



ST PIUS X COLLEGE
CHATSWOOD

Annual Report

2025



EDMUND RICE EDUCATION
AUSTRALIA

fide et labore,
THROUGH FAITH AND HARD WORK

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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 2025 theme, developed by the Year 12 student leadership team was 'Unite to Ignite', and was inspired by the Gospel passage, '*Walk in the light as He himself is in the light*', 1 John 1:7.



The College theme 'Unite to Ignite' united the College in the common mission to be instruments of hope, seeking to ignite the light within each member of the college community so that the journey of 2025 was one filled with hope, faith and love, making the world a better place.

The main education campuses are located in the Chatswood CBD, and our sporting and extra education facilities are located at Oxford Falls. In 2025 our Junior School moved to our new facility, the Waterford Learning Centre, adjacent to the Chatswood Campus. This facility provides 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.

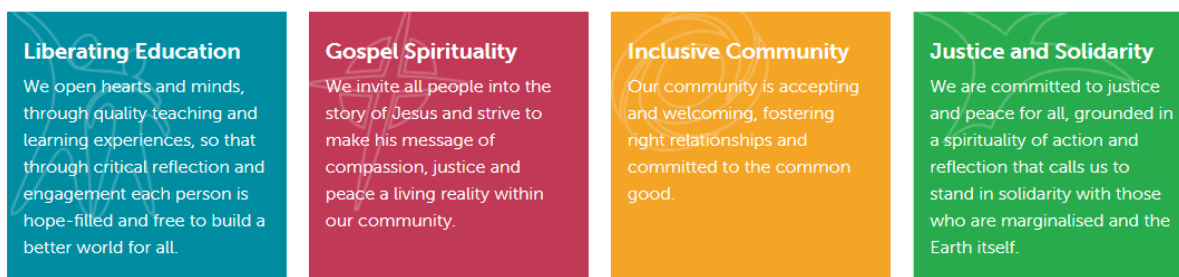
Opportunity

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 to promote respect and responsibility are provided, both within the College and into the wider community through our faith in action works. In 2025 these opportunities included, but were not limited to:

- Anti-bullying and cyber-bullying presentations
- Assembly presentations on topics such as justice, inclusion, reconciliation, remembrance, International Women’s Day, Wear it Purple Day and Chinese New Year
- 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
- 3-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
- Immersion to the Philippines
- Junior School connection with St Gabriel’s School which supports students with additional learning needs

- Matthew Talbot homeless shelter assistance, with students 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
- Peer mentoring
- Police liaison visits
- Push-up challenge for mental health and suicide awareness
- Student surveys on bullying and wellbeing
- St Peter's Nursing Home visits
- Wellio - evidence based program looking at different wellbeing concerns for each year group
- 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

It is with gratitude and confidence that I commend the 2025 Annual Report for St Pius X College, on behalf of Edmund Rice Education Australia NSW Colleges Ltd, the governing body for our seven EREA schools across Greater Sydney, Wollongong and Gosford.

Throughout 2025, St Pius X College has continued to live the charism of Blessed Edmund Rice, grounded in the four Touchstones of Liberating Education, Gospel Spirituality, Inclusive Community, and Justice and Solidarity. These touchstones remain the foundation upon which our schools educate young people to grow fully in their humanity, to act with compassion and integrity, and to contribute meaningfully to a socially just and sustainable world.

Across our EREA NSW network, we have witnessed strong enrolments, vibrant learning communities and an unwavering commitment to student wellbeing and excellence. St Pius X College continues to offer rich academic, pastoral, cocurricular and faith formation experiences that place each student at the centre of decision-making. In an educational landscape marked by rapid change, public scrutiny and increasing complexity, St Pius X College remains a distinctive community where relationships matter deeply and where young people are known, valued and challenged to be their best.

The St Pius X College educators continue to demonstrate outstanding professionalism, dedication and care. Their commitment to high-quality teaching and learning, alongside deep pastoral concern for each student, enables our schools to respond thoughtfully to the diverse needs of young people in today's world. I thank Michael Ronchetti and the College Leadership Team for their wisdom, courage and collaborative leadership, and the teaching and support staff for the generosity they bring to their vocation each day.

Central to our identity is a commitment to justice and service. Students have engaged in meaningful social justice initiatives, often exceeding required service expectations and responding with compassion to the needs of others. These experiences shape young people who are curious, reflective and hopeful, with a growing awareness of their responsibility to act for the common good.

I extend my sincere thanks to the St Pius X College parents and families for their partnership and trust, to the School Advisory Council and EREA NSW Board members for their governance and stewardship, and to the Old Boys whose ongoing connection reflects the enduring impact of an Edmund Rice education. Most importantly, I thank our

St Pius X College students. Their energy, generosity of spirit and willingness to embrace opportunity continue to inspire all of us who serve in EREA schools.

As we look to the future, St Pius X College remains committed to continual improvement, thoughtful engagement in educational dialogue, and the creation of learning environments where every young person can flourish. This Annual Report reflects the collective efforts of our community and the shared belief that education is a powerful force for transformation.

I commend this report to you and thank you for your ongoing support of St Pius X College.

Maura Manning

CEO / Director of NSW Colleges

Edmund Rice Education Australia NSW Colleges Ltd

From the Principal

2025 has been a year of faith, growth, achievement, and a strong community spirit for St Pius X College. As a Holy Year of Jubilee in the Catholic Church, it provided an opportunity for reflection and for renewal. This same spirit was reflected across the College as we strengthened our shared commitment to learning, to faith, and to service.

Student leadership was a defining feature of the year. The Year 12 Leadership Team led with purpose under the theme 'Unite to Ignite', which inspired unity, energy and action throughout the College. Anthony Parissis served with distinction as College Captain, ably supported by Vice Captains Lachlan Staber and Charlie Wolfe. Together, they fostered belonging, encouraged excellence, and inspired participation across the College community.

