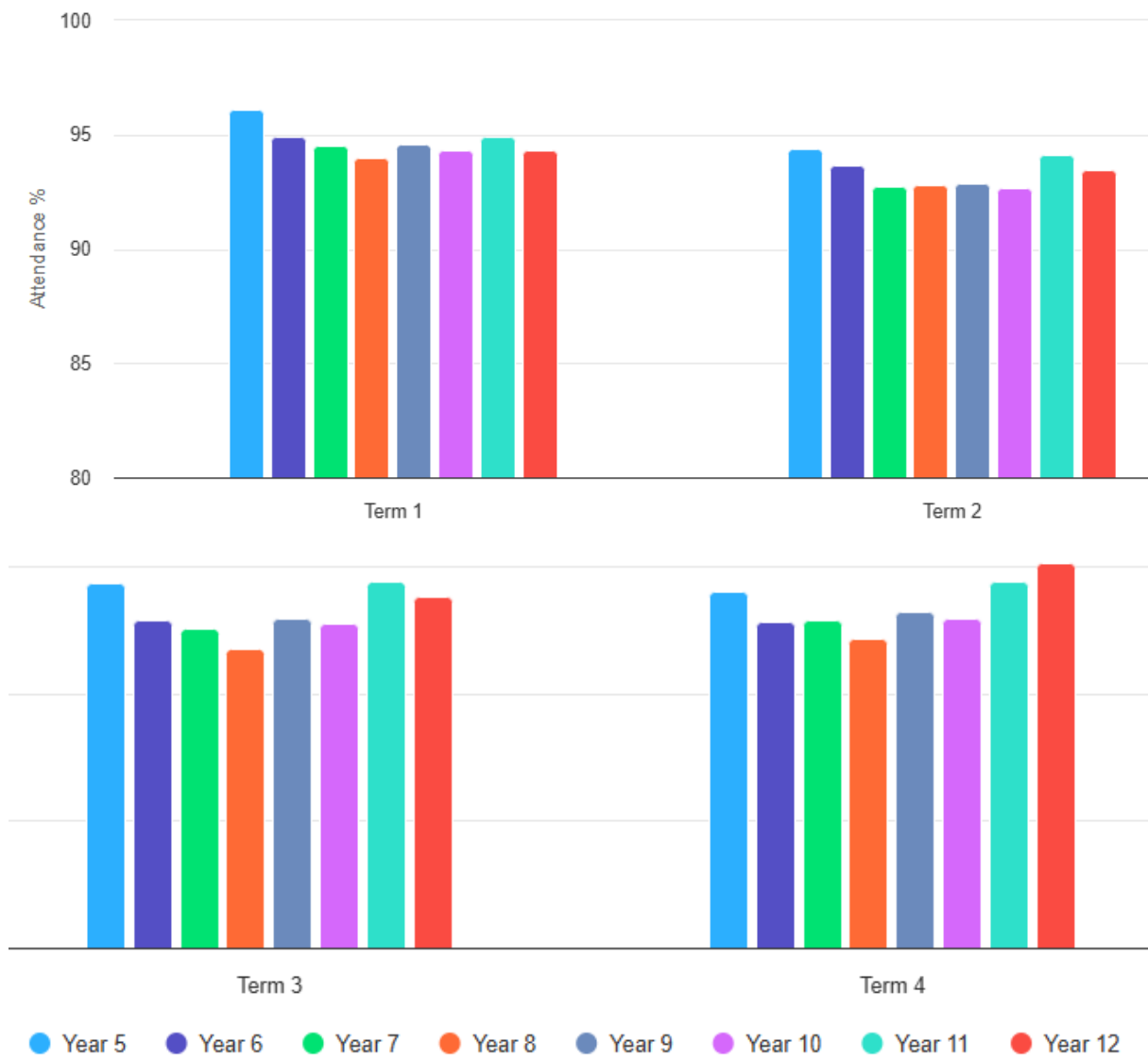
	Years 5-6	Years 7-10	Year 11-12	Years 7-12	Years 5-12
Apparent	99.11%	95.77%	97.99%	96.25%	96.96%
Actual	97.77%	94.56%	97.32%	96.25%	95.86%

