



# ST PIUS X COLLEGE

CHATSWOOD



## 2013 ANNUAL REPORT

Submitted on 30 June 2014 to the Board of Studies, Teaching and Educational Standards according to the requirement to provide information about the educational and financial performance measures and policies of the school.

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**Accredited:** Higher School Certificate



**EDMUND RICE EDUCATION  
AUSTRALIA**

## ANNUAL SCHOOL REPORT

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# SECTION 1

## MESSAGES FROM KEY SCHOOL BODIES

### (I) (a) FROM THE PRINCIPAL

The year, 2013, was a period of great consolidation in the College. We have now completed the second year of our Strategic Improvement Plan and it has been very pleasing to see the developments in liturgy, teaching and learning and facilities and management.

The College exists to bear witness to the Risen Lord and Gospel values. Its authentically Catholic focus was validated in 2012 by Edmund Rice Education Australia and that focus was continued in 2013 with our liturgical program. It is very heartening to see how many classes, not just in Religious Education, start with prayer. Our retreats and related activities at Oxford Falls bear witness to the vibrant Edmund Rice tradition in the College. The new focus of our College Social Justice Day at Oxford Falls in November 2013 was a testament to the way we look for different ways to provide worthwhile religious experiences for our students. Part of that sense of community was obvious in 2013 from the way the entire community responded to the particular challenge caused by the terrible injury suffered by one Year 12 student. I am very proud to say that the combined resources of the College community were able to generate over \$200,000 in total to contribute to the substantial costs of his recovery. It has been a privilege for us to share in his difficult journey and it was a proud moment for all as he completed the last of his Higher School Certificate examinations.

During 2013, the College undertook extensive consultations on a review of its Vision and Mission statement. At the end of 2013, the final wording of the Vision and Mission Statement was adopted and will be proclaimed at the Opening Mass for the College at the beginning of 2014.

Facilities in the College are constantly being improved. In 2013 we redeveloped and refurbished the Art Block and the Junior School classrooms so that they are

much more conducive to learning and to the display of student works. These renovations were a part of our ongoing upgrade of the College's facilities. In 2013 this upgrading included new desks and chairs across all classrooms in the College.

Of particular note in 2013 was the initiation of our e-Learning program under the excellent leadership of our newly appointed e-Learning Coordinator. In collaboration with our ICT Manager, the e-Learning Coordinator supervised the distribution of the new student Personal Learning Devices (PLD's) to Years 7 to 10. These devices allow students to access online materials from a range of sources, use electronic text books and engage with the world of e-Learning in all its evolving forms. The establishment of a Student Helpdesk has greatly facilitated the implementation of the PLD's.

The College continues to be proud of its academic achievements. Higher School Certificate and NAPLAN results continue to be strong but also provide us with opportunities to reflect upon our teaching and learning to target areas of improvement and develop responsive teaching strategies. It is intended that the opportunities of e-Learning will facilitate this process. It is heartening to see how well the Year 12 class of 2014 have risen to the challenge of their senior work and taken up the mantle of leadership from Year 12 2013. The graduating class of 2013 were led by a particularly capable College Captain who had to take on an unusually difficult public role which presented many complex and pressing duties. He was a fine leader, ably supported by the other Prefects and House Captains, as well as the many boys in the Graduating Class who helped out in different ways, even if they had not been formally appointed to a position of leadership.

Football was once again an outstanding success in Sport, with the First and Second XI becoming Champions. Basketball also had a particularly successful year. It was exciting to see that the 13A Team won its competition in Rugby. Such success augurs well for the coming season. It was also pleasing to see that the First XI Cricket is developing a fine squad for the future. I really value the way so many staff take on cocurricular roles and thus we are able to offer cultural

activities such as Debating, Public Speaking, Mock Trial and Chess as part of our program. We look forward to 2014, when Drama will be offered both as a subject and as a cocurricular activity. Music continues to develop under the guidance of the Performing Arts Studies Coordinator and her talented staff. Such performances as 'The Twilight Concert', 'Splinters, Splashes and Sounds' as well as performances in the Yamaha and Manly Jazz Festivals showcased the many talents of our students in 2013. A record number of boys are now learning musical instruments at the College.

I am increasingly conscious that this College depends for its success on the talent and energy of so many people who often go far beyond their set tasks to provide a happy, well conducted, nurturing educational environment. I am always grateful to those who work closely with me on the Leadership Team and the College Board. I particularly acknowledge the efforts of the College's Head of Teaching, Learning and Curriculum who left us at the end of 2013 to take a position as Assistant Principal. He was a wise colleague on the Leadership Team. In addition I am pleased to acknowledge the great work of Mr Lee Sullivan who retired as Vice Chairman of the College Board and Chairman of the Finance and Risk Committee. He will be greatly missed. There are of course many other people to acknowledge: Father Paul Finucane and Father Jose from Our Lady of Dolours Parish Chatswood are wonderful spiritual leaders to the College community and I offer the College's appreciation to them.

In closing, the College gives thanks for the pastoral leadership of Bishop David Walker who retired in November 2013 from ministry in the Broken Bay Diocese.

God bless you all,



John Couani  
**Principal**



**(I) (b) FROM THE BOARD**

In first describing his educational philosophy in 1807, Blessed Edmund Rice (the founder of the Christian Brothers) wrote that it aims at nourishing the heart as well as the mind: "the good seed will grow up in the children's hearts later on". This philosophy is clearly present at St Pius X College Chatswood over two hundred years later.

The College Board has a strategic role in supporting the College as an authentic Catholic school in the Edmund Rice tradition and to be sustainable into the future. We work collaboratively with the Principal and Edmund Rice Education Australia (EREA) to provide quality stewardship aimed at offering the best possible learning environment for the students at the College.

In 2013, the College continued the successful implementation of its 2012-2016 Strategic Improvement Plan for its mission of Catholic life, pastoral care, teaching and learning. The Strategic Improvement Plan also sets the College's intentions for development in other areas of school life such as curriculum and cocurricular programs, human resources and development, ICT, facilities and resources.

The College successfully launched its new eLearning Plan in 2013 to use ICT and digital technology to deliver improved learning and teaching outcomes. In 2014, the College will continue the roll-out of Personal Learning Devices together with increased funding for ICT infrastructure and technical support.

The College is very much dependent on Commonwealth and State Government funding to help keep its fees affordable. In 2013, the NSW Government decided to cap funding for the next four years at the existing 2012/2013 levels. On the other hand, funding from the Commonwealth Government has been maintained. The Board is very much concerned that the College continues its tradition of providing a quality Catholic education at fee levels which compare favourably with other independent Sydney metropolitan schools.

We thank the Principal, Mr. John Couani, and the College Staff for their commitment to educating the boys in the Edmund Rice tradition, striving as they do to promote the spiritual, intellectual, social, cultural and physical growth of the boys by nourishing their hearts and minds.

Peter Hughes  
**Board Chair, 2013**



**Back Row:** Lee Sullivan (Deputy Chair), Therese Maclaine, George Szabo, Brian Populin, Catherine Ephraums, John McGrath

**Front Row:** Jan Hunter, John Couani, Peter Hughes, Br John Henry Thornber

**(l) (c) FROM THE PARENTS AND FRIENDS ASSOCIATION**

2013 was my first year of being involved in the Parents and Friends Association and it was also my first year as a parent of a student at the College.

My presidential tasks have been made very easy by the dedication of all those on the Parents and Friends Committee, the various associated clubs, and also by the openness of the Principal and his colleagues in terms of communicating with the Parents and Friends.

Part of the College song says:

Whenever call of duty sounds  
Whenever true hearts can make a stand  
There indeed we shall be found  
St Pius sons will lend a hand.

It is encouraging, as a new parent, to see firsthand the values that we are trying to instill in our sons, being lived by their parents, through their contributions to the associations and clubs.

All members of the Parents and Friends Association are to be thanked for their contribution throughout 2013.

There are essentially three main tasks for the Parents and Friends Association:

1. Provide opportunities for social contact among the parent body;
2. Provide liaison between parents and the College;
3. Assist the College with all its undertakings, including financially.

In terms of opportunities for social contact, the Cocktail party was held earlier in the year. It was a lot of fun and a great success. The Association also coordinates the year group representatives to ensure that the parents have an opportunity to get together. It also coordinates the Trivia Night with assistance from the clubs. It is also a lot of fun and contributes financially to the clubs, an outcome from which your sons benefit.