Significant developments transformed the College environment. The relocation of the Junior School to the new Waterford Learning Centre provided modern, purpose-built facilities. The blessing of the new College Altar and the official opening of the Centre on 8 April marked a moment of pride for the community. The refurbishment of the former Junior School into a dedicated Year 12 precinct created a space designed for focus, for independence, and for success.

Faith and community remained central to College life. Founder's Week, culminating in the Founder's Day Mass at Oxford Falls, brought us together in prayer and reflection. Celebrations such as Mother's Day and Father's Day strengthened family connections. Awareness events - including International Women's Day, Harmony Day, NAIDOC Week, RU OK? Day, White Ribbon Day, Remembrance Day, Bastille Day, and Movember - promoted respect, understanding, and care. The Mass celebrating the canonisation of Blessed Carlo Acutis deepened our spirituality, while the *'Road to Bethlehem'* production highlighted collaboration and creativity with neighbouring schools. We remain grateful for the ongoing support of Fr David Ranson and the Our Lady of Dolours Parish, whose presence continues to enrich our liturgical life.

Academic excellence remained a hallmark of the College. The High Achievers Assembly celebrated outstanding results, effort and commitment. The Class of 2024 achieved strong ATAR results, produced 51 distinguished achievers, and 90% of subjects which exceeded state averages. Students were recognised at major HSC showcases, including OnSTAGE, SHAPE, ENCORE, and the Young Writers Showcase. Scholarships acknowledged excellence across Years 6 to 12, while special morning teas recognised students who consistently demonstrated outstanding learning attributes. Together, these initiatives celebrated achievement, encouraged aspiration, and reinforced a culture of excellence.

Cocurricular life flourished through creativity, participation, and performance. The College production of *Oliver Twist*, the introduction of ArtLab, and the *Lights, Camera, Pius!* Film Festival showcased artistic talent. The HSC Major Works Showcase highlighted innovation, while the Cocurricular Colours Assembly recognised dedication. The Christmas Twilight Concert united the community in celebration and in festivity.

Sporting life was marked by effort, by teamwork, and by success. Rugby was a highlight, with both the 1st XV and 2nd XV recording strong seasons, supported by the positive impact of the Strength and Conditioning program. The 1st XV Queensland Tour demonstrated skill, resilience and pride, with significant victories in their games. The winter season concluded strongly, with Football 15As and Rugby 15A and 16B teams crowned premiers. Our ISA Cross Country team achieved an excellent 2nd place overall. Students represented the College at ISA level across multiple sports, and individual athletes earned recognition at state and national levels. These achievements reflect commitment, discipline, and teamwork.

Beyond the classroom, students engaged in rich and varied learning experiences. Programs such as the Year 8 Ski Trip, the Year 11 Snowy Hike, the inaugural United Kingdom Football Tour, and inaugural Philippines Immersion Program broadened perspectives and deepened understanding. Initiatives such as Year 9 Market Day, the Year 5 'Night of the Notables,' and Year 6 'Day of Disasters' encouraged creativity, initiative, and collaboration. Science Week, highlighted by a staged meteorite event, which garnered international attention, demonstrated imagination, curiosity, and engagement.

The achievements of our alumni were also celebrated, bringing pride, inspiration, and connection. Former students have represented Australia, received national honours, and returned to share their experiences with current students. Their success reflects the enduring impact of a St Pius X education.

Community connections remained strong through shared events and shared purpose. The P&F Cocktail Evening, Rugby Gala Dinner, Trivia Night, and Chatswood Spring Fair strengthened partnerships with families, with local schools, and with the wider parish community.

We also recognised the contributions, the dedication, and the service of our staff. At the Annual Awards Presentation, we honoured those who have shaped the College through their leadership and commitment. Longstanding staff members, representing over a century of combined service, leave a legacy of excellence, professionalism, and care.

I extend sincere gratitude to our College Leadership Team, our Pastoral Leaders, and our Leaders of Learning for their vision, their guidance, and their dedication. I thank our teaching and support staff for their professionalism, commitment, and care. I

acknowledge our Parent and Friends Association and our College Advisory Council for their partnership, their support, and their stewardship.

Throughout 2025, students were encouraged to see their journey as a canvas - shaped by challenge, enriched by experience, and defined by growth. Each success, each setback, and each lesson contributed to a fuller picture of the young men they are becoming. It is not simply the finished canvas that matters, but the effort, the courage, and the commitment shown in its creation.

As we reflect on 2025, the theme *'Unite to Ignite'* has guided our actions, strengthened our relationships, and inspired our growth. Our students have challenged themselves, supported one another, and committed to excellence in learning, in character, and in faith.

As Aristotle reminds us, 'Quality is not an act, it is a habit.' The habits formed this year - perseverance, integrity, and compassion - will shape the path ahead. As we look to 2026, I encourage all members of the College community to aim higher, to work together, and to continue building a connected and vibrant College.

2025 has been a year to celebrate. I thank our students, our staff, and our families for their dedication and partnership. Together, we look forward with confidence, with hope, and with purpose to the year ahead.

May we live Jesus in our hearts... forever.

Michael Ronchetti

College Principal

From the College Advisory Council

On behalf of the College Advisory Council, I would like to express our sincere gratitude for your ongoing support and trust in St Pius X College. Providing a well-rounded education for your sons is a shared partnership between the College and our families, and we remain committed to achieving the highest standards of academic excellence, enriched by a broad range of co-curricular opportunities.

St Pius X College continues to be the most affordable independent boys' school on Sydney's North Shore. At the same time, we remain focused on delivering the highest quality educational experience, while recognising the financial challenges involved in operating a school to the standards expected of St Pius X College. These challenges include reduced government funding, alongside rising operational and capital costs.

The Council extends its appreciation to Michael Ronchetti, the leadership team and all the College staff for their dedication to educating our sons in the Edmund Rice tradition. Their commitment to fostering the academic, pastoral and faith development of each student contributes greatly to the inclusive and supportive community that defines our college.

We also congratulate the HSC Class of 2025 on their outstanding achievements. They were a credit to their families, the College and the many staff members who supported them throughout their journey at St Pius X College.

