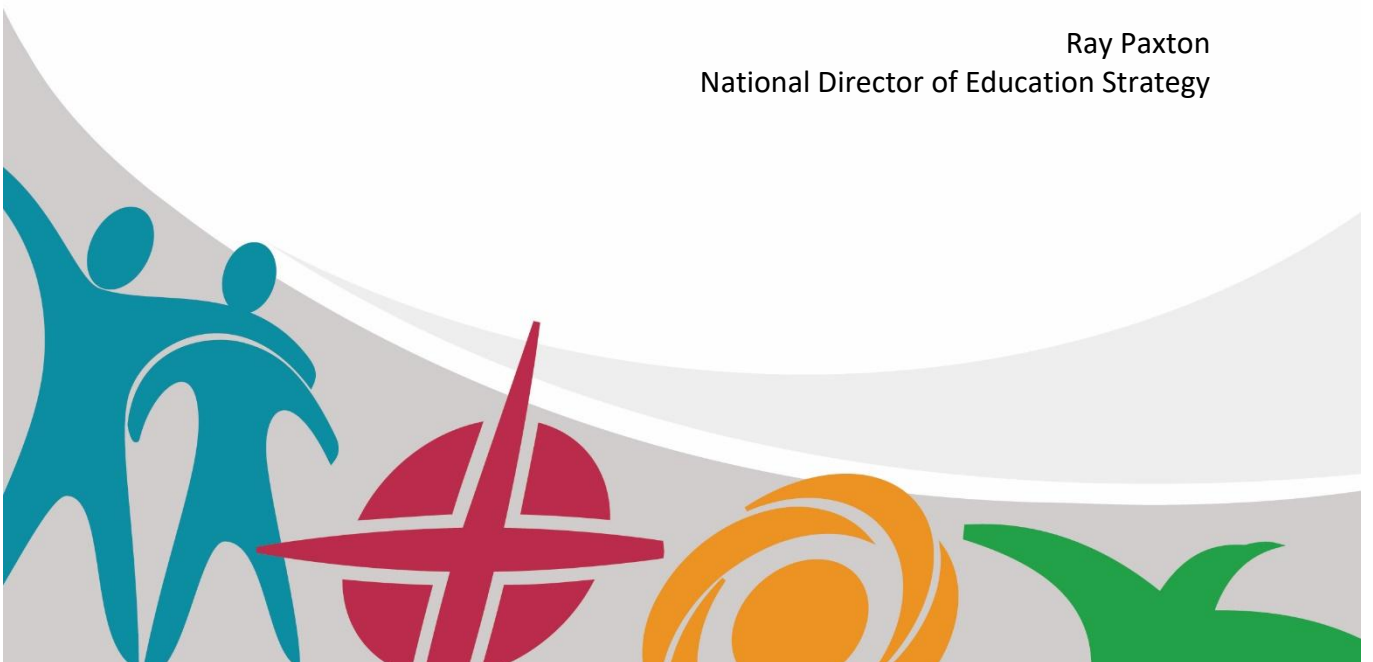


# EREA SCHOOL RENEWAL REPORT

St Pius X College, Chatswood  
20-22 March 2024



Ray Paxton  
National Director of Education Strategy



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# 1 RATIONALE

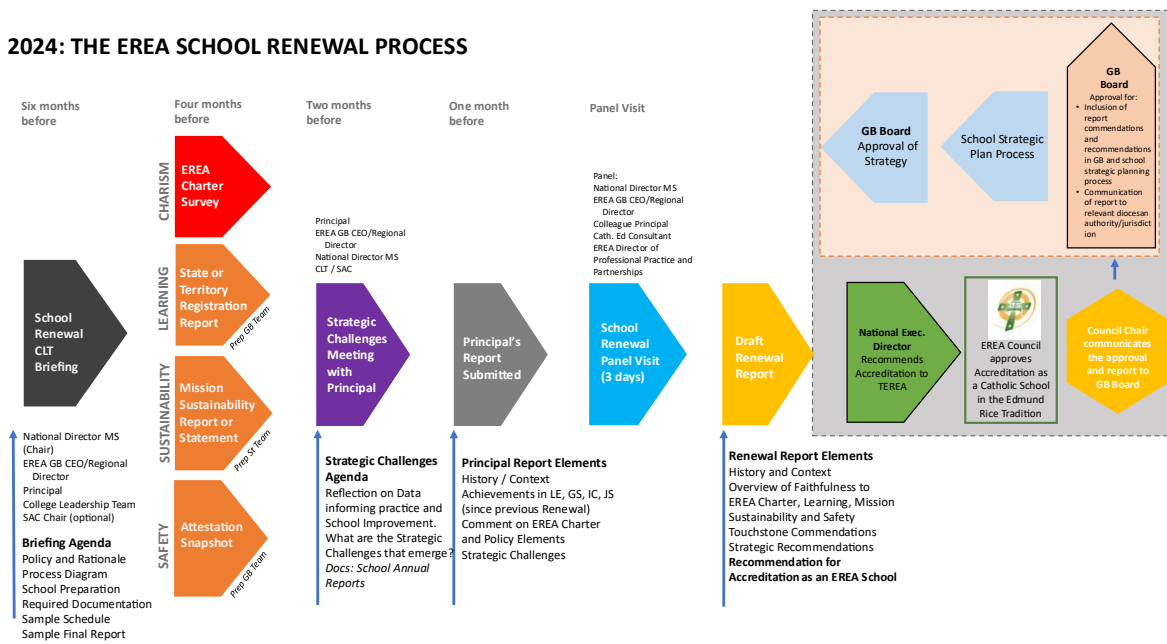
School Renewal provides an opportunity for schools to reflect on how the Charter and its Touchstones are evident within the life of the school. The Charter is central to the identity of Catholic schools in the Edmund Rice tradition.

- Primarily, School Renewal presents a structure for accountability to the Church, the Christian Brothers and EREA about the Catholicity and the expression of the charism in the schools. It is a comprehensive process leading to continuous improvement in key areas of the school life related to the EREA Charter and Touchstones. Renewal also presents a secondary accountability within the Mission Strategy of EREA, as a reporting methodology to the EREA Council, relevant Governing Board and, in relevant jurisdictions, an accountability methodology to National, State, Territory and Diocesan Catholic Education system processes. Thirdly, School Renewal offers a strategic opportunity for each EREA School to capture meaningful information which may contribute to future planning and improvement.
- School Renewal recognises the interdependence of Catholic schools in the Edmund Rice tradition with each other, the Church, EREA Council, Board, State and Catholic Education systems.

## 1.1 School Renewal Policy

All schools and entities under the canonical governance of the Edmund Rice Education Australia (EREA) Council are required to undertake School Renewal over an agreed cycle (within 5-6 years) to reflect on their authenticity as a Catholic school in the Edmund Rice tradition as evidenced by the lived reality of the EREA Charter in the school. The School Renewal process involves self-reflection by the school, validation by the School Renewal Team and incorporation of commendations and strategic recommendations for ongoing planning and review.

### 2024: THE EREA SCHOOL RENEWAL PROCESS



## 2 SCHOOL CONTEXT

**School:** St Pius X College, Chatswood  
**Panel Visit Dates:** 20-22 March 2024  
**Principal:** Michael Ronchetti

**Panel:**  
Ray Paxton EREA National Director of Educational Strategy (Chair)  
Maura Manning CEO NSW Colleges Ltd  
Domenic Burgio Principal – CBC Fremantle  
Andrew Fraser Senior Strategic Advisor, Catholic Schools Broken Bay  
Heidi Senior EREA Director of Professional Practice and Partnerships

### 2.1 STATEMENT ON THE STRATEGIC CONTEXT

St Pius X College’s current strategic cycle was scheduled to conclude in 2023. The EREA Strategic Directions, along with the School Renewal Process will shape and inform the planning and development of the next College Strategic Plan. The Strategic Plan 2021-2023 can be viewed at this [link](#).

### 2.2 CONTEXT STATEMENT

St Pius X College Chatswood has been educating boys in the Edmund Rice tradition since 1936. The College began on the 12 September 1936. Archbishop Michael Kelly blessed and opened the College on January 17 1937 with 175 students commencing in the first week. 234 students had enrolled by the end of that first year. In 2024, the College has an enrolment of 1185 students. Currently, the school has 147 staff members - 107 teaching staff members either full-time or part-time with a further 40 support staff. The Catholic enrolment of the College is 83% in 2024. 93% of the student body nominate as Christian.

St Pius X is located on a site bordering the Chatswood CBD with a primary school, Our Lady of Dolours, and the parish as adjoining neighbours. Mercy Catholic College (Diocesan Girls 7-12) is adjacent. The College stands on land gifted to the then Diocese of Sydney (now Broken Bay) in the 1860s for use as a cemetery. Other land holdings by the parish and the Christian Brothers have added to this original site. Ownership is shared between the Trustees of Edmund Rice Education (TEREA) and Chatswood parish. Chaplin Oval was purchased by the Brothers for College Playing Fields at Lane Cove in 1948 and sold in the 1980s.