2013 witnessed the adoption of a privacy policy which has facilitated ease of communication to the parents and also among the parents. It also witnessed the adoption of a clubs reporting policy to guide in the dissemination of written accounts from the clubs and shorter verbal presentations within the time constraints of General Meetings.

Apart from financial assistance to the clubs and the College, the Association also assisted the College with Campus Inspection Day, the Orientation Day for new students and the recognition and appreciation of the parents through Mothers' Day Morning Tea and Fathers' Day Breakfast. This assistance may take the form of a sausage in bread, a cup of tea or a muffin, all of which may at first glance seem trivial but, when over 1,000 sausages are consumed by prospective parents at a Campus inspection Day, the assistance is obvious.

Other initiatives are still underway with a specific website for the Association being planned for formal release in 2014, and networking events for parents with a business focus in the coming year.

In terms of providing liaison between the College and the parents, the Association has facilitated presentations from the teaching staff on topics such as Technology at the College, and Outdoor Education, as part of the overall growth and development of our sons into well-rounded young men.

Paul Hunt  
**P&F President 2013**



**(l) (d) FROM THE STUDENT LEADERSHIP TEAM 2013**

The 2013 school year for St Pius X College had students facing many challenges, most being the day-to-day demands of high school and the HSC, where the Year 12 Class of 2013 achieved outstanding individual and group results. These results reflected the hard work and commitment made by the staff to provide the best possible platform by which Year 12 and all students at St Pius X could thrive academically. While difficult and strenuous, the HSC seemed somewhat miniscule in comparison to the challenge Year 12 faced when confronted with the strong possibility of losing one of its own.

A Year 12 student was critically injured in January when a pole pierced through his skull, leaving him in an induced coma for several weeks. While many feared the worst, he made a miraculous recovery that culminated in him sitting the HSC Examinations in October, only ten months after the accident had occurred. It was a dramatic contrast from the possibilities faced earlier in the year.

Throughout this trying time, I saw the College not just as a school or institution, but a community. Students were drawn towards the cause of helping one of their own by any means possible, with Year 12 students being the prime contributors. We were continuously, and somewhat unknowingly, following the very motto that sits below our College crest, 'fide et labore', by faith and hard work. While the effort given by students across all years was impressive, the work of staff to organise events which allowed student involvement was paramount to the success of the cause. Even more astounding was the humble nature of the staff, never looking for any recognition for their efforts, but instead only finding satisfaction in helping someone in need within the St. Pius community.

St Pius X College is a great school with an excellent teaching staff and top-class facilities. In my six years at the school I have seen many developments undertaken, from the upgrade of the Junior School (Years 5 and 6) to the restructure of the prayer garden and of course the construction of the Christian Brothers Centre within the Oxford Falls campus. All of these developments have benefited College life for students in some way. This focus has always been the major one of staff, particularly our College Principal Mr Couani.

From a student's perspective, 2013 will be remembered for a multitude of reasons, and despite a major crisis coupled with the stress of the HSC, I believe I can safely say that 2013 was a highly successful year for St. Pius X College. Some outstanding achievements from students include: Alex Gan - Dux of the College (99.7 ATAR); six students achieving an ATAR above 99; Harrison Witsey selected for ARTEXPRESS for his HSC major work; and Alexander Lewis shortlisted for Encore

It is always appropriate to acknowledge the performances of high achievers, but I cannot stress enough the emphasis the College placed on students achieving their personal best, an achievement greater than any other.

I can say with confidence that I am blessed to have been a part of St Pius X College, and the opportunities and experiences I have had as College Captain will stay with me for a lifetime. The greatest aspect of St Pius is the community spirit that encapsulates and connects both students and staff. 2013 brought with it many challenges which the school has never faced before, challenges that were met with great commitment and determination which defines St Pius X College.

It has been a privilege to be a student at St Pius. I am extremely grateful for this community having supported me and the other 150 students in Year 12, not only throughout 2013 but also through our last 6-8 years of schooling.

Billy Johnson

**St Pius X College Captain 2013**



## **(II) GOVERNANCE OF THE COLLEGE**

In 1996 a Board was established by the Christian Brothers at the College to have a role in the collaborative governance of the school. Since that time the Board has developed an advisory/consultative model of operation. The Board with the Principal and Edmund Rice Education Australia (EREA) share a tripartite responsibility for the present and future directions of the College.

In late 2007 governance of the College moved from the Province Leadership Team of the Christian Brothers' St Marys Province to a national body called Edmund Rice Education Australia (EREA). EREA has responsibility for 40 plus schools across Australia with in excess of 40,000 students (mainly boys) enrolled in these schools. Some twenty percent of boys and young men overall in Catholic Secondary schools in Australia are presently being educated in EREA schools.

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

The fundamental aim of the College Board is to assist the Principal to provide an excellent Catholic education in the tradition of Edmund Rice through the promotion of the full spiritual, academic, social, cultural and physical potential of each and every boy.

Annually an information evening is held on the work of the Board. An opportunity is provided for those interested in membership of the Board or one of its Committees to indicate that interest. Prospective and current Board members are involved in an induction and ongoing formation program to assist them to fulfil their responsibilities to the College community.

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

The Board acts in a consultative role within the context of governance and collegially with the Principal and EREA. The management of all aspects of College life is the prerogative of the Principal. In performing its role, the Board works to support the values and achieve the objectives defined in the Charter for Edmund Rice Education in Australia and the Touchstones.

The Board considers a diverse agenda including Strategic Improvement, Annual Improvement Plans, Mission and Vision Statement, Annual Budget, Master Plan and Capital Development.



### **(III) LOCATION**

St Pius X College is an independent, high-achieving Catholic school in the Edmund Rice tradition providing a balanced education with a strong pastoral and academic focus, as well as a vigorous cocurricular program. Its main campus is located in Chatswood on the North Shore of Sydney and has approximately 1130 students from Years 5 to 12. Its other campus is located at Oxford Falls, just off the Wakehurst Parkway. The Oxford Falls campus includes four ovals comprising two fully maintained turf wickets, tennis courts, cricket nets, hospitality areas, indoor basketball courts, a gymnasium, small and large groups workrooms and numerous other facilities.

The College was founded by the Christian Brothers in 1937 at the invitation of the Parish Priest to provide a reasonably priced education for the increasing number of local Catholic boys. The College is named after Pope Pius X who was canonised in 1953 and was especially known for his efforts to extend the participation of laity in the Sacraments.



*Chatswood Campus*

*The Christian Brothers Centre  
at the Oxford Falls Campus*



#### **(IV) COLLEGE VISION STATEMENT**

As a member of Edmund Rice Education Australia the College offers a distinctive educational philosophy. Its vision and mission are underpinned by a community's commitment to bear witness to the following shared values as modelled by Jesus Christ and Edmund Rice, Founder of the Christian Brothers. These values are expressed in the four touchstones of the charter for our schools.

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

The values have been refined in the College's current Strategic Improvement Plan as:

**FAITH, RESPECT, OPPORTUNITY, EXCELLENCE**



During 2013 extensive consultation took place on a renewed Mission and Vision statement. As a result of this consultation the following will be formally inaugurated during the Opening Mass in February 2014.

### MISSION STATEMENT

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



### VISION STATEMENT

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

## (V) CHARACTERISTICS OF THE STUDENT BODY

The College is an independent Catholic boys' school catering for students from years 5 to 12 with a population of 1139 students.

- 85% of students are Roman Catholic.
- 4% of students have a language background other than English.
- English as the first language is spoken by 96% of students.

Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
96	129	158	161	158	152	143	142	1139

## **(VI) ENROLMENT POLICY**

All children of parents who are prepared to support the religious principles and ideals of the College are considered eligible for enrolment. The following group of applicants has a priority in admissions.

The College Enrolment Policy gives priority to:

1. Catholic boys attending the following local systemic primary schools: Our Lady of Dolours, Chatswood; St Thomas, Willoughby; St Philip Neri, Northbridge; Our Lady of Good Counsel, Forestville; St Martins, Davidson; Holy Family, Lindfield; Corpus Christi, St Ives; and Our Lady Help of Christians, Epping
2. Siblings of current students
3. Catholic boys from non-feeder Catholic primary schools
4. Catholic boys attending non-Catholic schools who are members of a Catholic community
5. Non-Catholics boys from Catholic Schools
6. Non-Catholic boys from non-Catholic schools

Sons of ex-students of the College are also given consideration.