The Council acknowledges the valuable contribution of both the Old Boys Association, led by Barry Wong, and the Parents & Friends Association, led by Eoin Geaney, whose continued support enriches College life and strengthens our community.

As Council Chair, I would also like to thank all Council and Committee members for their service and commitment throughout 2025. Their voluntary contribution of time, expertise and leadership plays an important governance and advisory role within the College. In particular, I would like to acknowledge and thank departing Council members Rory Lonergan, Judy Black and Bernadette Keating for their valued contribution to the college council.

Finally, the Council thanks our community of parents, carers and families for your continued support. We reaffirm our commitment to providing the very best educational opportunities for your sons and look forward with confidence and excitement to the future of St Pius X College. We are grateful to have you as part of our community.

Chris O'Donnell

College Council Chair 2025

From the Parents & Friends Association

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

1. Provide social engagement for parents and friends to foster an active St Pius X community
2. Provide a liaison between parents and friends and the College
3. 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.

2025 events included the Year 5, new Year 6 and 7 family welcome Mass and BBQ, the P&F Cocktail Party, Mother's Day, Father's Day and Trivia Night. These events were a fun way for parents and staff to connect and strengthen the St Pius X community. The P&F also assists the College with Open Day whereby current parents assist to showcase our strong St Pius X community spirit to prospective families.

In 2025, the P&F provided \$95,000 in financial support to the five main Clubs – Performing Arts, Football, Cricket, Basketball, and Rugby to support their 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 Microfiction competition. The P&F provided the class parent coordinators from each year group with \$1,000 to support year group social events.

Liaison between the College and parents/carers is achieved primarily through P&F meetings held each term. 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 coming year.

Eoin Geaney

P&F President 2025

From the 2025 College Captain

On behalf of the 2025 Cohort,

The year 2025 at St Pius X College was defined by a deep and intentional commitment to strengthening our sense of community, reflected in our theme '*Unite to Ignite*'. Inspired by 1 John 1:7, '...walk in the light, as he is in the light...', this theme became a lived conviction: that we are stronger together, and that genuine unity has the power to illuminate all around us. In line with the EREA touchstone of *Inclusive Community*, the 2025 cohort sought to uphold the enduring bonds shaped by those before us while embodying the Christian values of solidarity, justice, and advocacy in all aspects of college life.

This commitment was most visibly expressed through our service initiatives. The Winter Appeal, coordinated in partnership with Jesuit Refugee Services, was a particular highlight; our college gave generously, collecting an exceptional volume of food, clothing and toiletry donations for some of the most vulnerable people in our city. It was a powerful reminder that justice is not an abstract ideal but a daily responsibility, made real through concrete acts of sacrifice. In the same spirit, we continued our support for Project Compassion, carrying forward the legacy of Blessed Edmund Rice by seeking to serve those on the margins with both our time and our resources.

Throughout the year, we also enriched the spiritual and intellectual life of the College in meaningful ways. The introduction of the Sarto Collective, a faith discussion group within the Edmund Rice Society, created a new space for students to engage meaningfully with questions of faith, justice and identity in an environment grounded in openness and respect. Weekly Chapel Masses remained a cornerstone of College life, offering moments of reflection and shared worship that united us beyond the classroom. Together, these experiences reinforced our belief that true unity is not merely social but spiritual: it is cultivated in the light.

Equally important was our investment in the relationships that sustain our community. We embraced the Peer Support program, fostering genuine relationships across year groups that ensured that younger students felt supported and valued. We were also privileged to welcome back Old Boy Michael Hooper, whose candid and generous reflections inspired our senior students. His visit reminded us of the enduring connection between past and present students and the lasting impact of a Pius education.

Our cultural life was vibrant and inclusive. Events such as RUOK? Day, Harmony Day, International Women's Day and Founder's Week - complete with a whole-school Mass and our much-loved Lip Sync Battle - unified the College in spirit and celebration, affirming our shared values while delighting in our diversity. A significant milestone this year was the Prefects' Networking Day at Waverley College, where our leaders collaborated with peers from fellow EREA NSW schools, forging connections across our broader educational network.

As the year progressed, the strength of our unity was evident in our achievements. Our HSC cohort upheld the high standards set by those before us, reflecting consistent effort and strong collaboration between students and staff. In the cocurricular sphere, our students demonstrated exemplary talent and servant leadership, prioritising respect, consistency and gratitude in all they pursued.

None of this would have been possible without the extraordinary dedication of our staff. Their generous care transforms Pius students into thoughtful, resilient and compassionate individuals. We extend particular thanks to Mr Ronchetti, for his steady and selfless leadership.

As we reflect on 2025, we are deeply grateful for the privilege to have led such a cohort. We hope the foundations laid this year, of solidarity, justice and an inclusive community, will continue to inspire those who follow, and remind us all that to unite is to ignite a flame that, once lit, is never easily extinguished.

Truly Christ is alive in our community.

Anthony Parissis

College Captain 2025

Fide et Labore

Mission and Identity

The College theme of 'Unite to Ignite' saw Mission and Identity flourish as we worked toward strengthening our commitment to ignite our hearts with God's unconditional love and to serve others to bring hope and dignity to all.

Faith Life and Community

As a Catholic community, it was wonderful to have Mass celebrated by Bishop Anthony Randazzo for the blessing of our new altar and Waterford Learning Centre.

Community celebrations included special assemblies for ANZAC Day and Remembrance Day as well as Liturgical celebrations for the Feast of the Assumption, Grandparents Day, Mother's Day and Father's Day. It is always a special time to stop and remember those people who love us and make sacrifices to allow us to be the best we can.

In May, the Christian Brothers gifted the College a stained-glass panel of Our Lady of Perpetual Help, this adorns the Chapel and can be seen when students join us for Tuesday morning Mass.

The Road to Bethlehem – A Liturgical Pilgrimage

During Advent, as we were preparing our hearts and minds for the birth of Jesus, we came together for a celebration: The Road to Bethlehem. Students and staff from Mercy College and St Pius X reenacted the Nativity story and brought the Holy City to life. Through prayer, story, and visual aids we created a memorable and deeply engaging liturgical experience.