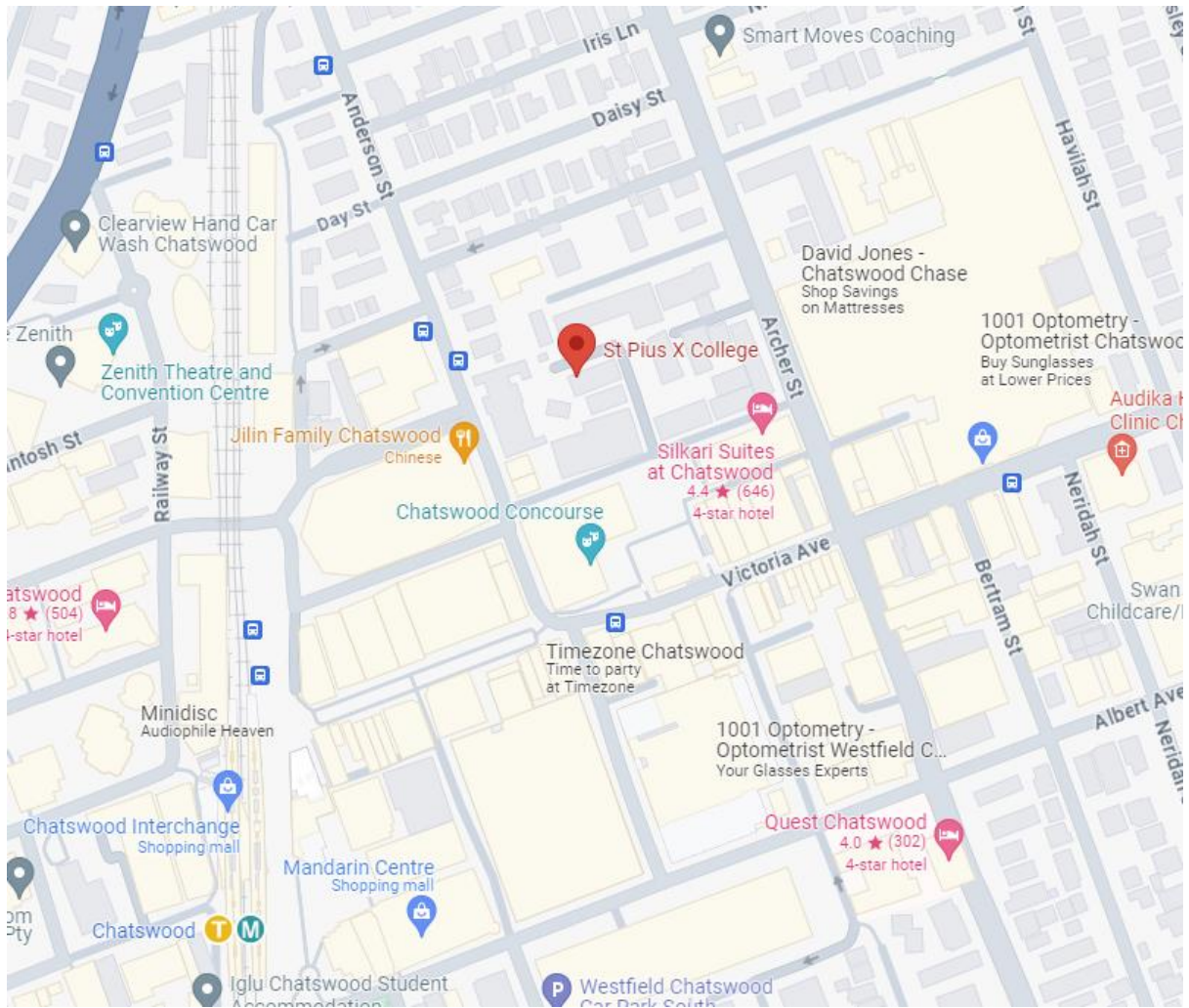
The school was initially known as Christian Brothers Chatswood. The name change to “St Pius X College” followed the canonisation of Pope Pius X in May 1954. The College’s mission was to provide affordable education to Catholic Boys on Sydney’s Lower North Shore, but now extends its enrolment footprint to the Manly Peninsular, the Upper North Shore and the Ryde Districts.

The College now has its own Oxford Falls Campus for inter-school sports competitions, sports days, study days, retreats, sports trainings, and other special events. Buildings were added to the Chatswood site from the 1950s. The development of the Waterford Learning Centre for Junior School Classrooms near the Chatswood campus is in the final stages of construction, alleviating some of the site restrictions on the College. The Trustees of Edmund Rice Education Australia, EREA NSW Colleges Ltd, the College and the Parish are working towards further enhancement of the Chatswood educational precinct.

A Christian Brothers community was attached to the College until 2016, with the last Brother ceasing work at the College in 2022. The Christian Brothers’ residence has now been transferred to the College. The first lay staff were appointed in the 1960s. For ten years from the mid 1970s to mid 1980s, St Pius X College and Our Lady of Dolours (Mercy College) Chatswood shared co-education classes in Years 11 and 12. In 2011, Mr John Couani was appointed as the first lay Principal, with the current Principal, Mr Michael Ronchetti appointed in 2023.

The last EREA School Renewal for St Pius X College was conducted in March 2016.

### 2.3 ST PIUS X COLLEGE LOCATION



### 3 CURRENT REGISTRATION STATUS and ANNUAL REPORTS

As of 5 June 2024, St Pius X College has current registration with the NSW Education Standards Authority (NESA) until December 31 2025– see [link](#). The College is registered under the following categories:

- Years 5-12
- Record of School Achievement (RoSA) and Higher School Certificate (HSC)

St Pius X College has completed its 2022 Annual Report to the community as mandated by the Australian Education Act and Regulations 2013 and NESA and has lodged this as a public-facing document on its website as required. It can be viewed on this [link](#).

### 4 STRATEGIC ACHIEVEMENTS SINCE THE PREVIOUS SCHOOL RENEWAL

#### 4.1 LIBERATING EDUCATION

- Introduction of VET courses to support broader pathways.
- The Learning Management System ‘Canvas’ is an integral tool for effective learning.
- A school wide learning framework is in development.
- Research-based pedagogies have replaced streamed classes and textbooks in the Junior School.
- External Agencies in Sports coaching provide quality coaching support for teaching staff and students.
- St Pius hosted the inaugural Student Leadership Symposium for EREA NSW exploring servant leadership.
- Four Immersions have been redesigned as an accompaniment model for deeper learning.
- The Waterford Formation Framework creates a synergy between faith, action and positive change.
- All students were led through an introduction activity to the new Student Learning Attributes.
- Student Learning Attributes have become the basis of our reporting system
- “Teacher growth for student growth” supported by targeted Professional Learning for staff
- The Australian Professional Standards for Teachers provides a common language around the moderation and consistency of practice.
- Collaborative cross-faculty professional learning teams are timetabled for all teachers.

#### 4.2 GOSPEL SPIRITUALITY

- Increased such engagement with EREA Formation Programs to include support staff.
- The Year 7 Touchstone Day provides Year 7 students with an introduction to the EREA identity.
- The Edmund Rice icon and the meaning of all the images were communicated via the College newsletter.
- The College Website faith formation content reflects of the Waterford Formation Framework.
- Inclusion of Father’s Day, Grandparent’s Day and Year 6 Graduation liturgies in Junior School celebrations.
- Prayer is embedded in Assemblies and Whole School events.
- The Waterford Formation Framework highlights the centrality of Gospel Spirituality Touchstone.
- Initiatives and programs have a scriptural impetus for reasoning, design and scope.
- Partnerships established with Prof Anthony Maher, Rev Dr Elio Capra and Dr Laurie Woods to enrich the exploration of Gospel Spirituality in RE, Staff and Parent Formation.
- The Crossroads Retreat Staff Formation Series offers residential and on-campus retreats.
- ‘The Road to Bethlehem’ and ‘Via Dolorosa’ enactments enlivened the College liturgical program.

#### 4.3 INCLUSIVE COMMUNITY

- Junior School students with diverse learning needs are no longer withdrawn from their peers.
- “Sport for All” Development programs in Football, Basketball and Tennis are offered.
- Chapel and Youth Mass Partnerships have been established with Mercy College, as well as Stations of the Cross on the Concourse with the Parish.
- Partnerships with Centacare BariSTARS, the House of Welcome and Centacare Oxford Falls foster inclusivity
- There is an increased commitment to St Edmund’s Wahroonga through the AIM Class Buddy Program.
- Global connections are enhanced through student letters to other EREBB schools.
- Families are included in Welcome Mass, Mothers’ and Fathers’ Day celebrations and Year 12 Graduation.
- WGEA data reflects an improved performance in the gender pay gap at the College.

#### 4.4 JUSTICE AND SOLIDARITY

- Restorative justice practices promote accountability, healing, and reconciliation.
- Sporting Tours to NZ and Fiji involve include working with the local communities.
- Year 10 Immersion Placements increased to include 60 students.
- The Faith In Action Edmund Rice Hours program has increased from two year groups to Years 5-12.
- Staff and Students volunteer weekly through the Matthew Talbot Hostel, Young Mentors Program, St Peter's Nursing Home.
- Staff and Students volunteer through programs such as Catholic Care Disability Services, Homelessness Street Retreats, and the AIM program with St Edmund's Wahroonga
- The College offers four Immersions: Greater Sydney, Central Coast, Bowraville and Baradine Immersion.

## 5 CORE FORMATION COURSE ATTENDANCE

The participation of St Pius X College in EREA formation courses over the past 5 years:

Program	A Call to Participation - Induction (Regional)					
Year	2019	2020	2021	2022	2023	5 Year Total
St Pius X College	6	6	1	5	8	26
All Schools (55)	229	229	238	307	377	1380

Program	A Vision for Liberation/Corroboree: A Vision for Reconciliation - Senior/Strategic Leadership (National)					
Year	2019	2020	2021	2022	2023	Total
St Pius X College	2	0	N/A	1	1	4
All Schools (55)	29	14*	N/A	31	31	105

Program	A Call to Leadership - Middle/Operational leadership (Regional)					
Year	2019	2020****	2021	2022	2023	Total
St Pius X College	1	N/A	2	2	DNR	5
All Schools (55)	75	13	62	45	27	222

Program	A Call to Transformation - Renewal (Regional)					
Year	2019	2020	2021	2022	2023	Total
St Pius X College	1	N/A	N/A	2	2	5
All Schools (55)	12	N/A	N/A	10	39	61

Program	Forming the Facilitator - Leadership (National)					
Year				2022**	2023	Total
St Pius X College				0	0	0
All Schools (55)				9	7	16

Program	Let's Talk EREA Aboriginal Immersion Program (National)					
Year	2019	2020	2021	2022***	2023	Total
St Pius X College	1	N/A	N/A	0	0	1
All Schools (55)	12	N/A	N/A	17	9	38