The schools feeding into the College are a combination of Catholic (majority) and State primary schools from areas which mainly include Chatswood, Willoughby, Artarmon, Lindfield, Roseville, Turramurra, Wahroonga, Forestville, Frenchs Forest, Davidson, Belrose, St Ives, Hornsby, Berowra, Ryde and Lane Cove.

Parish feeder schools are invited to identify boys whose families are experiencing financial difficulties. There are a number of scholarships at the College for students experiencing such hardships. A sibling discount for school fees exists. Parents of an existing student who find themselves in financial difficulty are encouraged to make suitable representations to the Principal.

Year 5 is the largest intake of 96 students. There are three Year 5 homeroom classes; four Year 6 homeroom classes and five homeroom classes in each of Years 7, 8, 9, 10, 11 and 12. Students apply for senior enrolment in Year 11 and are invited to sign a statement of enrolment understanding confirming they will involve themselves in all aspects of College life and participate actively in all programs and cocurricular activities.



**(VII) STUDENT RETENTION RATES 2013**

	<b>Years 5 - 6</b>	<b>Years 7-10</b>	<b>Years 11-12</b>	<b>Years 7- 12</b>	<b>Years 5 -12</b>
<b>Apparent</b>	96.44%	96.66%	97.89%	97.04%	96.92%
<b>Actual</b>	96.00%	96.18%	97.19%	96.49%	96.40%

<b>Years</b>	<b>Year Start</b>	<b>Year End*</b>	<b>Leavers</b>	<b>Enrollees during 2012</b>
<b>5 &amp; 6</b>	225	217	10	1
<b>7 – 10</b>	629	608	24	3
<b>11-12</b>	285	279	8	2
<b>7-12</b>	914	887	32	5
<b>5-12</b>	1139	1104	41	6

*\*Including enrollees during 2013*

These retention rates imply a high degree of student and parent satisfaction.

**(VIII) STUDENT ATTENDANCE**

**(a) 2013 Rates**

<b>School Year</b>	<b>Attendance Rates</b>
<b>5</b>	96.9%
<b>6</b>	96.6%
<b>7</b>	95.9%
<b>8</b>	95.4%
<b>9</b>	95.4%
<b>10</b>	95.1%
<b>11</b>	96.9%
<b>12</b>	97.4%

For Years 5 – 12 the average student attendance rate was 96.2%. The percentage includes all absences and represents an improved attendance rate on 2012. These figures exclude official leave granted by the Principal to students. The attendance rate and high participation in College activities suggests a high degree of student and parental satisfaction.

**(b) Management of Non-Attendance**

The College manages non-attendance through its Pastoral Care processes. If there has been no communication from the home, the Home-Room Teacher, Guidance Coordinator or College Reception contact parents on the third consecutive day of absence. This system is easily manageable due to the minimal number of students involved. Any student with a chronic problem regarding attending school is referred to the Counsellors and appropriate outside agencies when necessary.

**(IX) TEACHER QUALIFICATIONS**

All permanent teachers appointed after 1 October 2004 meet the accreditation requirements of the Board of Studies, Teaching and Educational Standards (BOSTES).

TEACHER STANDARDS CATEGORY	NO. 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.	84
(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 but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

**(X) TEACHER ATTENDANCE RATES**

The average attendance rate for teachers is 95.8% in 2013 indicating a very high level of teacher satisfaction. This attendance rate has been calculated including Personal Leave, Carers' Leave and Sick Leave. Long Service Leave has not been included in the calculations.

**(XI) TEACHER RETENTION RATES**

The percentage of teachers retained from 2012 to 2013 was approximately 93%. A small number of teachers left at the end of 2012 and others left during 2013 as is the usual pattern. Those who left did so for the following reasons:

- Taking up a promotional position in another school
- Moving closer to home or for personal/family reasons
- Retirement
- Relocating intrastate or interstate
- Following a career outside of teaching

The data above suggests a high degree of teacher satisfaction within the College and is consistent with annual trends.



## **(XII) TEACHER INVOLVEMENT IN PROFESSIONAL DEVELOPMENT**

### **(a) General Professional Development**

Professional development is a crucial part of staff development. It includes a range of options which develop staff knowledge, skills and attitudes in order to ensure that they can continue to work more confidently and effectively. A range of professional development opportunities including induction, mentoring, training, internal and external courses, meetings and formal qualifications was provided to staff. These opportunities:

- supported the ongoing religious formation of staff
- focused on the development of knowledge and skills in pedagogy and pastoral care
- were based on current research, providing a balance of theory and practice
- focused on the areas identified in the College Strategic Plan
- were responsive to the national and state agendas for education
- were tailored to suit the individual needs of staff

The Faculty Based Professional Development program was continued in 2013, allowing staff the opportunity to meet fortnightly and deepen their pedagogical knowledge in areas specific to the teaching and learning within their faculty.

Regular Professional Development occurred during Staff Development Days, Faculty Based Professional Development sessions (held fortnightly), Guidance Coordinator and Studies Coordinator meetings, weekly staff briefings, Faculty meetings (held fortnightly) and full staff meetings held twice each term. In 2013, there was a focus on the following areas for internal professional development:

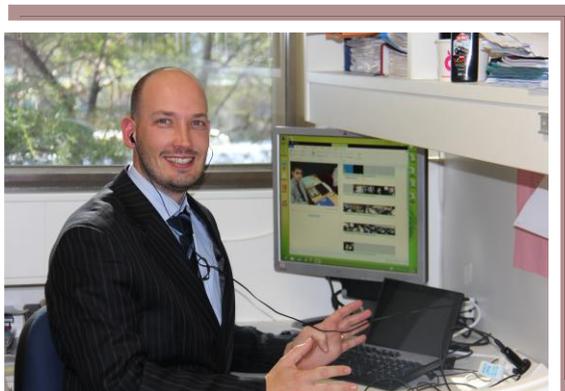
- Spirituality in an Edmund Rice school
- College Vision and Mission
- Pastoral Care of Students
- eLearning

- Providing Effective Feedback
- Preparing for the new Australian Curriculum
- Curriculum/Board of Studies Initiatives
- Anti-Discrimination, Countering Harassment and Affirmative Action
- Mental Health and Wellbeing of Students and Staff

Training was provided in First Aid, CPR, Evacuation Procedures and Workplace Health and Safety.

Teachers attended other professional development opportunities individually, both during school time and teachers' personal time, through their own professional organisations (e.g. MANSW), through the AIS or CEO and other opportunities as they arose. Teachers were also encouraged to take up HSC marking as these opportunities were seen as valuable professional networking and skills development.

The average expenditure per teacher on professional learning, inclusive of teacher replacement salaries, was approximately \$1318 in 2013.



## **(XII) (b) Teacher Induction**

The College has its own internal Induction Program and also promotes external opportunities for staff new to teaching or new to Edmund Rice Schools.

### **Internal Processes include:**

- Information/ Induction session for all new staff prior to commencement at College including lunch with College Leadership Team
- Introduction session to the effective use of ICT at the College and WHS requirements
- Staff Handbooks providing relevant information
- Provision of Mentors including Domestic Buddies and Leadership Team Reference persons
- Information Sessions for all staff new to the College on the College processes for assessing and reporting student achievement
- Specific Information sessions for New Scheme teachers
- Time release for New Scheme teachers to meet requirements for Accreditation
- "Week 12" Progress Interviews
- Celebration Morning Teas and Social Gatherings
- Ongoing mentoring and support from the Head Staff Services

### **External Processes include:**

- Appropriate CSO, AIS, EREA Inductions and Network Introductions
- Promotion of GALILEE Induction Program (EREA) for those new to EREA schools

New Scheme Teachers (graduates or teachers new in NSW since October 2004) are provided with mentoring support by Studies Coordinators and additional professional development assistance, particularly from the Head Staff Services and in accordance with the requirements of the Board of Studies, Teaching and Educational Services.

### (XIII) WORKFORCE COMPOSITION

The teaching staff ranges from mature, experienced practitioners to recently qualified graduates. The ratio of males to females is approximately 5:4. There are no known staff with indigenous affiliations.