Formation and Reflection

Students in Years 5–11 attended Formation Days at Oxford Falls, and Year 12 students undertook retreats at Mulgoa, Workul Koo, and Tallow Beach, reflecting on the spiritual and personal journey of their schooling. These opportunities are a wonderful way to deepen connection and relationships with self, God and others and are an integral part of our College life.

Service and Solidarity

As always, our community spirit shone through in our service programs. Students continued to visit local nursing homes and Matt Talbot Hostel to volunteer their time in service, friendship and conversation.

Our generosity was also evident through fundraising initiatives which allowed us to donate \$40,000 for the Edmund Rice Centre in Nairobi, as well as donations of food and clothing to St Vincent de Paul Centres, Jesuit Refugee Services, and rural partner organisations in Bowraville, Darlington, and beyond.

Immersion and Intercultural Experiences

The Philippines and Red Dirt First Nations Immersions offered powerful learning through encounter, culture, and service. Closer to home, students engaged in interfaith learning during an IFTAR Dinner and through the 'This I Believe' Series at North Shore Temple Emanuel Synagogue.

Creativity and Student Achievement

Students collaborated with Mercy College in a youth orchestra performance celebrating the canonisation of St Carlo Acutis and St Piergiorgio Frassati. This was a wonderful display of faith and a recognition of the Church's youngest saint - what a wonderful experience this was. To continue the good news, our school won First Place nationally in the Doco in a Day, activity. This reflects the creativity, teamwork, and commitment to our Edmund Rice values.

2025 was a year of renewal, unity, and ignited hearts. Through prayer, service, formation, creativity, and intercultural engagement, our community lived out the spirit of the Jubilee Year and strengthened our commitment to being signs of hope in our world.

Daniel Petrie

Assistant Principal, Mission and Identity

Quality of Teaching and Student Learning

2025 was another excellent year at St Pius X College as teachers and students sought improved academic outcomes for all. Throughout the year, teachers continued their professional learning journey, aimed at improving differentiation with lesson programs and sequences, with a specific focus on embedding learning activities that cater for gifted and talented students. It is the College's strong belief that our students must demonstrate growth in their learning each year. Stage 3, 4 and 5 learning has a direct impact on performance in Stage 6.

Staff attended fortnightly Professional Learning Team meetings, as well as routine staff meetings and staff days where they developed teaching strategies aimed at assisting the diverse students within our community. These modern pedagogical practices were put into practice and evaluated for their effectiveness.

2025 Higher School Certificate Results

The College was again immensely proud of the 2025 HSC results where success was reached by many students across a range of disciplines. One hundred and forty-seven students including 16 Accelerants sat a total of 800 examinations across 32 ATAR eligible HSC courses.

MERIT LISTS	2025	2024	2023	2022	2021
No of ATAR Eligible Courses	32	36	32	34	33
No of Students All HSC EXAM Courses	800	821	815	807	839
Cohort Exam based (includes accelerants)	147	158	136	147	152
First in State	0	0	0	0	1
All Rounders	4	9	2	3	5
Top Achievers	2	0	2	3	2
Distinguished Achievers	113	124	82	94	118
Courses above State Average	29	29	26	26	24
% of Courses above State Average	90	80.55	81.25	76.5	72.7
Courses above State Average by 5%	16	13	13	15	10
% of Courses above State Average by 5%	50	36.1	40.63	44.1	30.3
Number of individual students attaining a Band 6	49	51	51	48	56
HSC Band 6 Overall State Rank	133	128	181	145	140
Percent of students attaining a band 6	33.3	32.3	37.5	32.7	36.8
% of BAND 6	14.1	15.10	8.83	11.65	14.1
% of BAND 5	43	36.54	39.01	37.2	37.5
% of BAND 5 and 6	57.1	51.64	47.85	48.8	51.6
% of BAND 4	35	33.86	34.35	34.3	34.3
% of BAND 3	7	12.68	10.67	13.5	12.8
% of BAND 2	2.5	1.94	0.73	3.1	2.1
% of BAND 1	1.2	0.1	0.1	0.1	0.1
Accelerants	16	28	16	13	20

The percentage of students attaining a Band 6 was 14.10. 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 state average significantly increased to 90% which indicated high levels of pedagogy across the College.

The highest ATAR of 99.05 was achieved by an outstanding student who had completed both Mathematics Extension 1 and 2 as an accelerated student. The College is incredibly proud of the ATARs achieved by students in 2025, with the median ATAR improving to 80.

Overall, the HSC Class of 2025 have achieved very pleasing results. Forty-nine students or 33.3% of the cohort were acknowledged as Distinguished Achievers by attaining a Band 6 in one or more courses.

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

Two students were named Top Achievers for their outstanding results in English Extension 2, obtaining 5th in NSW and 7th in NSW. The College was equally proud of the following students and their nominations for the various NESA major work showcases:

- 3 students were nominated for SHAPE in Industrial Technology.
- 1 student was nominated for Encore for his individual music performance in Music 1.
- 1 student was nominated for Individual Project Performance in Drama.
- 3 students were nominated for the Group Performance in Drama.
- 1 student was nominated for the Young Writer's Showcase in English Extension 2 while 1 student was selected Young Writer's Showcase in English Extension 2 making him a published author.

Each of these students should be extremely proud of their significant achievements.

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	17
Biology	33
Business Services	3
Business Studies	62
Chemistry	17
Design and Technology	5
Drama	3
Economics	32
Engineering Studies	12
English Standard	71
English Advanced	60
English Extension 1	6
English Extension 2	2
English Studies	1
Geography	10
History Extension	10
Industrial Technology	24
Legal Studies	18
Maths Standard 2	59
Mathematics Advanced	60
Maths Extension 1	38
Maths Extension 2	10
Modern History	47
Music 1	3
Music 2	2
Music Extension	2
PDHPE	28
Physics	35
Software Engineering	6
Studies of Religion 1	108
Studies of Religion 2	7
Visual Arts	9
Total	800

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.