Program	EREA Pilgrimage/Partnership and Solidarity Program (International)					
Year	2019	2020	2021	2022	2023	Total
St Pius X College	0	N/A	N/A	N/A	N/A	0
All Schools (55)	12	N/A	N/A	N/A	N/A	12

N/A = program did not run due to COVID

\* only one of two programs was conducted due to COVID

\*\* program commenced in 2022

\*\*\* two programs ran due to previous year's cancellation due to COVID

DNR = did not run due to low numbers

## 6 SCHOOL RENEWAL SITE VISIT

STRUCTURE OF SCHOOL RENEWAL TEAM VISIT: ST LAURENCE'S COLLEGE, SOUTH BRISBANE		
DAY 1: March 20	DAY 2: March 21	DAY 3: March 22
<b>CONTEXT</b>	<b>DATA GATHERING</b>	<b>ANALYSIS</b>
Principal: Reflection on Report	Parent Group	Chair of Panel briefs Principal
<b>DATA GATHERING</b>	<b>DATA GATHERING</b>	<b>DATA GATHERING</b>
Tour of School with particular focus on Pedagogy and Student Engagement	Teacher Group C Teacher Group D Parish Priest Colleague Principal	Past Students Student Leaders
<b>ANALYSIS</b>	<b>DATA GATHERING</b>	<b>EVALUATION</b>
Executive Leadership & Identity Teams Comment on Achievements and Challenges	Learning Support Marketing / Development / Events Administration Staff Counsellors/Psychologists IT Team Facilities Team	Finalisation of Commendations and Recommendations
<b>DATA GATHERING</b>	<b>ANALYSIS</b>	<b>EVALUATION</b>
Students Group A (Year 8/9) Students Group B (Year 10/11) Students Group C (Year 10/11/12)	Middle School Leaders Group A and B	Presentation of Commendations and Recommendations to CLT
<b>DATA GATHERING</b>	<b>REFLECTION / EVALUATION</b>	
Teacher Group A Teacher Group B	Refinement of Commendations & Recommendations	
<b>EVALUATION</b>		
Development of Commendations		

## 7 TOUCHSTONE COMMENDATIONS

Commendations are refined over the three-day process and represent a positive consensus from interviewees about what people appreciate about the school and where the school makes a difference. Commendations have emerged from the qualitative data gleaned from the interview process which sought the reflections of support staff, teachers, students, counsellors, professional staff, the School Advisory Council, the College Leadership Team, and the Principal.

The EREA Renewal Charter surveys were conducted at St Pius X College over the following time periods:

- Students – 21 February 2024 – 6 March 2024
- Teachers – 21 February 2024 – 6 March 2024

Responses were received from 1001 students, 41 teachers, including 15 Religious Education teachers. The survey response rates were:

- Students – 84.5%
- Staff – 43.6%

Survey data are included as commendations if they reach the following thresholds:

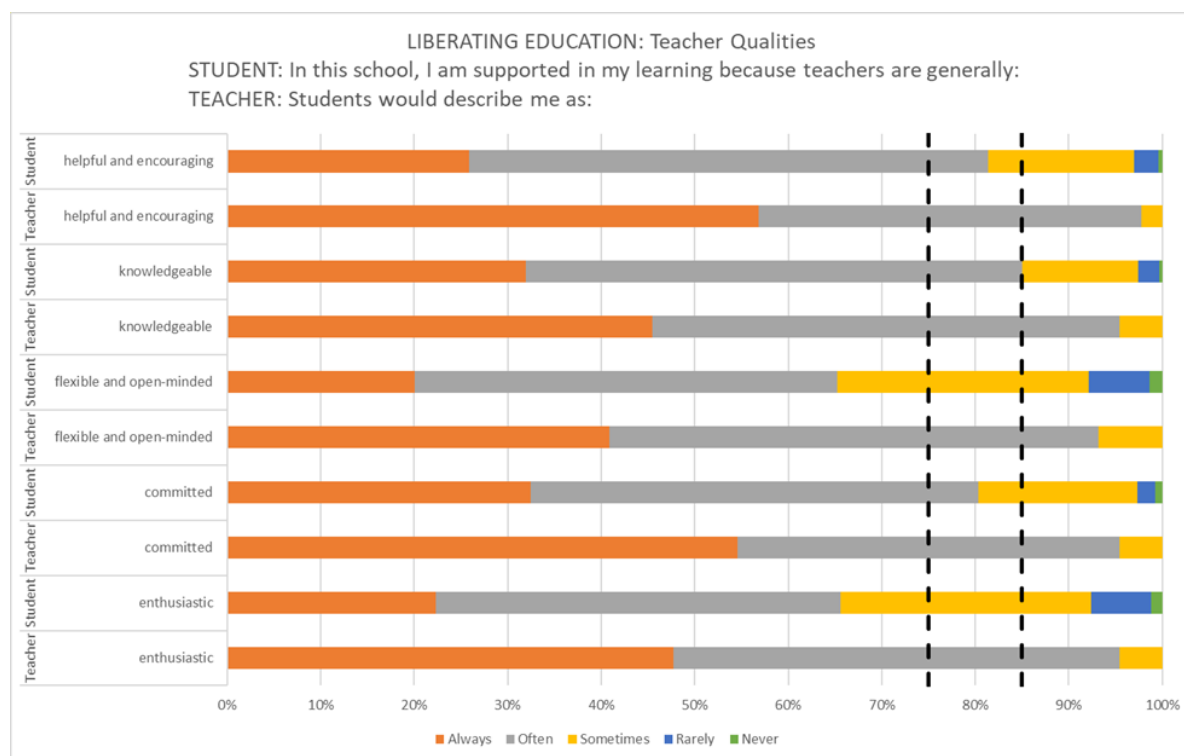
- Statements acknowledge 85% + in sometimes/often/always.
- Statements acknowledge 75%+ in often/always.

## 7.1 LIBERATING EDUCATION

*We open hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement each person is hope-filled and free to build a better world for all.*

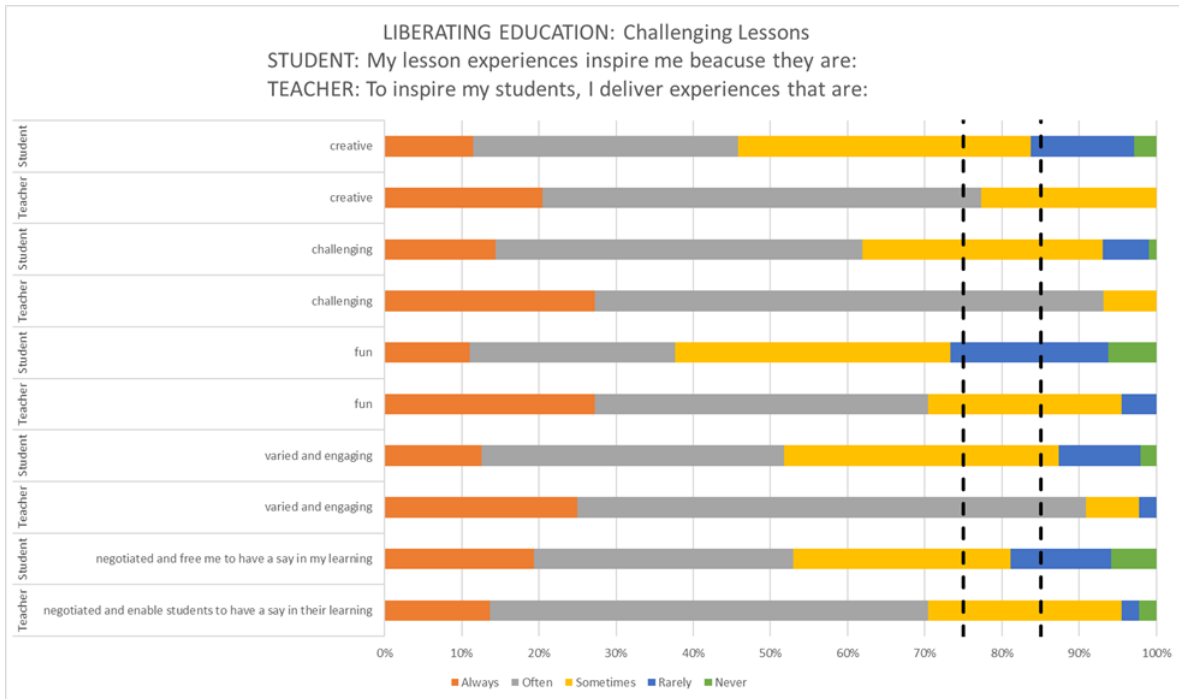
### 7.1.1 Teacher Qualities

Students surveyed described their teachers as knowledgeable (85% always/often), helpful and encouraging (81% always/often) and committed (80% always/often). The students also recognised that teachers are flexible and open-minded and enthusiastic (92%). Teachers surveyed indicated overwhelmingly (95%+ always/often) that they think students would describe them as helpful, encouraging, knowledgeable, committed, and enthusiastic. They also suggested students found their approach flexible and open-minded (93% always/often). Focus groups confirmed that students deeply appreciate the relationships they have with their teachers and recognise their willingness to support them to learn and achieve.