## SECTION 2

### (I) LITURGY, PRAYER AND LIFE

The Mission and Identity Team comprising of the Head of Mission & Identity, the Religious Studies Coordinator, the Assistant Religious Studies Coordinator and the Social Justice Coordinator has provided the leadership for innovation in the Religious Education Curriculum, the liturgical and prayer life of the College and the development of the social justice initiatives within the College in 2013.



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

The core values of Faith, Excellence, Respect and Opportunity complement the four touchstones and work in unison to maintain a strong Catholic ethos in the Edmund Rice tradition.

In 2013 the College continued to identify strongly with all aspects of Social Justice Teaching as outlined in the Charter. The Social Justice Coordinator strengthened the Justice and Peace Program within the College through the growth of the Edmund Rice Society.



*Sports Day at Oxford Falls with students from St Edmunds, Wahroonga*



*The 'Boots for Cambodia' Appeal*

Key developments in 2013 included:

- The Edmund Rice Society consisted of four chapters: Senior (Year 11 & 12); Intermediate (Years 9 & 10); Junior (Years 7 & 8) and Primary (Years 5 & 6). These chapters met fortnightly to discuss Social Justice Issues both inside and outside the College. The Senior Chapter students oversaw the respective meetings with Staff members as patrons for each chapter.
- Across the curriculum, each Key Learning Area continued to integrate Social Justice teaching into its programs. Staff were continually encouraged to incorporate Social Justice awareness into lessons.
- Guidance Coordinators worked for the continual development of students putting their Faith into Action. They were responsible for identifying and adopting a charity or welfare organisation which they could partner and for which they could provide support and assistance.

Years and their charitable foci follow:

<b>YEAR 12</b>	Lenten Program/Project Compassion/Red Shield Appeal
<b>YEAR 11</b>	Social Justice Day "Different Threads" (Callan Services PNG St Mary's Bowraville, St Joseph's Walgett)
<b>YEAR 10</b>	Bowraville/Red Shield Appeal/Edmund Rice Camps
<b>YEAR 9</b>	St Vincent de Paul Winter Appeal and Christmas Appeal
<b>YEAR 8</b>	"Day" Collections in Chatswood CBD such as Pink Ribbon, Legacy, Red Shield Appeal and other similar worthwhile initiatives
<b>YEAR 7</b>	Christmas Giving Tree, St Joseph's Walgett
<b>YEARS 5 &amp; 6</b>	Walkathon: St Joseph's Walgett, St Mary's Bowraville and World Vision/Christmas Giving Tree

The Edmund Rice Society organised a most successful blood donation from Senior Students and Staff at the local Blood Bank in Chatswood. This initiative resulted in the College's donations, throughout the year, being ranked in the Annual Schools "Dracula Shield" with a total of 99 donations.



Together with the Blood Bank initiative the Edmund Rice Society organised and operated a "Cake Store" following the devastating Blue Mountains bushfires. The money raised was sent to fellow ISA member school, Blue Mountains Grammar to help their families with the loss they experienced.

In 2013 over \$50,000 was raised and donated to the following list of charities and welfare groups:

- 40 Hour Famine
- Callan Services
- Canteen
- Caritas – Project Compassion
- Edmund Rice Camps
- McGrath Foundation
- Pink Ribbon
- Red Shield Appeal
- St Joseph's School, Walgett
- St Mary's School, Bowraville
- World Vision



Again in 2013 the Year 12 cohort was successful in promoting *Project Compassion*. The outcomes from the appeal were extremely pleasing. One important aspect was raising awareness of the students' social conscience.

The Charities Committee, overseen by a member of the teaching staff, promoted and provided opportunities for predominantly Year 8, 9 and 10 students to be actively involved in appropriate community support. A major initiative for these younger students in 2013 was volunteer door-knocking for the Salvation Army in their annual Red Shield Appeal.

In Year 10 and Year 11, boys were selected to represent the College at various Social Justice Youth Forums organised by the Broken Bay Diocese, Caritas Australia and the EREA network. Students also attended the Global Dignity Day as part of the campaign to improve the respect for all individuals.

There were other opportunities for students to participate in the Reach Foundation program, involving selected students from Year 11 attending an intensive weekend camp looking at meeting the needs of the broader community through acceptance and tolerance.



## **(II) EUCHARIST**

### **(a) Overview**

The College continued to demonstrate the centrality of the Eucharist in the lives of its students. The Edmund Rice Charter challenges its schools to promote the celebration of College Masses.

In 2013 the entire school community commenced and concluded the College year with the celebration of a Mass of Thanksgiving. Masses were also celebrated at the Year 11 and Year 12 Graduations and senior retreats.



Year 12 students attended the annual Bishop's Mass and Gathering of all Year 12 students of the Broken Bay Diocese (BYTE) at Oxford Falls.

In October Junior School and Senior School Leaders attended the Broken Bay Diocese Mass in support of the Catholic Mission.

The College Leadership Team and all new members of Staff attended the Diocesan Staff Commencement Mass at Our Lady of the Rosary Cathedral, Waitara.

All Religious Education classes, as well as the Junior School, attended Mass at Our Lady of Dolours Parish, Chatswood each semester to share in the celebration of the Eucharist with the local parish community.

The Junior School celebrated a Mother's Day Mass with the local parish and attended the Diocesan Primary Schools' Mass.

Many mothers and grandmothers, together with their sons and grandsons, attended a Mother's Day Liturgy and Breakfast in the Sarto Centre on the eve of Mother's Day.

As an integral part of the students' journey at the College, Mass, as the central act of worship of the Catholic Church, is interwoven into as many different aspects of school life as possible.

**(II) (b) YEAR GROUP**

Liturgy for the Year cohorts included:

- Programmed singing practice in preparation for major College liturgies
- Opening prayers at the commencement of Year Meetings
- The Sacraments of Holy Communion and Reconciliation were offered to the students where and when appropriate, including the celebration of the Eucharist at the various year camps or retreats.

**(II) (c) COLLEGE**

The College participated in the following major Eucharistic liturgies throughout 2013:

- College Commencement Mass (February)
- Year 12 Graduation Mass (October)
- Year 11 Graduation Mass (November)
- College End of Year Mass (Years 5-10) (December)

In addition to these Eucharistic celebrations, the College also participated in the following Liturgies of the Word:

- Ash Wednesday
- Easter/Holy Week
- Anzac Day
- Founders Day
- Aboriginal Reconciliation Week
- Feast of Saint Mary of the Cross
- Feast of the Assumption
- Feast of St Pius X
- Remembrance Day
- Advent/Christmas Liturgy



### **(III) SACRAMENT OF RECONCILIATION**

All classes in the Junior School had the opportunity to receive the First Rite of Reconciliation. Year 9 students also participated in the First Rite of Reconciliation.

### **(IV) OTHER LITURGICAL AND COMMUNAL PRAYER EXPERIENCES**

All College Assemblies and Year meetings began with prayer. Throughout the year, the College Student Leaders and each Religious Education class from Year 5 – 10 prepared and led the College in prayer at College Assemblies each Monday. The Friday Sports Assemblies also commenced with prayer led by the Year 12 Mission & Identity Prefects.



Friday Morning Prayer was conducted throughout the Season of Lent, the month of the Rosary in October and through the month of November in Remembrance of passed loved ones. Prayers were led by Staff and students.

### **(V) CLASS PRAYER**

All Religious Education classes and many other classes began with prayer. The "Living Faith" book of Daily Catholic Devotions was distributed to all Religious Education teachers. These books enriched the Prayer Life in the College.

Year 9 Religious Education program offered "Prayer Room" experiences for all classes once a cycle.

## **(VI) THE COLLEGE IN THE LIFE OF THE PARISH AND DIOCESE**

### **(a) Student Participation in Parish Liturgies**

At Our Lady of Dolours Parish, Chatswood, each class was encouraged to engage actively in various ministries including altar serving, doing a reading, being part of the offertory procession, playing music, ushering and leading prayers of intercession.

The Year 12 Graduation Mass was conducted at Our Lady of Good Counsel, Forestville, as the College continues to develop links with all the respective parishes of our students.