Years	Year Start	Year End*	Leavers 2024	Enrollees during 2024
5 & 6	224	222	5	3
7 - 10	662	634	36	8
11 - 12	299	293	8	2
7 - 12	961	925	44	8
5 - 12	1,185	1,149	49	13

* Including EOY leavers

Student Attendance

Year	5	6	7	8	9	10	11	12	Total
Students	96	128	173	162	168	159	152	147	1,185
Attendance Rate %	94.7	93.6	93.8	92.8	93.4	94.5	94.5	94.2	93.9



For the 2024 school year, students from Years 5 to 12 achieved an average attendance rate of 93.9%. 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

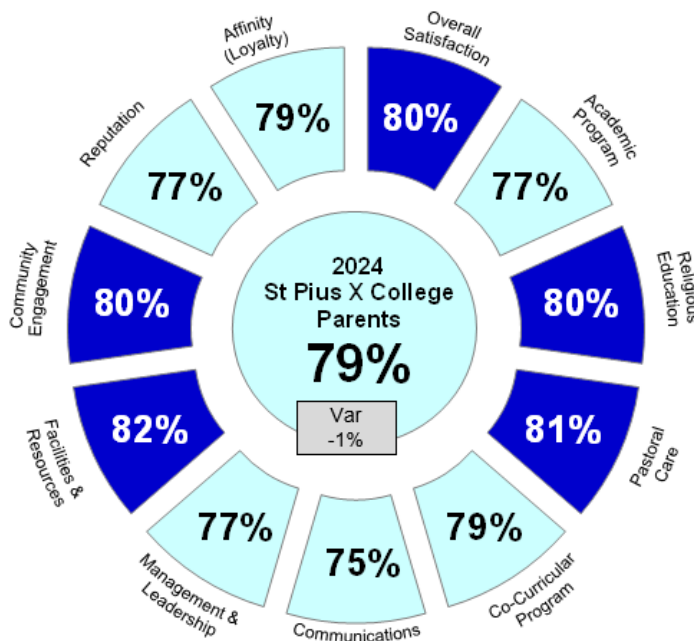
The College manages student non-attendance through its Pastoral Care processes. In the event of a student absence, where there has been no communication from home, parents are emailed with a request with a link our Parent Sentral Pastoral to action their absence. The homeroom teacher, Pastoral Leader 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 minimal number of students involved and enhances positive interaction, expectations, and communication between the College and families within the community.

The Sentral platform used, automatically generates an email after three absences. The Pastoral 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.