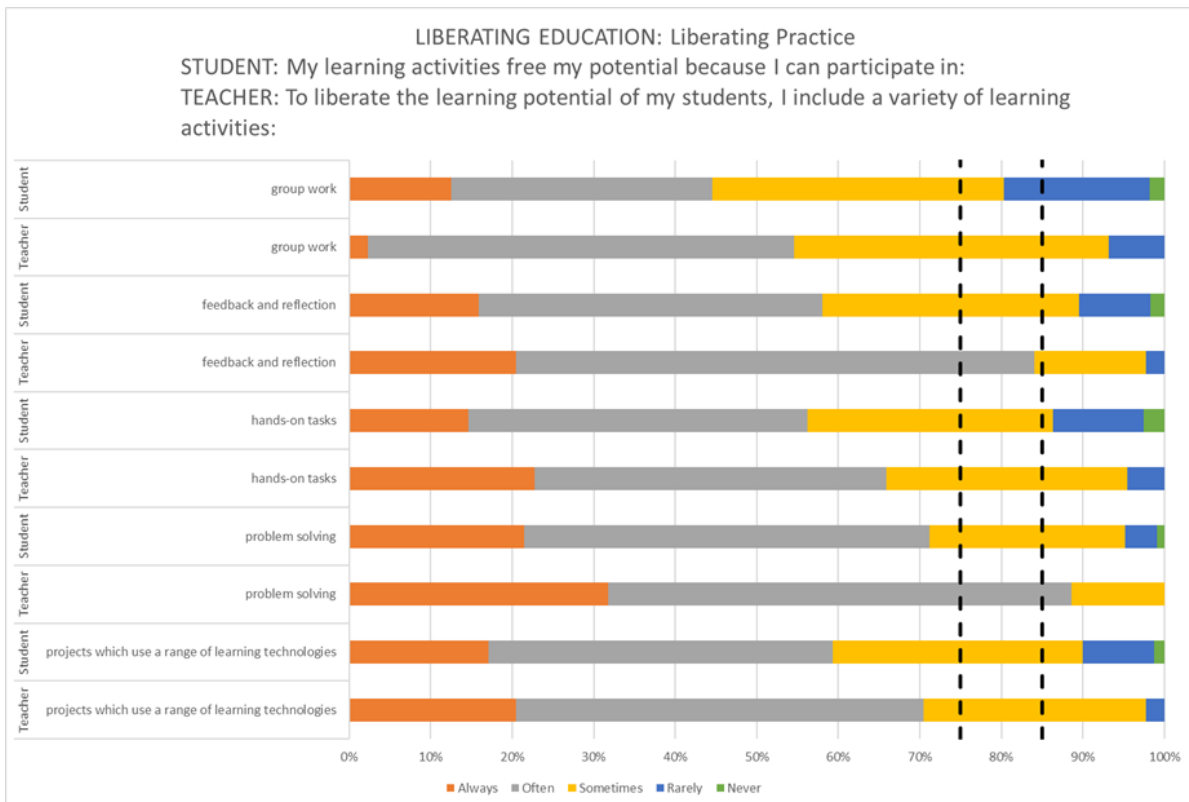
### 7.1.2 Challenging Lessons

The number of students surveyed who identified the challenging nature of their lessons met the threshold (93%). Students also find their lessons varied and engaging (87%). Teacher survey results showed a strong belief that the learning experiences provided were challenging (93% always/often) and varied and engaging (91% always/often). Teachers were also confident that their lessons were creative (77% always/often), fun (100%) and negotiated with students (95%). Focus groups confirmed that teachers believe they have high expectations of the students and work hard to provide timely and targeted feedback for learning.



### 7.1.3 Liberating Practice

Students surveyed report that lesson tasks regularly involve problem solving activities (95%). They also acknowledged the feedback and reflection that teachers provide and their use of learning technologies (90%). Hands-on tasks were recognised by students (86%). Teachers agreed that feedback and reflection were part of teaching and learning (84% always/often) as well as problem-solving (89% always/often). Teachers recognised group work (93%), hands-on tasks (95%) and use of learning technologies (98%) as important classroom strategies. Focus groups confirmed that there are many learning activities that occur which engage students and provide opportunities to exercise creativity and problem-solving.



#### 7.1.4 Practice and Improvement

There is evidence of the commitment of staff to St Pius X College, with an increasing focus on knowing the student and how they learn. This can be seen in the exploration of pathways in learning, including VET offerings in the senior school and the exploration of new approaches and structures for learning in the junior school. This reflects an evidence-informed approach to teaching and learning. There is an increased focus, particularly in the junior school, on the use of data to build an image and understanding of the learner to inform practice.

#### 7.1.5 Focus on the Formation Whole Person

St Pius X College sends a strong statement to its community that, in partnership with parents, it educates the whole person. Students learn and grow in a safe environment in which they can express their views and ask questions. Over time, the school has focussed effectively on the resilience of each young person, particularly in relation to positive student / staff relationships and a desire to “seek to understand” each student. The College is improving its capability to cater for diverse needs, aiming to ensure everyone is supported to achieve their individual learning goals. A range of learning activities and a rich offering of extra-curricular opportunities in sport, the arts and technologies allow each student to flourish.

#### 7.1.6 Learning Management System

After observing that the initial implementation of the College Learning Management System, Canvas, was incomplete, the College has sought external expertise to support a full implementation. The system is a structural support for staff, students and parents to have consistent access to learning materials, information and tasks. Work is progressing to make formative feedback digitally available to students and parents to build stronger engagement in learning progress. Students were observed engaging in mid-task formative assessment practice, submitting draft and preliminary texts and responding to guidance ahead of task completion.

#### 7.1.7 Pathways

The College has sought to broaden curriculum offerings to include VET which will enable students to build skills and demonstrate success through a range of pathways. The Leadership Team is aware of the need to build the community’s understanding of the value and esteem of different pathways to assist students to make informed choices. The significant potential for learning partnerships with local businesses was also acknowledged. The aspiration to engage past students and parents to support learning and share stories and experience of their studies and professions is a positive step.

#### 7.1.8 Data-Informed Practice

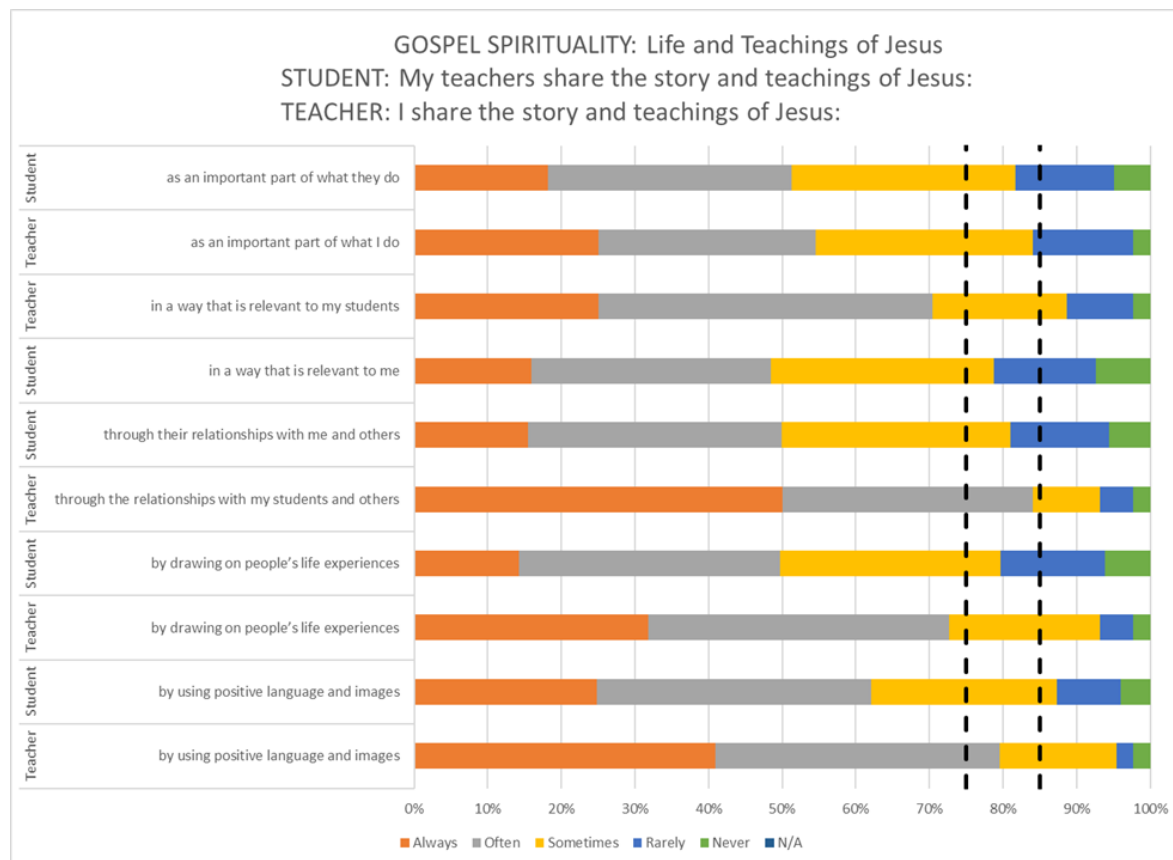
There is a commitment by the College Leadership Teams to review and reset practices required to provide a Liberating Education. Learning plans that are responsive to the varied learning styles of students will ensure no student is left behind in their quest for personal academic excellence. The College Leadership Team provides opportunities for staff to lead gifted and talented education and wellbeing and develop literacy improvement strategies supported by the use of data. There is an appetite for St Pius College to engage parents to broaden their knowledge and understanding of the value of appropriate and equally valued academic pathways.