VOCATIONAL COURSES	2025	2024	2023	2022	2021
Automotive	2	1	2		1
Business Services				4	6
Construction	1	2		5	1
Design Fundamentals					
Electro technology	1	3	2		
Entertainment					
Human Services (Nursing)					
Information Design and Technology					
Hospitality			1		3
Laboratory Skills					
Retail Services		1			
Screen and Media			1		
Tourism and Events					
TOTAL	4	7	6	9	11
Percentage of Cohort	2.72%	4.76%	3.7%	6.60%	7.40%

Record of School Achievement

In 2025, zero Record of School Achievements were issued.

Post School Destinations

- There were **165** students in the 2025 HSC cohort.
- **133** student applications were made through UAC.
- **121** or 90.98% students received an offer from UAC for study in 2026.
- **33** students received Early Offers in the November Offer Round 1, 4 students received an offer in November Round 2.
- 1 student received an offer in the early December round; 4 students received an offer in the 2nd early December round and 110 students received an offer in the **Main Round Offer** in December.
- 26 Students received an offer in the January Round 1 offer, 6 received an offer in the January Round Offer 2.
- 5 students received an offer in the February Round Offer 1 and 2 received an offer in the February Round Offer 2 offer.

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

Number of offers made by tertiary institutions:

AIT	1	UTS	29
Macquarie	77	ICMS	1
UNSW	25	Wollongong	3
Uni of Sydney	21	UNSW College	5
ACU	12	ICMS	1
WSU	12	Newcastle	1

Offers by field of study:

Natural and Physical Sciences	16
Information Technology	8
Engineering and Related Technologies	26
Architecture and Building	14
Health	12
Education	6
Society and Culture	24
Creative Arts	7
Agriculture, Environment and related studies	1
Management and Commerce	59
Mixed Field Programmes	1

Compiled by Clara Hall (Careers, Pathways and Partnerships Coordinator)

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 2025	School mean	National mean	Diff from mean
READING	525	492	33
WRITING	493	480	13
SPELLING	519	487	41
GRAMMAR & PUNCTUATION	527	497	32
NUMERACY	536	492	44

Year 7 2025	School mean	National mean	Diff from mean
READING	580	492	88
WRITING	577	538	39
SPELLING	574	542	32
GRAMMAR & PUNCTUATION	582	539	43
NUMERACY	609	545	64

YEAR 9 2025	School mean	National mean	Diff from mean
READING	615	568	47
WRITING	618	575	43
SPELLING	600	569	31
GRAMMAR & PUNCTUATION	611	559	52
NUMERACY	648	573	75

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. The College has also used Academic Assessment Services' diagnostic testing in Years 4, 6 and 10 which has proved beneficial.

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 students who may benefit from appropriate intervention.

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

Stephen Davidson

Assistant Principal, Teaching and Learning

Staffing

Teacher Qualifications

All permanent teachers appointed at the College are required to have suitable academic qualifications, as is required to meet the accreditation requirements of the NSW Education Standards Authority (NESA).

Teacher Standards Category		Number of Teachers
(i)	Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	110
(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 2024 to 2025 was approximately 94%. Some teachers left the College during 2025, having completed short-term placements in order to replace existing staff on leave or others to take up positions elsewhere.

Those teachers who left at the end of the school year did so for the following reasons:

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

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

Publications and direct (confidential) support offered through 'AccessEAP' are 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 2025, 106 of the 110 teaching staff held Proficient Teacher Accreditation through NESA, with the remaining teachers holding Provisional / Conditional Teacher Accreditation.

In 2025 the ratio of male to female members across the teaching staff of 110 persons was 58:52. Non-teaching staff comprise 45 employees, with the ratio of male to female being 13:32 and with 32 of the support staff being full time and 13 part-time.

In 2025 the ratio of male to female members across the entire staff of 155 persons was 71:84.

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

School Policies

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

Wayne Wheatley

HR and Compliance Manager

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.

- 82% of students are Roman Catholic
- 20% of students have a language background other than English
- English as the first language is spoken by 92% of students