Stakeholder Satisfaction

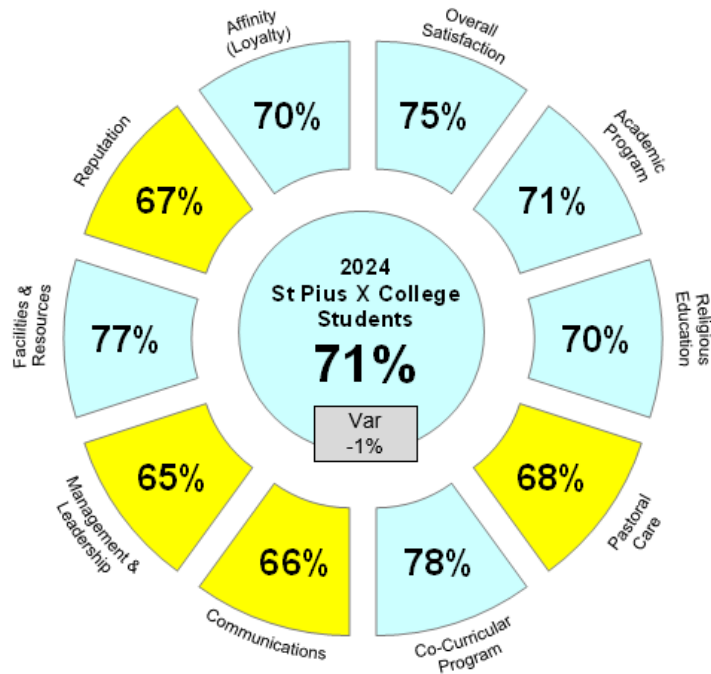
Overview of Key Areas - All Parents



	Key Benchmark Area	MMG Av Database Parents Score	2024 St Pius X College All Parents	Variance St Pius X College to Average Score
1	Overall Satisfaction	82%	80%	-2%
2	Academic Program	81%	77%	-4%
3	Religious Education	76%	80%	4%
4	Pastoral Care	80%	81%	1%
5	Co-Curricular Program	78%	79%	1%
6	Communications	79%	75%	-4%
7	Management & Leadership	80%	77%	-3%
8	Facilities & Resources	83%	82%	-1%
9	Community Engagement	80%	80%	0%
10	Reputation	81%	77%	-4%
11	Affinity (Loyalty)	79%	79%	0%
	Average All	80%	79%	-1%

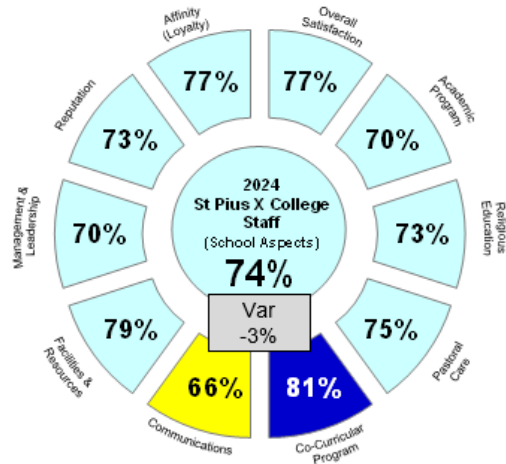
Very low	Low	Moderate	High	Very high
<50%	50%-<60%	60%-<70%	70%-<80%	80%+

Overview of Key Areas - All Students



Very low	Low	Moderate	High	Very high
<50%	50%-<60%	60%-<70%	70%-<80%	80%+

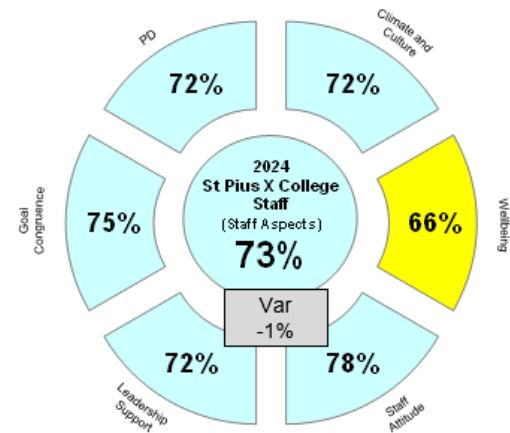
Overview of Key Areas - All Staff



School Aspects

The left chart and table show staff's views for School Aspects.

The overall score is 'high' (74%) and is 3% below the MMG Staff Benchmark Database average (BM).



Staff Aspects

The right chart and table show staff's views for Staff Aspects.

The overall score is 'high' (73%) and is 1% below the MMG Staff Benchmark Database average (BM).

Key Benchmark Area	MMG Av Database Staff Score	2024 St Pius X College Staff	Variance St Pius X College to Average Score
1 Overall Satisfaction	81%	77%	-4%
2 Academic Program	79%	70%	-9%
3 Religious Education	75%	73%	-2%
4 Pastoral Care	77%	75%	-2%
5 Co-Curricular Program	77%	81%	4%
6 Communications	71%	66%	-5%
7 Facilities & Resources	77%	79%	2%
8 Management & Leadership	76%	70%	-6%
9 Reputation	77%	73%	-4%
10 Affinity (Loyalty)	80%	77%	-3%
Average All	77%	74%	-3%