## 7.2 GOSPEL SPIRITUALITY

*We invite people into the story of Jesus and strive to make his message of compassion, justice and peace a living reality within our community.*

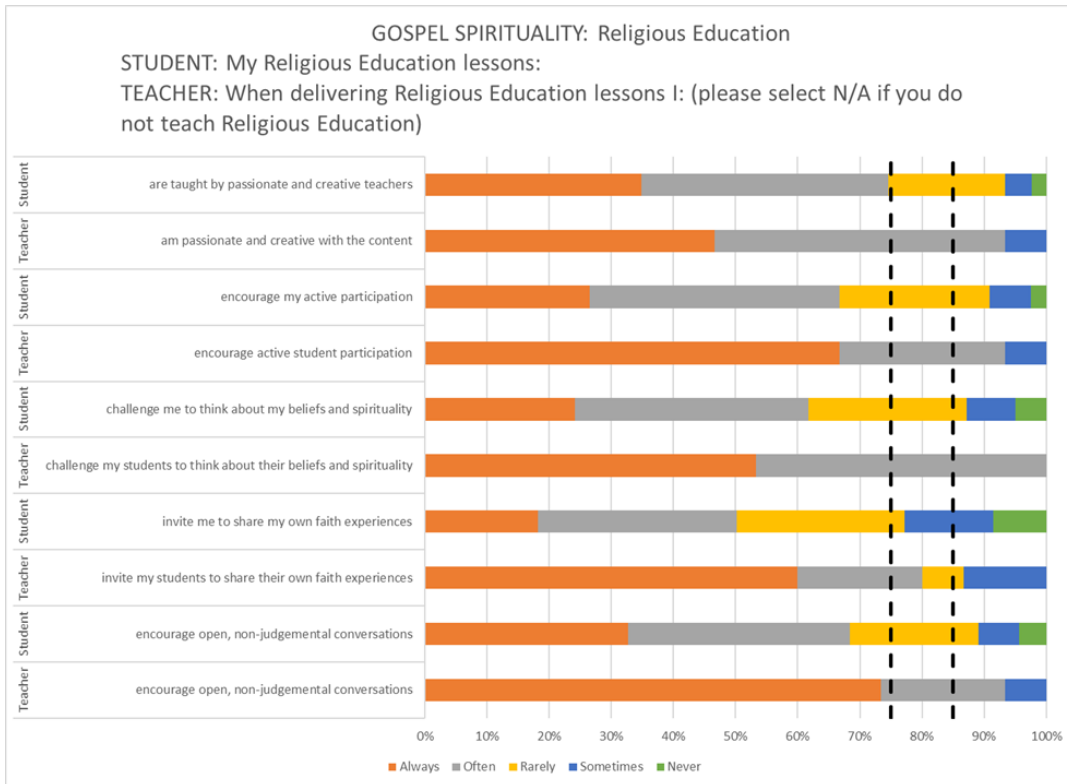
### 7.2.1 Life and Teachings of Jesus

Students at St Pius X College recognise that their teachers use positive language and images (87%) to share the stories and teachings of Jesus. This was echoed by teachers (80% always/often) along with the importance of their relational approach (84% always/often). Teachers indicated that the drawing of people's life experiences supported young people to engage (93%), as well as the importance of making learning relevant to them (89%). Focus groups confirmed that there has been a significant effort at the school through events, iconography and language to bring Jesus into the centre of the school's identity.



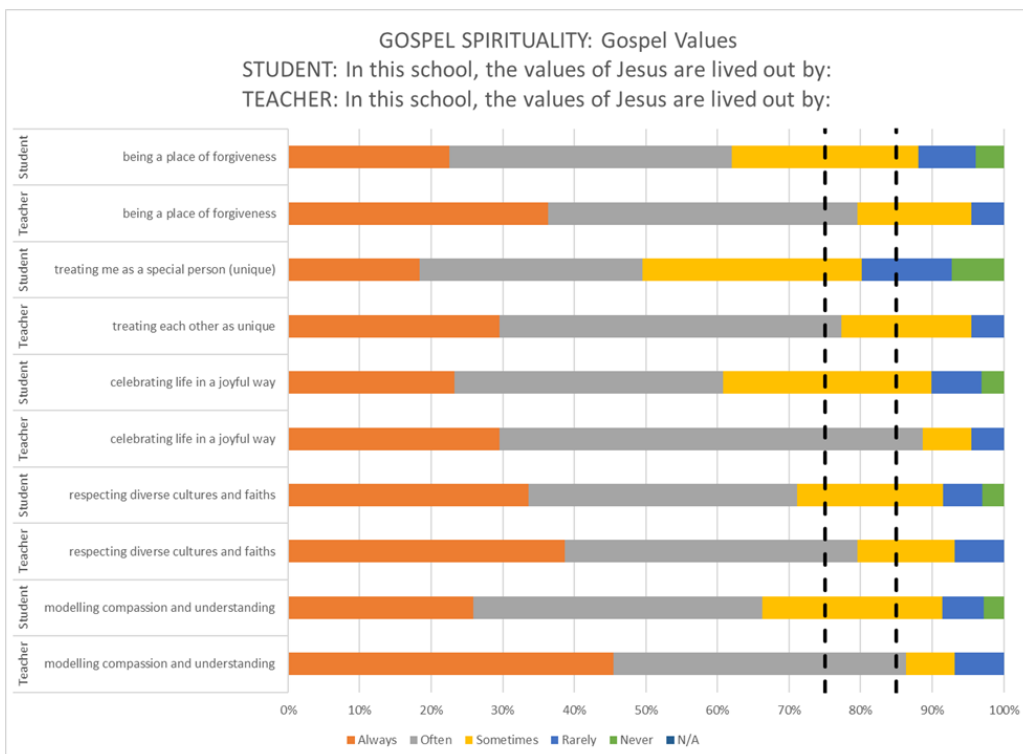
### 7.2.2 Religious Education

Students, when considering their Religious Education lessons, acknowledged that they are taught by passionate and creative (93%) teachers who encourage active participation (91%), challenge them to think about their beliefs (87%) and encourage open and non-judgmental conversations (89%). The teachers of Religious Education named passion and creativity (93% always/often) along with encouraging active student participation (91% always/often) as areas of strength. They also challenge young people to think about their own beliefs (100% always/often), share their faith experiences (80% always/often) and participate in open, non-judgmental conversations (93% always/often). Focus groups confirmed that students value RE lessons and also the opportunities to contribute to prayer. The students were articulate about their lessons and their learning about the connections between service of others and their faith.



### 7.2.3 Gospel Values

Students affirmed that their school is a place of forgiveness (88%), models compassion and understanding (91%) and shows respect for diverse cultures and faiths (92%). They also indicated that they are treated as unique individuals (90%). Teachers strongly recognised that the values of Jesus are lived out at the school through forgiveness and respect (80% always/often), as well as compassion and understanding (86% always/often). Treating students as individuals (77% always/often) and joyful celebration (89% always/often) were also rated highly. Focus groups confirmed that students are cared for by the staff particularly in challenging times. A parent related the comfort and gratitude she found in the presence to her sons by the Principal after the death of their father earlier in the year.



#### 7.2.4 Formation Framework

The implementation of the Waterford Formation Framework is a significant achievement for the College. It articulates the identity of the College as a Gospel-centred Catholic school with Christ at the centre, lived out through the service disposition of Blessed Edmund Rice. Through the organisers of Head, Heart and Hands, the framework prompts strategic and connected thinking about the various functions and priorities of the Mission and Identity Team. It provides a functional vocabulary for staff and students to plan, discuss and reflect on their experiences in service, Religious Education, prayer and formation.

#### 7.2.5 Leadership for Mission

The College recognises that it is Church and has adopted an invitational approach to being part of Church. The presence of religious symbols throughout the school and the place of prayer is recognised as important by students. The leadership of the principal and the Mission and Identity team is setting foundations for the development of mission. The Mission Team has built cohesion across the areas of identity, RE curriculum and social justice. There are strengthening connections with Mercy College in faith and liturgical experiences and with Our Lady of Dolours Parish through regular Youth Masses. Students focus on the Touchstones through the Year 7 induction. There is a renewed focus on formation of and a deepening understanding of Scripture.

#### 7.2.6 Retreats and Reflection Days

The College offers the following under its 'CrossRoads' Retreat Program: Staff Guided Retreat Program tailored for staff on a termly basis, held at Workul Koo Campus. Staff will be offered an optional Street Retreat (homelessness immersion) once a term after school. Year 12 are offered a choice of three retreats, 3 consecutive days residential. Formation Days also fall within this program: Year 11 receive 2 formation days annually, Year 10 receive 5 formation days annually, Year 5 and Year 7 receive one formation day annually.

#### 7.2.7 Ritual

Ritual, inclusive of Eucharist, liturgy, prayer and reflection are part of the rhythm of life at St Pius X College. In recent times this has emerged as a shared priority for the schools in the parish, with support and guidance of the parish priest. Within limited space, the College has built conducive environments for celebration and reflection. The incorporation of Christian, Catholic and Edmund Rice iconography provides points of reflection on tradition and identity. Respect for and inclusion of the traditions and symbols of Chatswood's significant Chinese community are evident. The Tuesday morning Chapel Mass, alternating across the Pius and Mercy campuses provide opportunities to accompany and partner with students to participate and lead.