### **(b) Resource Sharing**

The College actively promotes EREA, Parish, Diocesan and wider Church programs through various means of communications including the weekly College newsletter, appropriate assemblies and foyer displays. The local parish uses many College facilities and vice versa.

The College maintains a valuable association with the School Ministries Office of the EREA Eastern Region and the Catholic Schools Office of Broken Bay Diocese through networking and resource sharing.

### **(c) Sacramental Programs**

Many families seek assistance for the Rites of Initiation, namely Baptism, Holy Communion and Confirmation. The College has developed a wide reference base within the Diocese to support families seeking the graces of these rites. The College works with local parish Sacramental Coordinators with whom the Head of Mission and Identity liaises.

## (VII) FAITH DEVELOPMENT PROGRAMS

- The *Social Justice Day – “Different Threads”* organised by the Senior Chapter of the Edmund Rice Society, under the guidance of the Social Justice Coordinator, staff patrons and Year 11, raised funds for the Christian Brothers Ministry of Callan Services in PNG and partnership schools, St Mary's, Bowraville and St Joseph's, Walgett. It also welcomed the attendance of a group from fellow EREA School, St Edmunds, Wahroonga.
- The Eucharistic Ministers Course was completed by eight Year 10 students at the end of the year. Boys attended the course conducted by the Parish Priest of Our Lady of Dolours, Chatswood and the Head of Mission and Identity.
- The Year 10 Immersion Program continued to grow in 2013, now with fourteen Year 10 students being selected to attend and work at the four different locations of partnership schools. The College continues its work at St Mary's Primary School, Bowraville, as well as through the other immersion at St Joseph's Catholic School, Walgett. The purpose of these two immersions is to achieve a greater understanding and appreciation of Aboriginal people as well as an awareness of rural life.



In addition, in 2013, a third Immersion saw four Year 10 students spend four days with our fellow EREA School, St Edmund's School for Blind and Visually Impaired at Wahroonga. St Edmund's School for Blind and Visually Impaired is a co-educational secondary school for students Years 7 to 12 with a wide range of disabilities including sensory impairment, intellectual disability and autism. This immersion provided an excellent opportunity for students to grow in their awareness of young people living with a disability.

The final Immersion included a reciprocal visit conducted for two Year 10 students from each school with St Joseph's College, Geelong.

- The Community Involvement Program involved all Year 10 and 11 students completing a minimum of 20 hours community service, with students opting for work at a wide range of outreach centres including St Edmunds School, Wahroonga; St Vincent de Paul Society; Chatswood Retirement Village and Matthew Talbot Hostel for Homeless Men
- In 2013 the College continued its weekly visits by Year 11 students to Willowood Nursing Home, Chatswood. Groups of students accompanied by staff spent each Monday afternoon with the residents, who enjoyed the weekly interaction with the young men. Once a term, students performed a Musical Soiree to entertain the residents.
- Year 8 students, through their PD/H/PE Program, worked collaboratively with the Year 8 students from St Edmund's School for Blind and Visually Impaired, Wahroonga. This project has helped to develop the educational partnership between St Pius X College and St Edmund's focusing on human ability and disability and providing students with an introductory experience in participating in sport and recreational activities in a supportive environment.
- Year 12 Students completed the "Urban Walk" organised by St John's Anglican Church, Darlinghurst. The experience provided the participants with an experience of the life of the homeless on the streets of Sydney.

#### **(VIII) RETREATS, REFLECTION AND PASTORAL DAYS**

All Year 12 students attended a three day Retreat taking part in either a Retreat led by the College Staff at Mulgoa or a Wilderness Retreat at Tallow Beach. These experiences deepened the spiritual awareness, respect, tolerance and inclusiveness of each student. The Eucharist and the Sacrament of Reconciliation were celebrated at most of the retreat venues.

Year 11 had a total of four Reflection Days held at Oxford Falls, one per term. The themes for each day were "Building Self Esteem", "Finding Your Voice", "Leadership" and "Goal Setting".

Year 10 held three Reflection Days in Terms 1, 2 & 3 at Oxford Falls. The Reflection Day Program explored the theme of Journey for our students, identifying the hurdles they face, the importance of developing trusting relationships as they discover more about themselves and the role of God in their lives.

Visiting speakers provided excellent input which was consolidated through prayer and reflection. Input included "Journeys – Dealing with Hurdles" (Term 1), "Building Relationships" (Term 2) and "Day of Hope – Goal Setting" (Term 3).

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

The Year 7 students attended the Snowy Mountains Skiing Trip. This excursion emphasised the need to develop tolerance, respect and trust of others.



Year 8 students participated in three Pastoral Days at Oxford Falls with the themes of Mind Matters, Building Connections and Bully Busters.

The Year 9 students' "Prayer Room" Program embraced the pastoral and spiritual dimension of the students. The Bully Busters presentation from the previous year was further developed through the performance group "Class Act".

## **(IX) RELIGIOUS EDUCATION CURRICULUM**

In 2013, the Religious Studies Coordinator, Assistant Religious Studies Coordinator and the Junior School Curriculum Coordinator implemented the newly developed Religious Education curriculum embracing the objectives from the Broken Bay Diocese. The new Religious Education Stage 3, 4 and 5 programs

together with the Stage 6 Board of Studies Year 11 and 12 Program were completed for implementation and evaluation in 2014.

The program balances the key elements of Scripture, Sacrament, Prayer, Outreach and Church History as it emphasises the Catholic traditions of the College. These traditions are designed to develop the values of compassion, integrity, honesty, trustworthiness and excellence. In 2013 the curriculum involved the following:

- All teaching units in Stages 4 and 5 included appropriate strategies and resources from the Sydney Archdiocese and all students studied “To Know, Worship and Love” modules supported by the “Understanding Faith” electronic resource.
- In the Higher School Certificate year, all students followed either the Board Developed Course of Studies of Religion, or Catholic Studies. In 2013, St Pius conducted one 2 Unit Studies of Religion course, four 1 Unit Studies of Religion classes and one Catholic Studies class.
- HSC students in the 1 Unit and 2 unit Studies of Religion course also achieved results well above the state average with many ranked in the top band (Band 6).
- The Catholic Studies Course was offered to accommodate the interests and talents of these students and was conducted by the Social Justice Coordinator. The Catholic Studies Course is a Board Endorsed Course developed by the Broken Bay Diocese.



## SECTION 3

### (I) STUDENT AND FAMILY PASTORAL CARE

The College continues to refine and develop its Pastoral Care policy and practices. The structural basis of Pastoral Care is a year cohort under the direction of a Guidance Coordinator and a Pastoral Care Team of ten to twelve teachers, two attached to each Homeroom. In Years 11 and 12 there is the addition of a Senior Student Studies Coordinator but only one teacher per Homeroom.

Pastoral and Reflection Days, Camps and Retreats for students took place as is the usual practice. These days help develop personal responsibility, respect for self and respect for others. They were well received by students and parents. Each is evaluated and refined annually. The Year 7 students attend the Snowy Mountains skiing trip. This excursion emphasises the need to develop tolerance, respect and trust of others. Year 8 attended the Australian Bush Camp; Year 9 the Tea Gardens Camp; and Year 11, under the Reach Foundation, had three Reflection Days at the Treacy Complex. For Year 12, simultaneous retreats were conducted at Mulgoa with College staff facilitating and at Tallows Beach as an 'Outward Bound' style retreat. These camps and retreats are placed just after the Trial Higher School Certificate. They were most successful in achieving their aims, promoting respect and responsibility, as well as other desired outcomes in faith development.



The Community Involvement Program (C.I.P.) involves Years 10 and 11 and aims to develop the ideals of service, compassion and responsibility. Students are required to contribute 25 hours in C.I.P in Year 11 as a Social Justice initiative, building on the 20 hours required to move into Year 11 from Year 10.

With the continuing success of an application to the Federal Government for a Chaplaincy grant, the College implemented an extension of services in 2012 and maintained it in 2013. The College financially supported this initiative by the increase of a part-time counsellor additional to current staffing. These services were well deployed to the advantage of students and families.

Peer Support continued for Years 5, 7 and Year 11 leaders during First Term. Year 10 students were all trained in Term 4 in preparation for their responsibilities. Leadership initiatives also occurred with Prefects, Transport Monitors, House Captains and Senior Mentors on a one-to-one basis for targeted younger students. House Vice Captains in each Semester, and Summer/Winter Sport Captains, were elected and trained to broaden leadership opportunities and skills, especially in the middle school.