Year	5	6	7	8	9	10	11	12	Total
Students	104	112	184	176	147	161	154	147	1,185

2025 Student Retention Rates

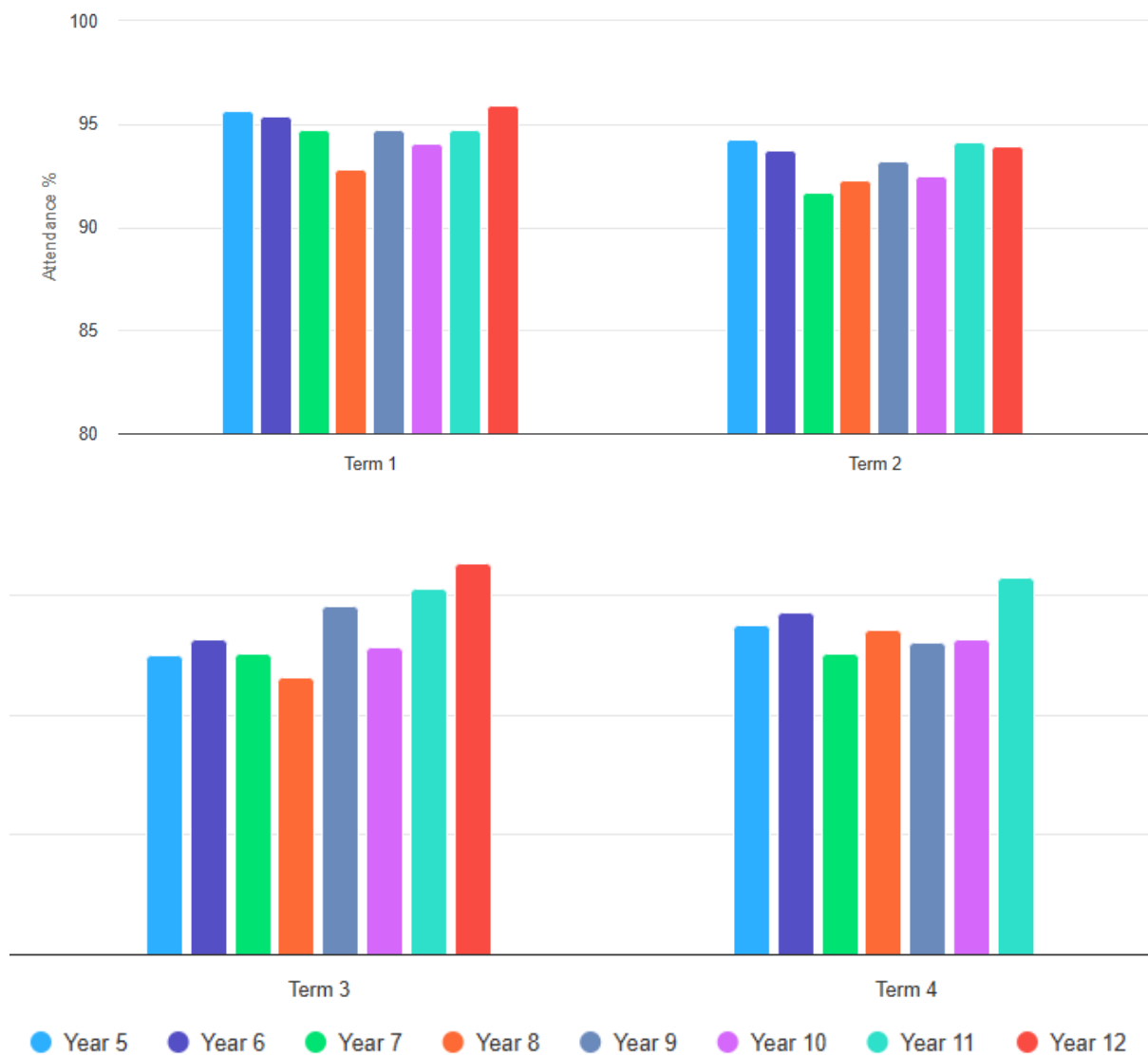
	Years 5-6	Years 7-10	Year 11-12	Years 7-12	Years 5-12
Apparent	93.52%	95.66%	98.34%	96.49%	96.03%
Actual	91.67%	94.76%	98.34%	95.87%	95.11%

Years	Year Start	Year End*	Leavers 2025	Enrollees during 2025
5 & 6	216	202	18	4
7 - 10	668	639	35	6
11 - 12	301	296	5	0
7 - 12	969	935	40	6
5 - 12	1185	1138	58	10

* 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 %	94.1	94.2	93.0	92.7	93.0	93.1	95.1	95.4	93.9



For the 2025 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 sent a text message indicating that their son is absent from school. The parent is then to log onto the 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, an attendance plan is created and appropriate outside agencies are informed 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.

Christine Jennings and **Martin Gillogly**

Registrar

Assistant Principal, Pastoral Care

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

Sporting Activities: AFL, basketball, cricket, football, rugby, softball, tennis, squash, boxercise, touch football, strength and conditioning. We also offer athletics, cross-country and swimming squads which are carnival-based.

Other Cocurricular Activities: Chess, debating, robotics, ARTLab.

Competitions: Independent Sporting Association (ISA) and Independent Primary School Heads' Association (IPSHA), Manly Warringah District Cricket, NSW Pennants Squash and Northern Suburbs Tennis Association.

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

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

Participation: 170 teams and individual entrants across 18 activities.

Additional Programs: We have commenced a successful collaboration with Sydney FC football club whereby students have the opportunity to receive professional level training sessions, and experiences and pathways. A long running partnership with TryTime Rugby continues to be successful. Strength and Conditioning (S&C) has now been taken on by a full time S&C coach.

The Visual Arts Department commenced offering a new cocurricular activity, called ARTLab, for students in Years 5 – 11, providing a fun space to explore various artforms and receive mentorship from peers and ex-students.

Holiday sport camps run in major team sports and in performing arts.

A partnership between the PDPHE Faculty and Pastoral Care programs saw activities such as indoor climbing, bushwalking, paddle boarding, and boxercise offered, providing leadership opportunities for older students while also giving highly beneficial mentor support to younger and more vulnerable students.

Duke of Edinburgh Award is open to all students in Years 7 – 12.

Snowy Hike for Year 11 students - a 5-day, 100km hike through Kosciuszko National Park in December.

Performing Arts

Events:

The highlight of this year's Performing Arts calendar was the production of *Oliver Twist*.

Other events included twilight concerts, band concerts, drama nights, Masses and chamber concerts and performances at college events.

Our ensembles include: orchestra, choirs, concert bands, jazz bands, percussion ensembles, string ensemble, drumline, guitar ensembles, string ensembles, digital music production, drama ensembles.

Performing Arts Highlights:

- Participation in the Sydney Eisteddfod, where a number of bands placed highly.
- Drama and music students participated in the end of year Road to Bethlehem production.
- Manly Jazz Festival, where the Senior Jazz Band performed superbly.

Matthew Stearn

Assistant Principal, Cocurricular

Junior School

2025 saw the Junior School relocate from the main campus to the Waterford Learning Centre (WLC) on Anderson Street. The move to the WLC represented a significant step forward for the Junior School, providing a purpose-built environment that is designed to enhance teaching and learning. Modern classrooms and large open-air learning areas allow for greater flexibility in lesson design, enabling collaborative, creative, and differentiated learning experiences. We were thrilled to welcome a number of special guests to witness Bishop Anthony Randazzo officially bless and formally open the WLC towards the end of Term 1.

Term 3 saw the Junior School make international headlines when a meteorite 'landed' at the WLC just in time for Science Week! Firefighters from Willoughby Fire Station were on hand to ensure students and staff were safe from any intergalactic hazards. The landing created quite the buzz in the Junior School, and this excitement was used to engage students in a range of Science, Mathematics and English activities across the week.

Also in Term 3, we began a new partnership with our friends at St Gabriel's School in Castle Hill. This initiative promotes inclusiveness and authentic connection between our schools. Class Captains visited St Gabriel's, while St Gabriel's students joined us at Oxford Falls for a shared day of sport and activities. The exchange was warmly received and will expand to once a term in future years.