#### 7.2.8 Religious Education Capacity

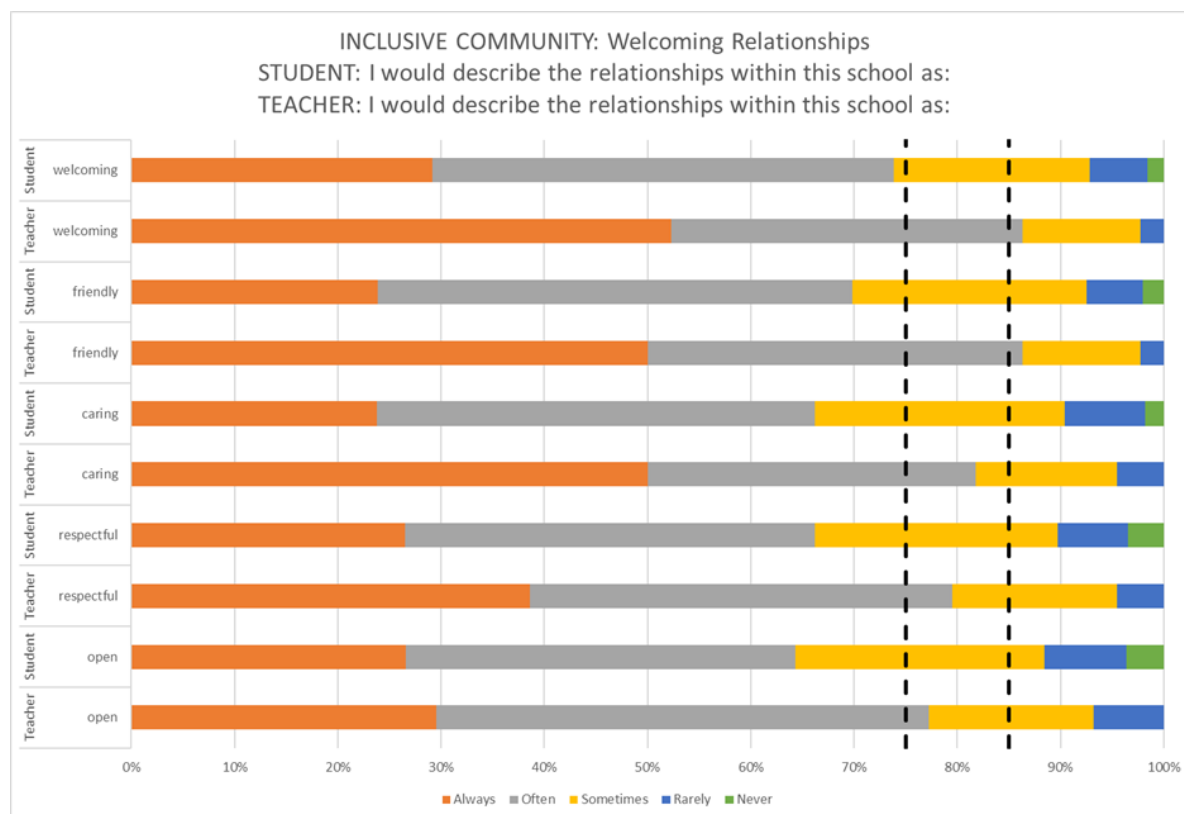
The Mission and Identity Team's development and implementation of their strategic plan and the precise set of priorities for the team are commendable. The Team has identified the need to "bolster" the specialist expertise of Religious Education teachers and has designed professional learning experiences and resources to assist in this area. There is a clear commitment from the Mission and Identity Team to build the capacity of Religious Education teachers across the school. The leadership from the core team of specialist RE teachers is supporting a consistent and improving approach to RE classroom teaching.

### 7.3 INCLUSIVE COMMUNITY

*Our community is accepting and welcoming, fostering right relationships and committed to the common good.*

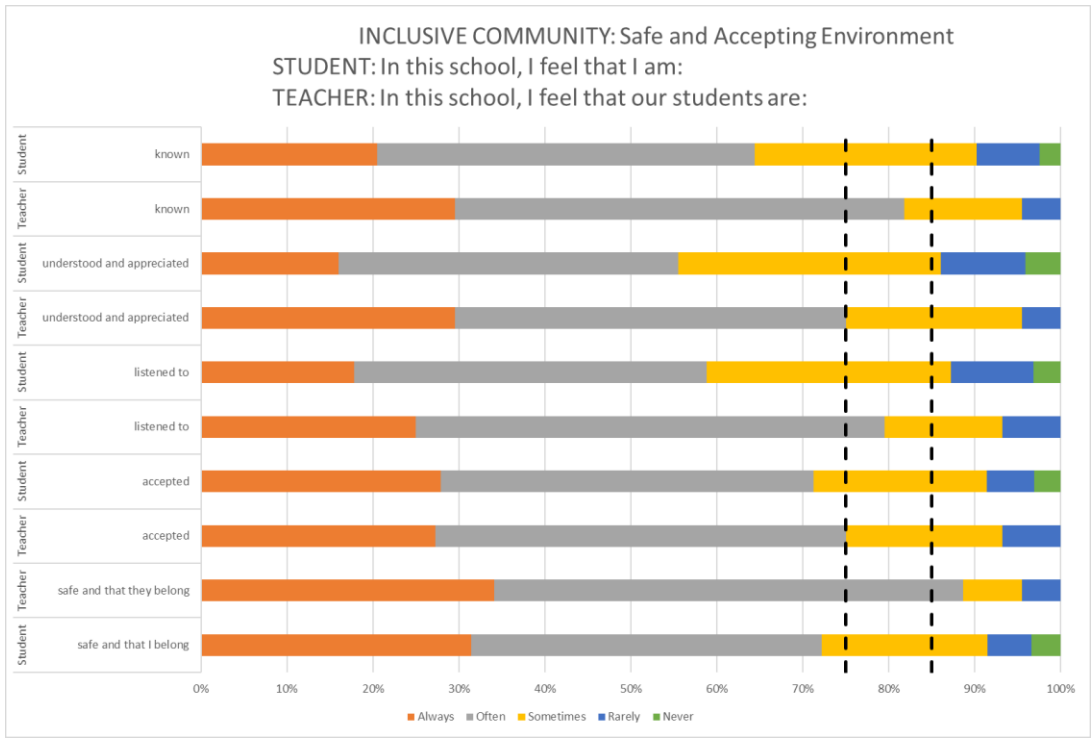
#### 7.3.1 Welcoming Relationships

Students acknowledged that relationships at their school are welcoming and friendly (93%) and caring (90%). Students also sensed that relationships are open (88%) and respectful (90%). Teachers feel the relationships in the school are welcoming and friendly (86% always/often), caring (82% always/often). Respectful (80% always/often) and open (77% always/often) relationships were also commended. Focus groups confirmed that this is a welcoming community where an effort is made to know each student and recognise their gifts. The pastoral approach seeks to care for the nurturing of the whole person.



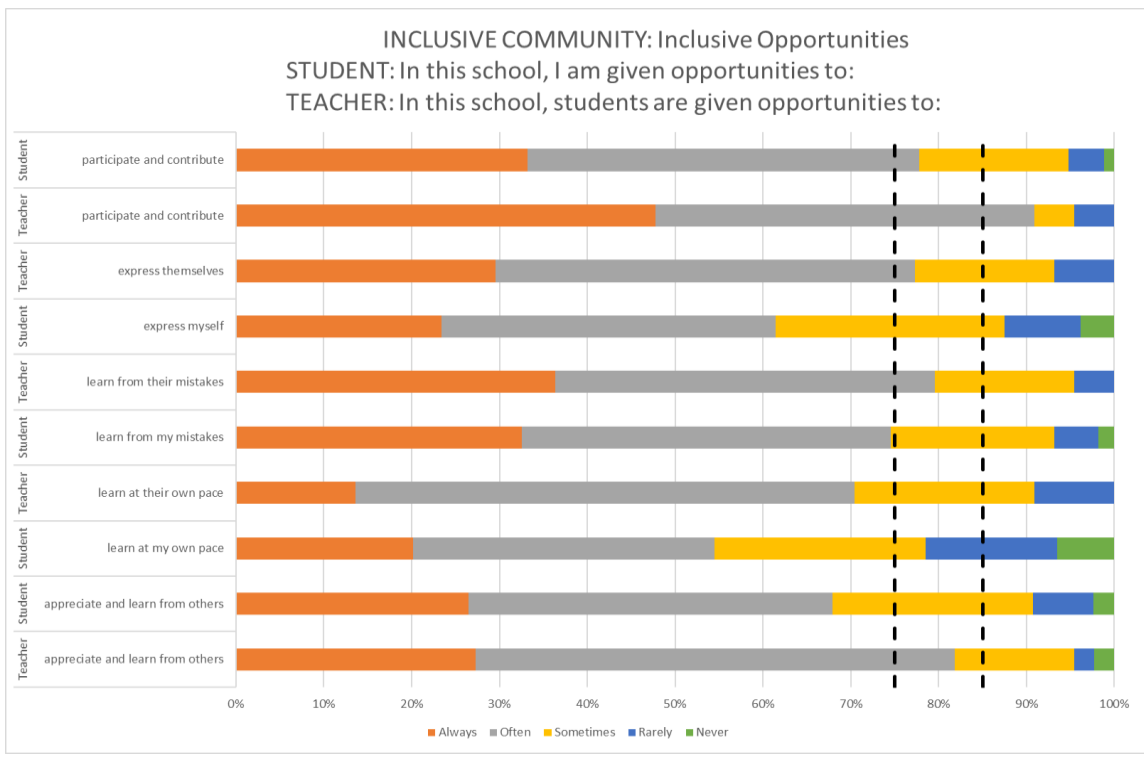
#### 7.3.2 Safe and Accepting Environment

Students reported that they feel known (90%), accepted and safe (91%+) at school. They also recognise that they are understood, appreciated and listened to (86%+). Teachers' responses indicate that the majority think that students are safe and belong (89% always/often), accepted (75% always/often), understood and appreciated (75% always/often), known (82% always/often) and listened to (80% always/often). Focus groups confirmed that the College is making efforts to create learning opportunities for students through the implementation of the Wellio program in Years 7-12 and the design of a partner program for Years 5 and 6.



### 7.3.3 Inclusive Opportunities

An encouraging number (78% always/often) of students acknowledge that they are provided with opportunities to participate and contribute to college activities and community life. Similarly, students report that they are encouraged to express themselves (88%) and supported to learn from their own mistakes (93%) as well as from others (91%). There was good teacher acknowledgement of the support given to students. They identified that students are supported to participate, contribute (91% always/often) and learn from their mistakes (80% always/often), appreciate and learn from others (82% always/often), express themselves (77% always/often), and learn at their own pace (91%). Focus groups confirmed that the College provides a vast selection of extra-curricular and co-curricular options and services including participation in youth masses, psychology and counselling services, sporting teams, bands, drama, and social justice groups.



#### 7.3.4 New Leadership

The College Leadership Team is very new, with the longest serving leader having been in place for only two years. The group gives significant reflective time to understanding their roles and their relationships with a focus on the best outcomes for students, and clarity and support for staff. They are emerging in their awareness of the strategic priorities for improvement and there is great energy and appetite for innovation and impact. There is a shared empathy for the challenges that change and growth present for the teachers particularly. The sense of shared responsibility for success was evident through emerging collaborative projects and a collegial atmosphere.

#### 7.3.5 Diverse Learning

St Pius X College recognises the challenges in meeting the diverse learning needs of students. There is a greater awareness of the shift in the profile of learners at the College with the school exploring contemporary, evidence-informed responses to supporting student wellbeing and learning. This has resulted in a case management approach reflecting best practice. In the Junior school the needs of diverse learners are informed by data, with support being provided within the classroom. The school is aware of challenges in ensuring inclusive responses to the needs of students.