Parent/Teacher nights for the review of Years 7-12 student progress were conducted late in Term 1 and early Term 2 and were strongly attended. There was one night designated for each year cohort and Interim Reports were the catalyst for discussions about progress. Details of Parent/Teacher interviews for Years 5 and 6 may be found in the Junior School Report (Section 7). Parental comments indicated a high level of appreciation of the staff and their dedication to the teaching of their sons.

An integral part of Pastoral Care is the recognition of students' effort/success in the academic, sporting and cultural aspects of College life from Merit Cards through to prestigious Colour Awards for sports and activities and Awards at Academic Assemblies at the start and middle of the year.

## **(II) STUDENT WELFARE POLICIES**

School welfare, discipline and grievance policies are available on the school website [www.spx.nsw.edu.au](http://www.spx.nsw.edu.au) or in the College Policies and Procedures Handbook.

The student welfare, discipline and complaints and grievance policies are best summarised in their preambles (Philosophical Basis):

“Pastoral care is the total climate of care which exists in the College. It must reflect the broad Christian ethos of the individual caring for and respecting one another. It is a complex web of human interactions (witness) and needs to be reflected through all major sections of the school. It is permeated by the charisma of Blessed Edmund Rice and guided by the charter of Edmund Rice Education Australia.”

“Good order and management in the classroom stems from well-prepared and presented lessons/units of work. Classroom teachers are initially responsible for discipline. Positive reinforcement (e.g. see Awards System – P7 of Student Diary) is preferable to sanctions; however students need to be educated to appreciate that actions/inactions have consequences and that responsibilities come with privileges. These are excellent lessons in the formation of young men. Staff and students observe the “hands off rule” and all other mandated Child Protection and Anti-Discrimination, Harassment and Workplace Health and Safety requirements. The College prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons. We are “junior” partners with parents of the boys and young men in our care and the focus is on each individual growing to be an independent, mature and selfless learner. We follow the Edmund Rice Education Charter and all appropriate values and processes of procedural fairness.”

The College has a zero tolerance towards bullying and strong antibullying policies and procedures. In 2013 the focus was on cyberbullying.

Anti-Bullying  
Poster Competition



### (III) GRIEVANCE PROCEDURES

Members of the College Community who have a grievance against the College are encouraged to use the following procedures:

- Try to work out the difficulty with the person involved at the level at which the problem occurred. For example if a person is unhappy with a mark in an examination then consult with the relevant teacher.
- Move to the next level within the school's hierarchy – either a Guidance or Studies Coordinator.
- If such contact is unsatisfactory then curriculum issues should be addressed to the Assistant principal – Teaching and Learning, and pastoral issues should be addressed to the Deputy Principal. Refer to the Student Diary about which person to contact within the College.
- After the Deputy Principal or Assistant Principal – Teaching and Learning, the next level is the Principal.
- Further representations can be made to the Eastern Region Office of Edmund Rice Education Australia in Rozelle (Phone 9818 8522).

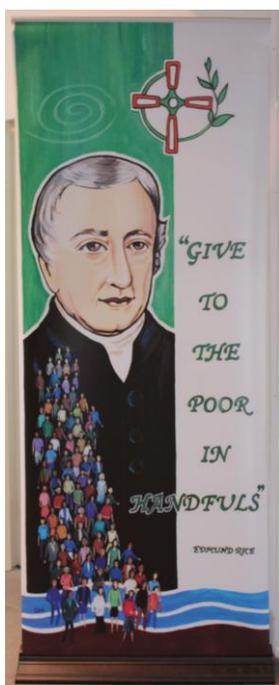
During 2013 amendments to the grievance and dispute handling policy were made as part of the standard review cycle. All College policies are in line with requirements of the NSW BOSTES Registration and Accreditation procedures.

## SECTION 4

### (I) EXCELLENCE IN TEACHING AND LEARNING

The College is proud of its reputation of being an academically successful school which provides rich learning opportunities for all students. The College offers relevant, authentic, dynamic and creative learning experiences attentive to the needs of each person and promoting the development of the whole person. Students are encouraged to work to achieve their own personal best in all endeavours.

The College Motto *Fide et Labore - by Faith and Hard Work* - encapsulates the philosophy for teaching and learning at the College, namely to teach the boys to be more than just a success, but also to be a man of the highest character. Faith in this context has a particular meaning. It is the gift and grace of Christ. The College motto reminds us all that, with hard work, faith (faith in God, faith in others and faith in oneself) can produce the most wonderful things.



The curriculum is designed to address all levels of ability. The College has been pleased with the success achieved by the whole range of students. Attendance at study days, camps, retreats and sports carnivals is an integral part of the College curriculum as is involvement in other activities such as a variety of sport, public speaking, debating, bands and ensembles, chess, robotics and fitness training.



Boys are provided with ample opportunity to develop their spiritual life through a comprehensive Religious Education program as well as through the liturgical and prayer life of the College. The College, working in the Edmund Rice tradition, believes that actively involving all students in the service of others is integral to their development.

The boys are entered into a broad range of external tests and competitions through the UNSW and other institutions. This involvement gives the boys practice in public examinations, provides the College with information on the performance of its students compared with others and assists with identifying areas in the curriculum that need more focus in the Teaching/Learning Programs.

Many students achieve High Distinctions in UNSW English, Mathematics, Science and Computing Competitions as well as in other competitions such as the NSW History Teachers Association History Competition and the RACI Australian National Chemistry Quiz.

As well as attending formal classes, students have a variety of opportunities to extend their talents through strong Performing Arts, Chess, Robotics, Debating and Public Speaking Programs. In 2013, students were able to demonstrate their outstanding public speaking and debating skills by competing in the Catholic Schools Debating Competition and the Macquarie Cup.

As in previous years, the boys in Years 10, 11 and 12 in 2012 had organised days at the Treacy Centre at Oxford Falls where they were involved in motivational seminars encouraging sound and effective study skills. The boys also had regular year meetings to ensure they were informed of all requirements through input from Guidance Coordinators, Studies Coordinators, the Curriculum Coordinator, the Head of Teaching, Learning and Curriculum and the Careers Advisor as well as others. A wide variety of excursions were held across all year groups.



## (II) 2013 HIGHER SCHOOL CERTIFICATE RESULTS

The *Class of 2013* certainly left its mark on the College. The students were able to balance their academic studies with their responsibilities as leaders at the College and a high level of involvement in the life of the College. They were and are great role models of what can be achieved with *faith and hard work*.

The 2013 Higher School Certificate results were again most pleasing and the College can be justifiably proud of the excellent results achieved. A significant measure was 85% of students, compared to 30% across the State, were offered a place at University. This outcome has been a consistent trend across the last decade.

Some of the 2013 HSC Highlights include:

- 15% of students achieved an ATAR above 95
- 25% of students achieved an ATAR above 90
- 50% of students achieved an ATAR above 80
- Three students named in the All-Round Achievers List
- Six students achieved an ATAR in excess of 99:
- 142 entries in the HSC Distinguished Achievers List
- Results above the State average in 27 courses
- In six courses 100% of students achieved a result in the top 2 Bands
- Year 11 Accelerated Mathematics student ranked third in NSW in Mathematics
- A student's major work was selected for ARTEXPRESS
- Students shortlisted for Encore and nominated for DesignTECH and InTECH

The table below includes the numbers of students achieving a mark of 80 or more in their course, gaining Bands 5/6 or achieving a mark of 40+ gaining Bands E3 /E4 in an Extension Course in 2013/2012/2011.