Throughout 2025, the Junior School continued to provide students with opportunities to excel across academic, sporting and cocurricular pursuits, while also fostering authentic and meaningful wellbeing and faith-based experiences.

Academic opportunities included the Year 6 Canberra Tour, Day of the Disasters, Night of the Notables and the Creative Quills Writing Skills Program. Students also participated in Maths MegaMinds, Maths Olympiad, the Da Vinci Decathlon, the Chinese New Year incursion, the UNSW Programming Competition and the Fizzics Education incursion.

Students participated in pathway sporting opportunities, IPSHA Saturday Sport, the Swimming Carnival, Cross Country, the Armidale Rugby Tour and the Athletics Carnival. Many students also represented the college in debating and chess.

Students with a passion for the performing arts participated in our many ensembles, learnt how to dance hip-hop and some had the extraordinary experience of playing on stage with jazz maestro, James Morrison.

Through sport, the arts, academic challenges, community events and faith celebrations, our students have demonstrated respect, perseverance and compassion. Supported by

their teachers and families, they have lived out the message at the heart of this year's theme: 'Unite to Ignite'.

Jill Greenwood

Head of Junior School

Priority Areas for Improvement

2025 Annual Improvement Plan

Mission and Identity

- Develop and implement a program of professional learning that builds pedagogical skills, qualifications and accreditation for teachers to teach Religious Education.

Teaching and Learning

- Implement a program of approaches for coaching and mentoring which is focused on building teacher capacity.
- Establish a culture and practice of professional learning for all staff which comprises highly contemporary programs which address college-wide and individual professional learning priorities.

Pastoral Care and Wellbeing

- Model and promote positive learning behaviours across the school community.

Stewardship and Sustainability

- Plan for the delivery of the facilities Master Plan.
- Maintain long-term financial sustainability of the college.
- Ensure the college has a well-established risk-aware culture, minimising the occurrence and impact of risk.

Strategic Leadership and Partnering

- Ensure the college's overall communication and consultation strategy is meaningful and timely, and engages parents, staff and College Advisory Council in dialogue, consultation and communication.

2025 Annual Improvement Plan

The comprehensive 2025 Improvement Plan can be accessed here: [2025 Annual Improvement Plan](#)

Stakeholder Satisfaction

Staff Satisfaction

Leadership support, professional development opportunities, and a positive workplace culture are key drivers of an engaged and motivated staff.

New staff participate in a structured, multi-stage induction program, supported by regular check-ins with the Human Resources Manager. Teachers in their first year are also assigned a mentor, providing guidance and practical support as they transition into the college environment.

Two full staff meetings are held each term, providing key updates and opportunities for collaboration, resource sharing, and strengthening consistency in teaching practice. Professional development days are also scheduled throughout the year to support planning, coordination, and effective day-to-day operations.

Ongoing professional growth is supported through regular professional development courses. The James Fellowship is an annual scholarship enabling selected staff to undertake national or international study. The College also uses a tailored growth appraisal process for middle and senior leaders, incorporating input from external panel members. This allows for confidential feedback and supports reflection and continuous improvement.

Staff wellbeing and a positive culture are promoted through initiatives including weekly yoga, after-school sports, and access to the college gym. Fortnightly staff morning teas, hosted by different faculties, provide opportunities to celebrate milestones and connect in a relaxed environment. The Ripple Effect Awards, introduced by the Wellbeing Coordinator, recognise staff contributions that may otherwise go unnoticed.

Staff and their families also benefit from free, confidential counselling through the Employee Assistance Program. Staff are also given access to annual flu vaccinations.

In the most recent whole-school stakeholder satisfaction survey, staff recorded an average satisfaction rate of 73%, placing this in the high category.

Student Satisfaction

Last year, the college introduced a pastoral homeroom structure based on houses, increasing the number of homerooms and reducing group sizes. This shift lowered the student-to-teacher ratio from approximately 28:1 to 21:1, allowing students greater voice and engagement in their morning gatherings.

Each Wednesday, students participate in *Wellio Wednesday*, a structured wellbeing program that delivers consistent, age-appropriate support.

This year, the College also introduced *My Mind Check*, a wellbeing questionnaire developed by Macquarie University. This digital check-in helps staff identify potential mental health concerns early, enabling teachers and counsellors to work proactively with students and their families.

In the most recent whole-school stakeholder satisfaction survey, students recorded an average satisfaction rate of 71%, placing this in the high category.

Parent Satisfaction

The College has an active Parents and Friends (P&F) committee that organises events for parents and staff and the active wider-parent body supports College activities throughout the year. The P&F also runs supporter clubs for major sports, hosting sport-specific events and supporter days at the Oxford Falls campus. In addition, the Performing Arts Parents Association (PAPA) supports twilight concerts and hosts an annual comedy night.

Parents contribute to the College Advisory Council, providing valuable perspectives and expertise to inform planning and strategic direction. They are also encouraged to participate in stakeholder surveys throughout the year.