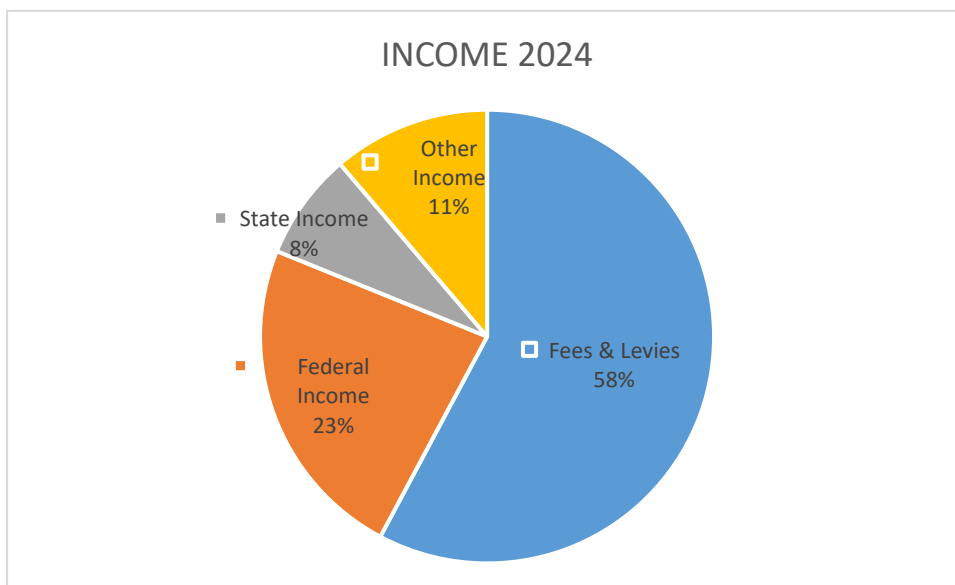
Key Benchmark Area	MMG Av Database Staff Score	2024 St Pius X College Staff	Variance St Pius X College to Average Score
1 Climate and Culture	75%	72%	-3%
2 Staff Wellbeing	67%	66%	-1%
3 Staff Attitude	81%	78%	-3%
4 Leadership Support	73%	72%	-1%
5 Goal Congruence	76%	75%	-1%
6 PD	69%	72%	3%
Average All	74%	73%	-1%

Very low	Low	Moderate	High	Very high
<50%	50%-<60%	60%-<70%	70%-<80%	80%+

Financial Statement

Income

The College's recurrent income for the year ending 31 December 2024 was derived from the following sources:

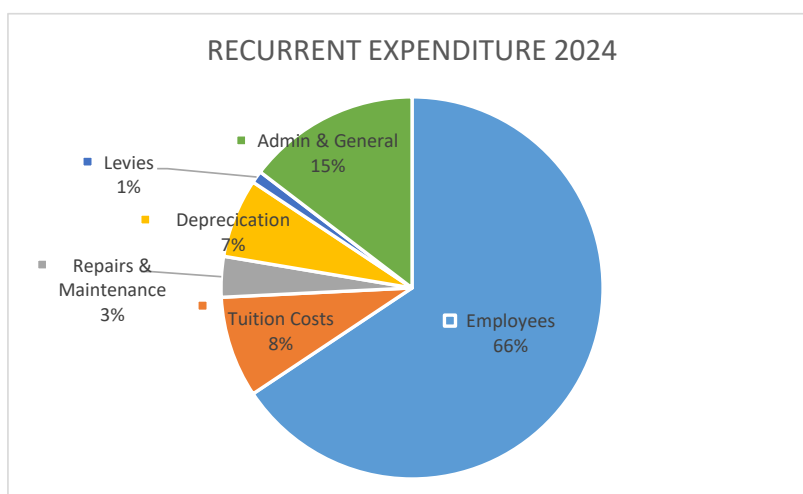


Fees and other income in 2024 were 69% of total income. This income includes Tuition Fees as well as camps, excursions, sport and associated activities.

Government funding represented approximately 31% of the College's total income. The College expects its Government funding, both Federal and State, to decrease over the coming 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 2024 by major expense category was as follows:



Employee costs, including salaries, wages, superannuation, and cocurricular expenses represent approximately 66% of all outlays. The major items in Administrative and General expenditure include Communications, Consumables, Finance Costs, Insurance, Recruitment, Review and Professional Development of staff.

Capital Expenditure: In 2024 the College completed the construction of the Waterford Learning Centre. This new facility will be used as the Junior School facilities from the commencement of the 2025 academic year. In addition to this work the College also continued its program of ongoing renovations of existing buildings at the Chatswood campus. The College also continued to carry on the replacement of various items of plant, equipment, IT equipment and classroom furniture as necessitated by needs and replacement.



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