#### 7.3.6 High-potential Learners

The emerging focus on the use of existing Allwell data within the school to identify potential in students is commendable. The analysis of this data against the HSC data provides insights into the strength of the students entering the school and brings light to the need for challenging learning opportunities for all students, including students in the higher stanines. The provision of after-school study support - the "Academic Annexe" is a further commitment to extending and supporting students to pursue high levels of learning.

#### 7.3.7 Parish Precinct Partnerships

The schools connected to Our Lady of Dolours parish - Our Lady of Dolours Primary School (Co-ed K-6), Mercy Catholic College (Girls 7-12) and St Pius X College (Boys 5-12) have long standing relationships and interdependence in relation to being faith and educational communities in the in the lower north shore of Sydney with the Diocese of Broken Bay. Principals demonstrate shared leadership with the parish in contending with the provision of a liberating education in the context of complex and restrictive footprints. The joint initiative by Mercy and Pius on Respectful relationships (connected to the issue of consent) is to be commended. In partnership with parish, numerous programs and initiatives demonstrate vibrant faith communities in action, with St Pius X College sharing the leadership of these.

#### 7.3.8 Supportive Staff

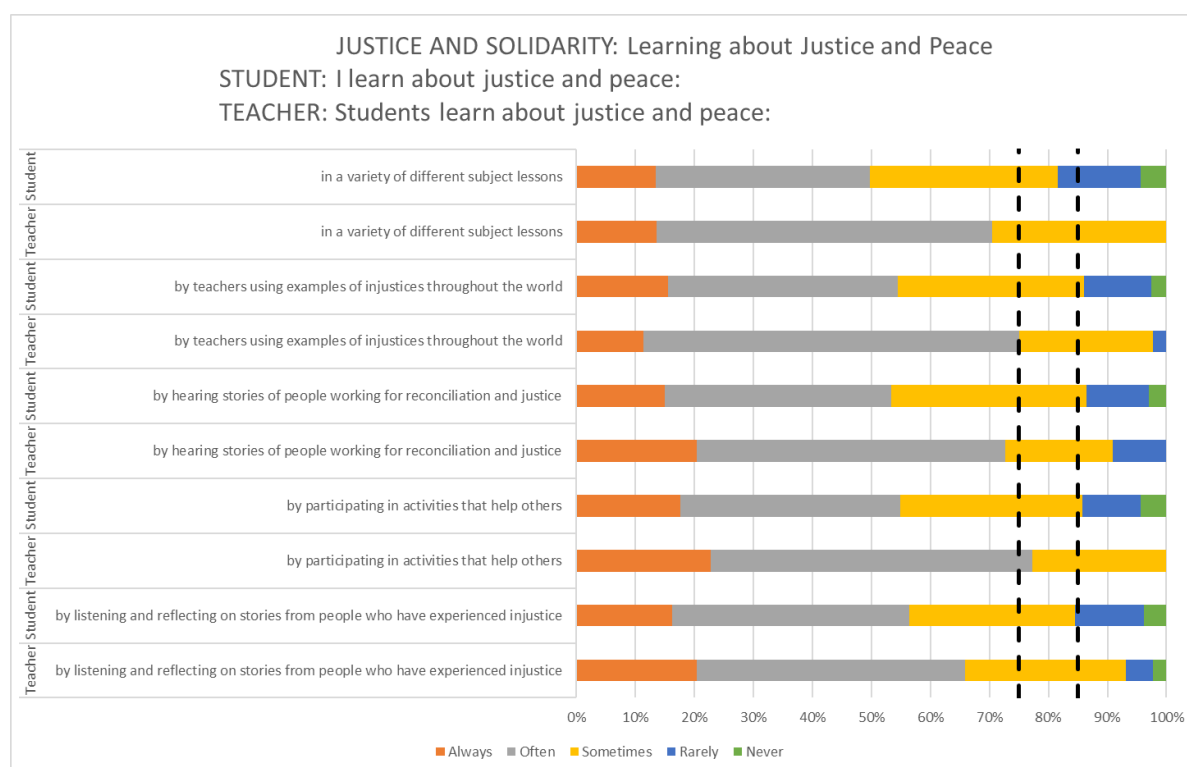
It is a priority for the College to ensure diverse learners are able to thrive at the College. There is a commitment to expand financial and human resources available to directly support learning and learners within the classroom and in specialised support programs. A designated and purposefully designed space is being established. There has been targeted recruitment of staff to grow the team and the emergence of a structure that works in classrooms to build collective capacity. This goodwill, alignment of leadership, strategic planning and vision was particularly evident among the Junior School staff.

## 7.4 JUSTICE AND SOLIDARITY

*We are committed to justice and peace for all, grounded in a spirituality of action and reflection that calls us to stand in solidarity with those who are marginalised and the earth itself.*

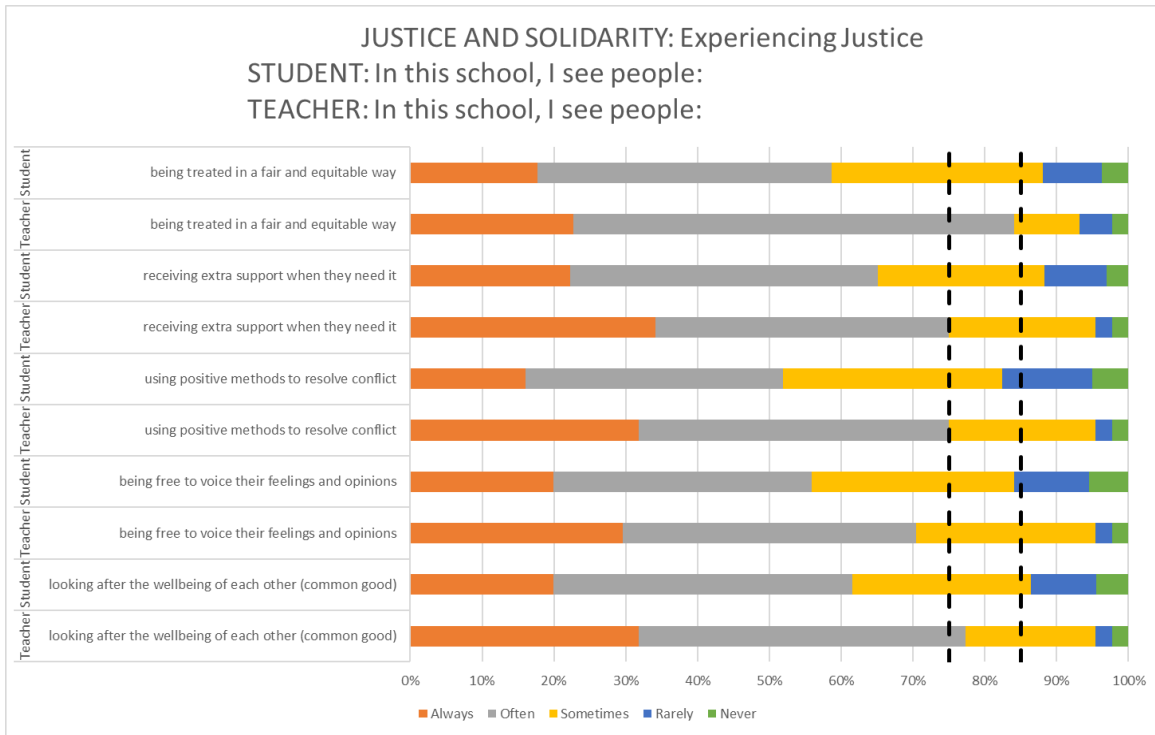
### 7.4.1 Learning about Justice and Peace

Students identified that they have opportunities to listen and reflect on stories of people who have work for reconciliation and justice (86%). They also hear about examples of injustice and participate in activities that help others (86%). Teachers identify that students learn about justice and peace through examples of injustice (75% always/often) as well as by participating in activities that help others (77% always/often). Teachers noted that justice and peace is woven across various subjects (100%) and that students have the opportunity to listen to and reflect on the stories of those experiencing injustice (93%) and those working for reconciliation (91%). Focus groups confirmed that the College has a strong focus on the impacts of poverty and supports young people to learn about this through conversation and practical action. The students were articulate about their role in addressing this issue.