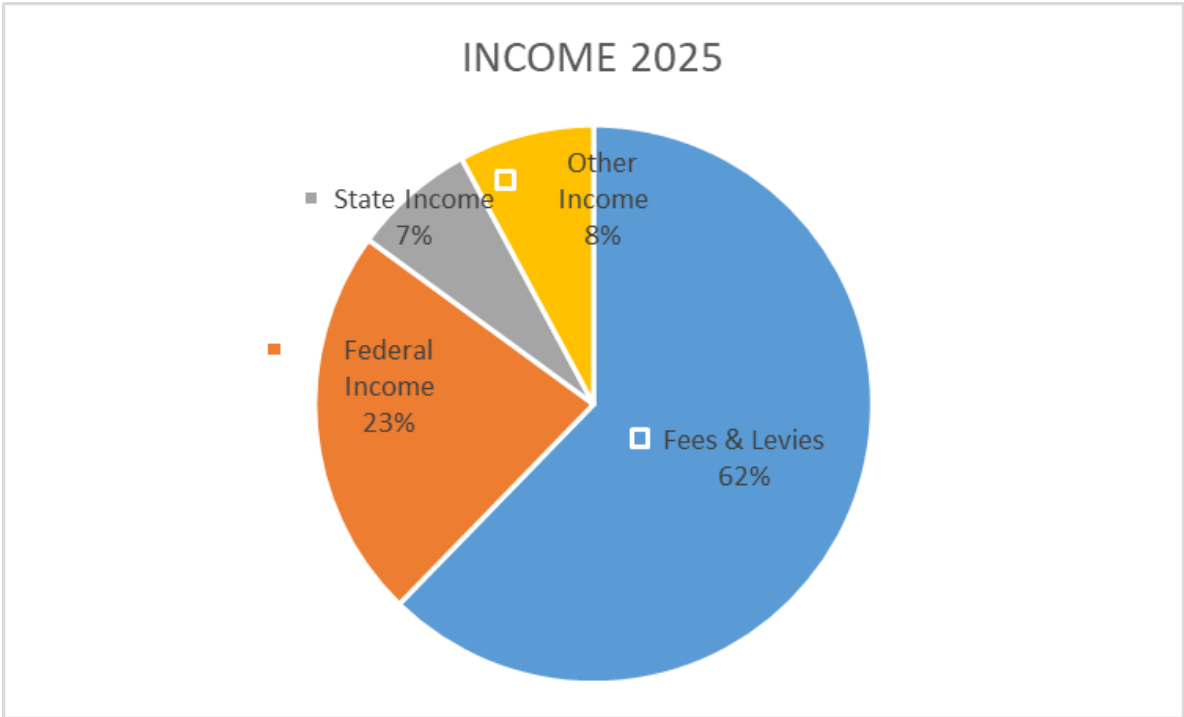
Parent/teacher/student nights are held throughout the year, such as information evenings at the beginning of the school year, and nights to assist students make decisions on subjects for the coming years. Parent/teacher/student interviews are held during the year and provide an opportunity for all stakeholders to give and receive feedback on results and recommendations for future work. Attendance at these evenings is usually between 85-95%.

In the most recent whole-school survey, parents reported an average satisfaction rate of 79%, placing this in the high category.

Financial Statement

Income

The College’s recurrent income for the year ending 31 December 2025 was derived from the following sources:

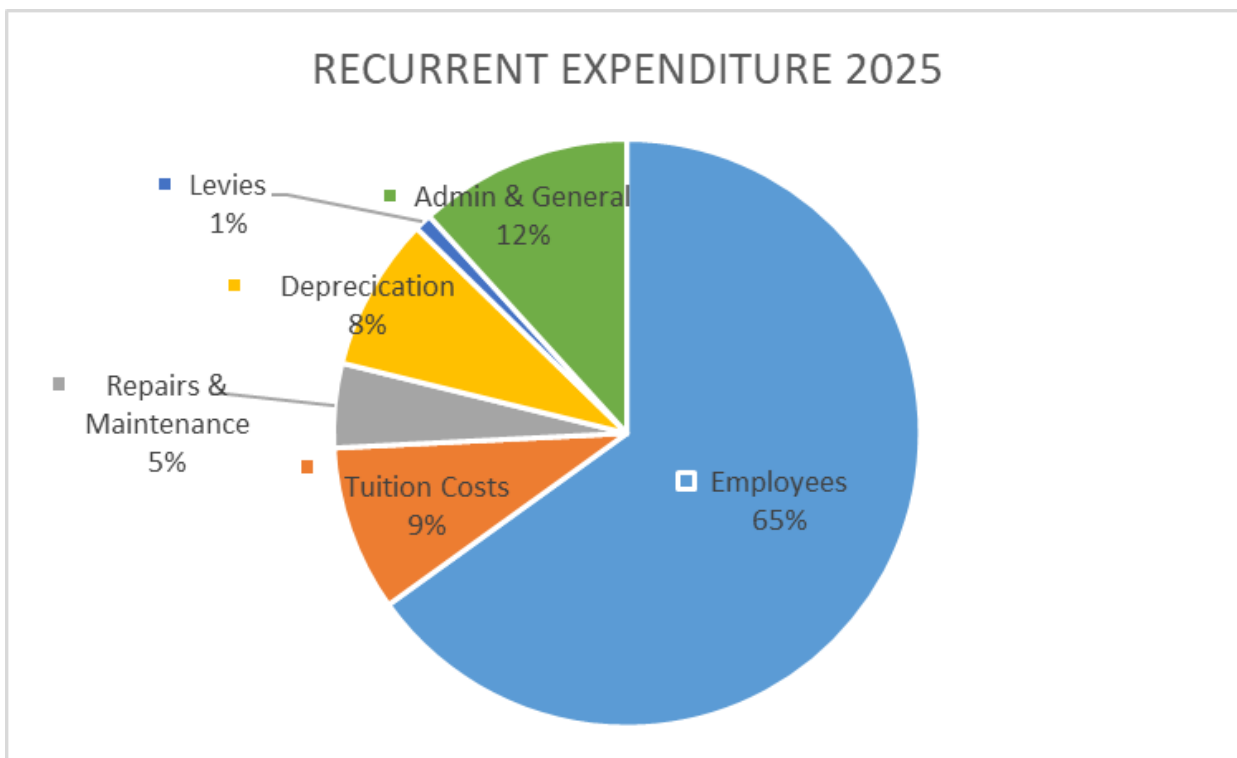


Fees and other income in 2025 were 70% of total income. This income includes Tuition Fees as well as camps, excursions, sport and associated activities.

Government funding represented 30% 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 2025 by major expense category was as follows:



Employee costs, including salaries, wages, superannuation, and cocurricular expenses represent approximately 65% 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: From the commencement of the 2025 academic year the newly completed Waterford Learning Centre has become the new Junior School facilities. The previous Junior School rooms have been refurbished for the use of Year 12. 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.



ST PIUS X COLLEGE
CHATSWOOD

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