HSC RESULTS	2013					2012					2011				
Subject	No of Students 2013	Mean SPX	State Mean	SPX % in Bands 5&6	State % in Bands 5&6	No of Students 2012	Mean SPX	State Mean	SPX % in Bands 5&6	State % in Bands 5&6	No of Students 2011	Mean SPX	State Mean	SPX % in Bands 5&6	State % in Bands 5&6
Ancient History	28	81	72	54	34	15	80	69	53	27	12	84	73	75	37
Biology	25	78	74	44	33	18	74	72	22	27	17	73	73	29	31
Business Studies	56	77	74	46	35	55	80	74	58	38	48	76	73	33	32
Chemistry	23	81	76	61	42	27	80	76	52	43	21	75	75	33	40
Design and Technology	7	80	76	71	37	15	78	76	33	40	10	75	76	30	38
Economics	29	77	74	55	43	29	81	75	66	47	17	76	74	53	43
Engineering Studies						10	83	75	80	35	9	77	75	56	35
English Standard	56	69	65	5	6	69	75	68	29	16	54	71	65	6	9
English Advanced	84	81	79	64	53	69	83	80	74	54	61	81	80	70	58
* French Beginners															
*French Continuers															
Geography	31	73	73	29	40	41	77	74	44	40	19	74	75	21	38
Industrial Technology	15	80	72	47	30	8	76	72	38	30	9	80	72	67	31
Info Processes & Tech	13	76	74	31	37	17	78	71	53	31	12	76	71	33	32
General Mathematics	70	76	67	47	21	62	77	69	45	22	52	76	69	42	24
Legal Studies	12	85	75	74	43	11	84	74	73	40	8	87	74	88	39
Mathematics	67	82	77	66	49	72	80	78	57	53	65	80	77	54	51
Modern History	45	83	76	71	47	39	82	76	64	46	30	85	75	90	45
*Music 1						2	84	80	100	58					
*Music 2						3	89	86	100	85					
PDHPE	31	77	71	45	28	40	77	73	48	33	35	77	74	43	34
Physics	35	80	74	54	33	38	79	74	47	34	27	80	75	48	36
Software Design & Dev.	9	81	74	67	30						10	79	71	40	26
SOR (1 unit)	85	40	38	56	48	94	38	37	39	42	79	40	38	66	48
SOR (2 unit)	24	84	76	67	46	18	79	74	56	41	16	81	76	75	48
Visual Arts	20	79	79	45	51	20	76	79	30	54	22	80	78	55	48
English Extension 1	9	45	40	100	78	5	45	40	100	87	10	42	40	100	84
English Extension 2	3	44	39	100	78	3	43	39	100	78	2	43	39	100	84
Mathematics Extension 1	43	83	80	95	84	51	81	81	86	85	40	81	81	90	84
Mathematics Extension 2	10	88	82	100	87	12	87	83	100	88	8	85	84	100	92
History Extension	10	43	38	100	74	9	40	37	89	66	8	44	39	100	74
*Music Extension						2	45	45	100	99					

\*Due to the small number in the course, and hence privacy considerations, this information is not published.

These results reflect a truly marvellous effort from a wonderful group of young men. The results of the Class of 2013 deserve to be celebrated and stand as a goal and challenge for all students at the College.



*2013 Post-HSC BBQ, and HSC High Achievers*

### **(III) 2013 NAPLAN RESULTS**

*Note: Please refer to the Junior School Report for information on NAPLAN and other information on the academic achievements of the boys in Years 5 and 6.*

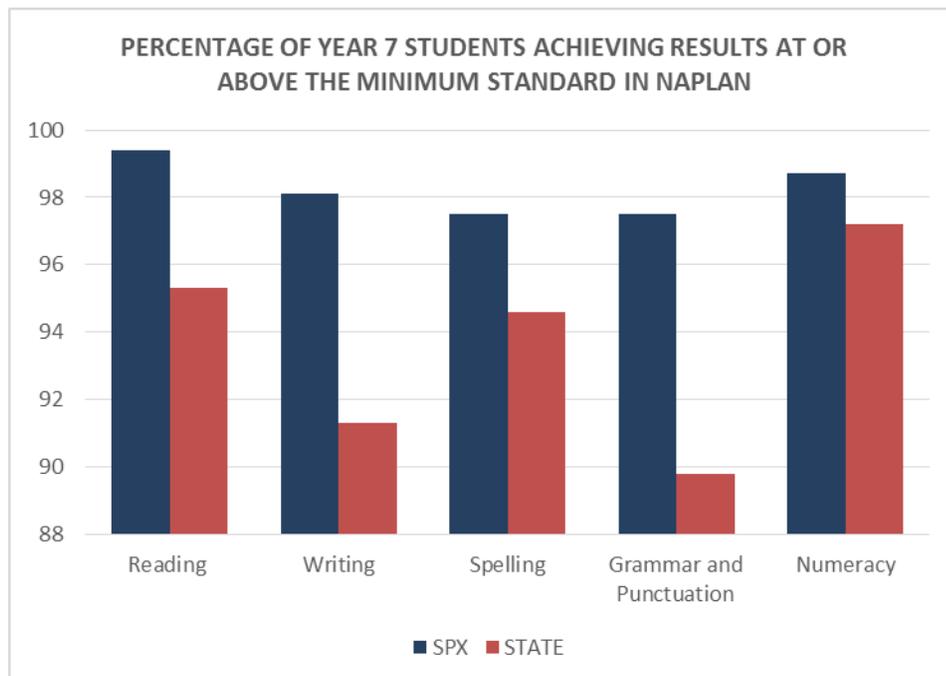
In May 2013, all Years 5, 7 and 9 students participated in National Assessment Program for Literacy and Numeracy (NAPLAN). The test results provide valuable information about student achievements in literacy and numeracy. Students in all relevant cohorts achieved excellent results, significantly above the State average in all areas. Most pleasing was the significant level of improvement shown by students at the College from Years 5 to 7 and from Years 7 to 9.

Analysis of these results assists school planning and is used to support the continual improvement in teaching and learning programs. Additionally the results are used by the College to monitor literacy and numeracy development over a number of years.

**YEAR 7**

**SPX vs STATE MEAN**

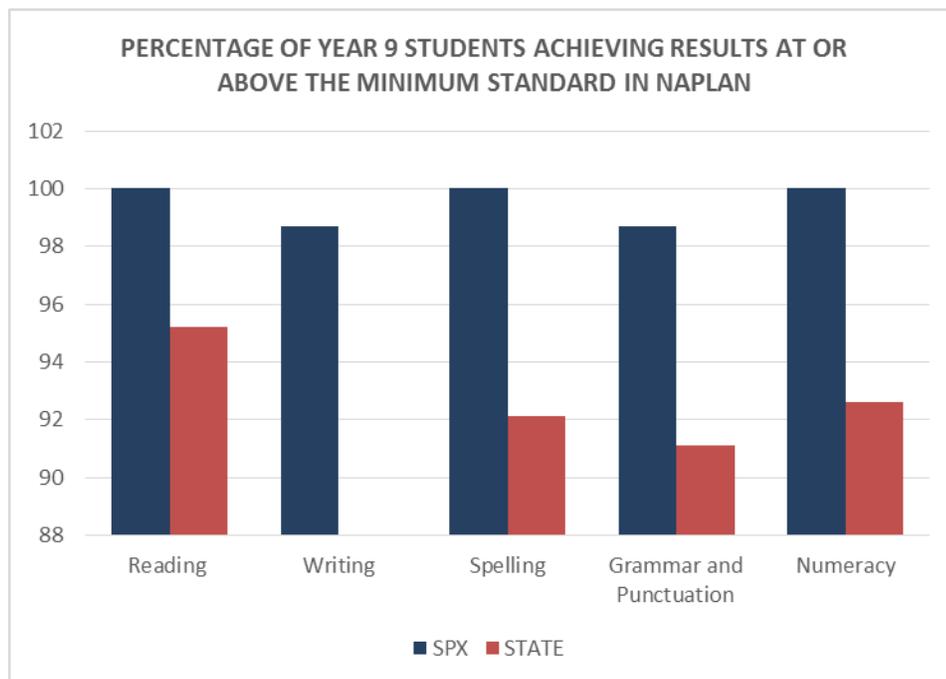
	<i>College Mean</i>	<i>State Mean</i>	<i>Variance (College vs. State Mean)</i>
<b>Reading</b>	584	545	39
<b>Writing</b>	548	517	31
<b>Spelling</b>	584	559	25
<b>Grammar &amp; Punctuation</b>	581	542	39
<b>Numeracy</b>	604	550	54
<b>Data, Measurement, Space &amp; Geometry</b>	606	551	55
<b>Number, Patterns &amp; Algebra</b>	601	548	53



**YEAR 9**

**SPX vs STATE MEAN**

	<i>College Mean</i>	<i>State Mean</i>	<i>Variance (College vs. State Mean)</i>
<b>Reading</b>	629.3	585.6	43.7
<b>Writing</b>	611.7	554.2	57.5
<b>Spelling</b>	625.9	591.8	34.1
<b>Grammar &amp; Punctuation</b>	623.9	579.3	44.6
<b>Numeracy</b>	664.4	596	68.4
<b>Data, Measurement, Space &amp; Geometry</b>	658	595.1	62.9
<b>Number, Patterns &amp; Algebra</b>	670.8	596.8	74



#### **(IV) OPPORTUNITIES AND SUPPORT**

The College is not academically selective and makes maximum use of its facilities, offering as broad a range of courses as possible.