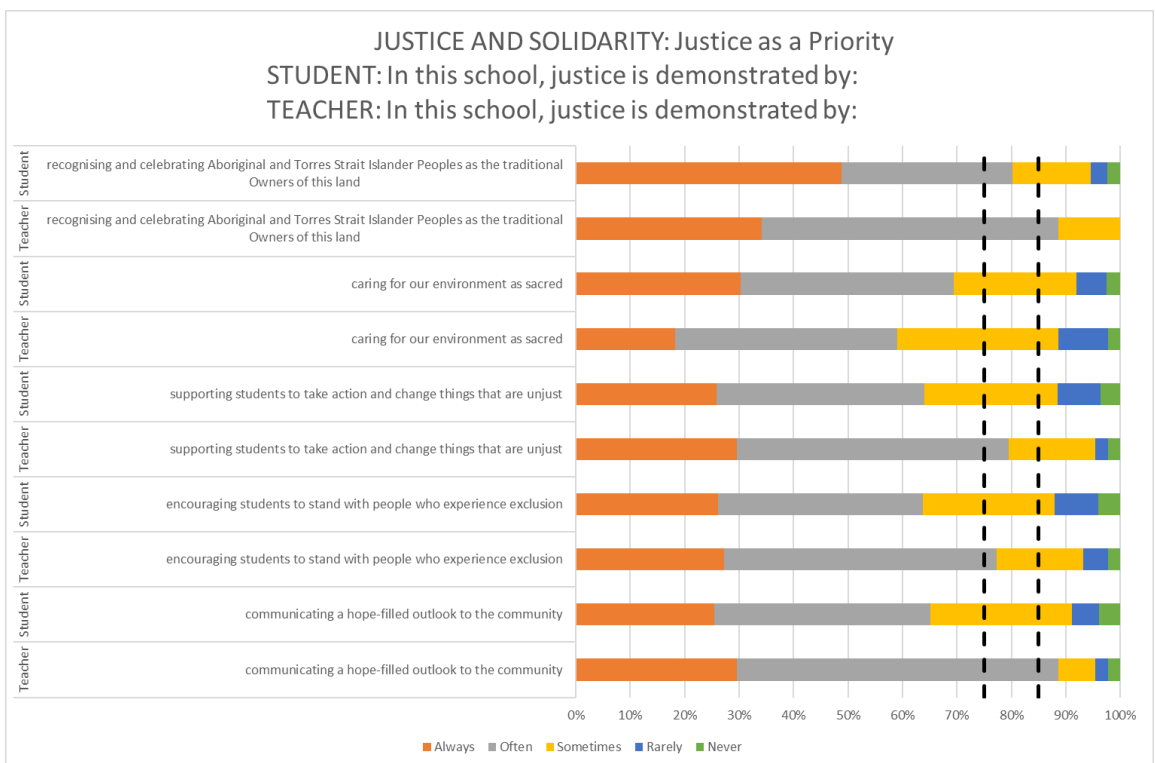
### 7.4.2 Experiencing Justice

Students see people being treated fairly and equitably (88%) with extra support being available when it is needed (88%). They also felt that there is a commitment to the common good (86%). Teachers reported that they saw justice expressed in actions around the school namely, additional support when required and positive methods to resolve conflict (75% always/often), fair and equitable treatment (84% always/often) and care for wellbeing (77% always/often). They also recognised that students are free to voice their feelings and opinions (95%). Focus groups confirmed that responsive and flexible pastoral care of the students is valued and there is a desire to restore relationships following conflict.



### 7.4.3 Justice as a Priority

Students named the recognition and celebration of Aboriginal and Torres Strait Islander Peoples (80% always/often) as a strong indicator of the importance of justice in this school. They acknowledged care for the environment (92%), action for justice (89%), solidarity with those experiencing exclusion (88%) and a hope-filled outlook (91%) as attributes of their school. Teachers strongly acknowledged the recognition and celebration of Aboriginal and Torres Strait Islander Peoples at St Pius X (89% always/often). They saw a hope-filled school (89% always/often), care for the environment (89%) and support for students to act against injustice (80% always/often). Teachers named that students are encouraged to stand with those experiencing exclusion (77% always/often). Focus groups confirmed that effort and resources are applied in this pursuit by the College. The students are informed and supported to take action and be attentive to examples of justice.



#### 7.4.4 Reconciliation

The College expresses its commitment to Reconciliation through Acknowledgement of Country ceremony at assemblies and other formal events. The First Nations icons of the EREA Touchstones are visibly displayed around the College. There is also a Reconciliation Action Planning (RAP) Committee active in the College, although there is not currently a published Narragunnawali RAP in place. Reconciliation Week is celebrated with respect and awareness. While a small number of students and staff identify as First Nations, there is an observable awareness of the need to be culturally respectful, seek partnership with local First Nations communities and continue to create an environment where First Nations people feel welcome and included.

#### 7.4.5 Immersions and Cultural Experience

Students and staff value the local and regional immersion initiatives offered by St Pius X College. The Central Coast Immersion supports community members to engage with people experiencing homelessness and contribute to supporting them. There is a commitment to ensuring that experiences are “deeper” rather than “surface” through a newly instituted reflection cycle surrounding these experiences. “Red Dirt” was seen as a positive move towards engaging with communities in Western NSW. The possibility to lengthen and deepen the immersion to enhance the authenticity of the experience was expressed by students and staff.

#### 7.4.6 Service of Others

Social justice and outreach initiatives within the school are creating a foundation for future development of Justice and Solidarity. The Mission Team has developed a social justice calendar for the year. The structured Faith in Action initiative provides outreach to the local community and through visitation to aged care, engagement of the elderly at the local public library and engagement with Matt Talbot Hostel. Some of the students commented on the quote present in the College foyer, “Give to the poor in handfuls” and recognised the range of opportunities on offer particularly for Stage 4 (Year 9 and 10).

#### 7.4.7 Teaching for empathy

Students and staff work together to ensure that achieving justice for all remains a focus at St Pius X’s College. Recent changes to the Mission and Identity Team have raised the profile of Religious Education and spirituality in the College. Opportunities for students to be involved in outreach and immersion experiences have expanded. This has created new interest amongst students, staff and parents. Language and actions which foster empathy and concern for the dignity of others are seen as important dimensions in the College. Students spoke strongly about this being an on-going process and central to their formation as a good person.

#### 7.4.8 Affordability

In the context of the lower North Shore of Sydney, St Pius X College has succeeded in offering an affordable option for students and their families. Through careful planning, this accessibility has provided opportunity for a diverse range of learners. Whilst recent funding arrangements have introduced new challenges, the College remains committed to financial support and affordability for families through bursaries and scholarships funded from bequests and school-reserved funds. The school offers school-based fee reductions for families in financial and/or pastoral need.

## 8 STRATEGIC RECOMMENDATIONS

The Key Challenges discerned by the St Pius X College Principal and Leadership Team form the basis of the recommendations below. In collaboration with the College Leadership Team and the Principal, the following strategic recommendations and guiding directions are offered by the Review Panel after careful consideration of all feedback in the renewal process. It is acknowledged that each set of recommendations addresses issues which are ongoing, requiring constant re-evaluation and re-framing.

### 8.1 IDENTITY

St Pius X College continues to demonstrate a proactive commitment to the expression of its identity as a Catholic School in the Edmund Rice Tradition through its journey as a faith community and its growth as a place of learning, nurturing and challenging students to live justly and inclusively.

To further enhance this sense of identity, it is recommended that the College:

#### 1. **AFFIRM AND ARTICULATE THE IDENTITY AND MISSION OF THE COLLEGE THROUGH COLLABORATION AND DIALOGUE BY:**

- a. Providing opportunities for the community to engage with the renewed EREA Charter
- b. Inviting contributions from the community (staff, students, families) to articulate the current narrative
- c. As a community, developing a shared language around Mission, Vision, Purpose, Edmund Rice, Catholic Church
- d. Using existing internal and external engagements and events, establish focus groups to capture the voices of community members in terms of achievements, aspirations, expectations and concerns

#### 2. **EVALUATE AND RE-IMAGINE MECHANISMS AND OPPORTUNITIES FOR LISTENING, HEARING AND LEARNING SO THAT ALL ARE VALUED AND HAVE A VOICE BY:**

- a. Through an externally provided survey, comparing St Pius data with NSW and Australia wide EREA data
- b. Evaluating the purpose, timing and impact of current staff collaboration
- c. Providing staff the time to understand and align strategy and daily work
- d. Establishing a data informed approach to address the learning priorities of the college

### 8.2 CONTINUOUS IMPROVEMENT AND LEARNING EXCELLENCE

St Pius X College continues to demonstrate a proactive strategy for continuous improvement and learning excellence through its focus on the formation of the whole person, its development of equally valued multiple pathways, its commitment to data-informed practice, and its potential partnerships with the broader community.

To further enhance this journey of improvement and excellence, it is recommended that the College:

#### 1. **ENACT A VISION AND STRATEGY, UNDERPINNED BY EREA CHARTER VALUES, TO IMPROVE LEARNING OUTCOMES FOR ALL BY:**

- a. Providing opportunities for the community to engage with the SPX Teaching and Learning Framework
- b. Aligning the SPX Teaching and Learning Framework with Professional Learning priorities
- c. Embedding the Liberating practices into the teaching and learning programs and practices
- d. Evaluating the impact of the SPX Teaching and Learning Framework

#### 2. **CO-CREATE A CULTURE OF INQUIRY AND EVIDENCE BASED DECISION MAKING FOR CONTINUOUS IMPROVEMENT BY:**

- a. Enhancing staff capacity to use data to ensure student growth and improve students learning outcome
- b. Developing and implement a system for continuous tracking and support of each learner's formation and development to achieve their personal best.

- c. Evaluating the impact of practice and strategies to enable ongoing school improvement

### 8.3 PURPOSEFUL, ALIGNED CULTURE

St Pius X College is viewed as a community which promotes welcoming relationships, provides inclusive opportunities, and values safety and acceptance as the foundations of a strong faith and learning culture. Additionally, St Pius is a community where justice is a priority, empathy and reconciliation are practiced, and service and outreach are features of College life.

To further strengthen and align these community aspirations, it is recommended that the College:

#### 1. ENSURE A SAFE AND INCLUSIVE CULTURE THROUGH LANGUAGE, PRACTICES AND VOICE BY:

- a. Creating further opportunities (forums, education programs, dialogues, mentoring) to surface and respond to community voice
- b. Ensuring all perspectives are valued through visible and meaningful actions to explicitly demonstrate our commitment to inclusivity and safety for all
- c. Evaluating and co-design expectations in relation to inclusive verbal and non-verbal language
- d. Providing appropriate physical spaces which support safety and inclusion

#### 2. **DEVELOP GREATER COHESION ACROSS LAYERS OF LEADERSHIP TO ACHIEVE MEANINGFUL IMPROVEMENT BY:**

- a. Co-creating a shared strategic vision
- b. Providing resources and opportunities to enhance middle leaders and College Leadership Team strategic capacity
- c. Aligning the college organisation chart to leadership role descriptions
- d. Developing a strategic project management approach to prioritise college initiatives, activities and events

## 9 RECOMMENDATIONS TO EREA Council

It is recommended that the EREA Council:

- Approve this School Renewal report
- Accredit St Pius X College as a Catholic School in the Edmund Rice Tradition, offering a Liberating Education, based on a Gospel Spirituality, within an Inclusive Community, committed to Justice and Solidarity for the period of 2024-2029
- Communicate this Accreditation and the Report to the NSW Colleges Ltd Board and the Principal of St Pius X College

Panel: Ray Paxton (Chair), Heidi Senior, Maura Manning, Domenic Burgio, Andrew Fraser