Students at risk are provided with the necessary support. Two College Counsellors work closely with the Learning Enrichment Department and the Pastoral Care Teams headed by the Guidance Coordinators in all years. Boys are encouraged to seek help when in need. Regular meetings are held between the Learning Enrichment Department, the College Counsellor and the College Deputy Principal to ensure that all boys in need are identified. Support is provided for students with learning difficulties at the earliest possible time through withdrawal or in-class support and access to Special Provisions as needed. Similarly withdrawal and in-class support are available for new arrivals who do not have English as a first language. High ability students are encouraged to achieve to their maximum potential and to challenge themselves by entering a variety of external competitions such as the Science Olympiads and the Youth Forum. Gifted and Talented students are identified as early as possible and given appropriate support and encouragement.

The College's aim is to nurture each student's gifts and challenge him to achieve his personal best while at the school so that a confident and capable young man of conscience emerges with the necessary knowledge, skills and values to make a positive difference beyond school.



**(V) KEY CURRICULUM INITIATIVES**

There have been significant developments in the curriculum throughout 2013. The College's Strategic Improvement Plan provides the direction for the continual improvement of the College.

As part of the College's Annual Plan for 2013, there was continued commitment to the eLearning Plan and its implementation through the leadership of the the eLearning Committee. The Plan will assist teachers to provide the opportunities for students to develop the knowledge, skills, practices and attitudes necessary to be engaged, and robust twenty-first century citizens.

There has been significant professional development activity at the College. The successful Faculty Based Professional Development program provided each faculty with time each fortnight to gather, share ideas and develop the skills suitable to its teaching areas.

The Academic Monitoring Committee continued its work establishing systems which better allow staff to monitor student progress and identify ways to assist students who are underperforming. The work of the Committee plays an important role in assisting all students to reach their personal best.

There has been much time given to exploring the ways in which the College can widen the curriculum offerings into the future. A clear plan has been developed for further broadening the curriculum offerings. This plan will feed directly into the Educational Architectural Brief.

**(VI) POST SCHOOL DESTINATIONS**

A destination survey was developed and placed on the College website with students encouraged to respond through email contact. It is significant to note that more than 80% of students, compared to an average of 30% across the State, have been offered a place at University. These post school surveys indicate an outstanding level of satisfaction with the quality of education provided at the College. Students who leave the College prior to the end of Year 12 are monitored and their destinations recorded by the College Enrolment Secretary. When the destination of a student is unknown and he has not reached his seventeenth birthday, then a DET home liaison officer is notified.

## SECTION 5

### (I) COLLEGE COCURRICULAR PERFORMING ARTS

In 2013 there were approximately 370 students enrolled in the Performing Arts Cocurricular program either through participation in an Ensemble or having lessons with one of the 13 instrumental Tutors. There was also a rise in the number of students participating in multiple ensembles or undertaking multiple lessons.

As a result of this growth in numbers, many ensembles were at capacity, with the Concert Bands only "just" managing to fit into the Band Room for their weekly rehearsals. Likewise, both the String Ensemble and Senior Choir found it a tight squeeze in their assigned teaching spaces.

The numerous Ensembles and solo performances make a major contribution to the life of the College. Rarely a week went past in 2013 when there was not a performance, be it large or small. The success of each and every performance was not only due to the hard work of the students but also because of the dedication of the various Ensemble Directors and Instrumental Tutors. Indeed, without them, the cocurricular program at the College would not be the great success it is.

The Performing Arts Parents' Association is also essential to the success of the cocurricular program. Its support is not only financial but also "hands on" through its tireless efforts behind the scenes at Twilight Concerts and numerous other events throughout the year. The introduction of Music Production to the College in 2013 was solely due to the monies provided by the Performing Arts Parents' Association and the Parents and Friends Association. The major upgrade and refurbishment of the Recording Studio now enables students to work with state of the art professional equipment.

## Performing Arts Calendar 2013

### Term 1

Commencement Mass  
Ash Wednesday Liturgy  
Academic Awards 1  
Campus Inspection

Senior Choir  
Senior Choir  
Senior Percussion Ensemble  
Senior Jazz Band

### Term 2

ANZAC Day  
Meals on Wheels  
Founder's Day Mass  
Twilight Concert 1  
and

Senior Choir, Year 10 & 11 Trumpet students  
Year 11 Preliminary Music Class  
Senior Choir  
Senior, Intermediate and Junior Concert  
Jazz Bands, Senior and Chamber Choirs,  
String Ensemble and Quartet, Senior,  
Intermediate and Junior Guitar Ensembles,  
Intermediate and Junior Percussion  
Ensembles  
Junior Choir  
Year 7 Chorister  
Intermediate Jazz Band  
Senior, Intermediate and Junior Jazz Bands

Junior School Mother's Day Mass  
Senior School Mother's Day Liturgy  
Summer Sports Colour Awards  
Jazz Band Workshops

### Term 3

Yamaha Band Festival  
Academic Awards 2  
Ensembles  
Year 10 Performance Night  
Splinters, Splashes and Sounds  
Twilight Concert 2  
and

Senior, Intermediate and Junior Jazz Bands  
Senior and Intermediate Percussion  
  
Year 10 Elective Music Class  
Year 12 Music Class, String Quartet  
Senior, Intermediate and Junior Concert  
Jazz Bands, Senior, Junior and Chamber  
Choirs, String Ensemble and Trio, Senior,  
Intermediate and Junior Guitar Ensembles,  
Junior Percussion Ensemble  
Senior Jazz Band  
Junior Choir, String Quartet  
Senior Concert Band  
Year 12 Music Class, Year 12 Choristers  
Senior Jazz Band

Winter Sports Colour Awards  
Liam Knight Benefit Dinner  
Year 12 Internal Graduation  
Year 12 Graduation Mass  
Manly Jazz Festival

### Term 4

Music Festival 1  
Music Festival 2  
Music Festival 3  
Music Festival 4  
Senior Leaders Investiture  
Remembrance Day  
Christmas Twilight Concert

Strings, Voice, Woodwind students  
Percussion and Brass students  
Piano and Guitar students  
Music Production students  
Senior Concert Band  
Senior Choir and String Ensemble  
Senior Percussion and Guitar Ensembles;  
Junior, Senior and Chamber Choirs, String  
Ensemble, Intermediate and Senior Jazz Bands,  
Junior, Intermediate and Senior Jazz Bands  
Junior Jazz Band, Years 5 and 6 Massed Choirs  
Junior Choir

Junior School Awards Ceremony  
Years 5 – 10 Closing Mass

## Ensembles 2013

### Ensemble

Senior Concert Band  
Intermediate Concert Band  
Junior Concert Band

Senior Jazz Band  
Intermediate Jazz Band  
Junior Jazz Band

Senior Choir  
Junior Choir  
Chamber Choir

String Ensemble  
College String Quartet  
String Quartet 2

Senior Guitar Ensemble  
Intermediate Guitar Ensemble  
Junior Guitar Ensemble  
Senior Percussion Ensemble  
Intermediate Percussion Ensemble

### Conductor

Ms Stella Talati  
Ms Stella Talati  
Mr Jonathan Dollin

Mr Geoff Power  
Mr Geoff Power  
Mr Jonathan Dollin

Ms Tracey Bates  
Ms Tracey Bates  
Ms Natalie Rawle

Ms Kathryn Ramsay  
Ms Kathryn Ramsay  
Ms Kathryn Ramsay

Mr Shane Cranney  
Mr Shane Cranney  
Mr Shane Cranney  
Mr Ian Talati  
Mr Ian Talati

### Instrumental Teaching Staff

Mr Tom Andrews  
Mr James Blunt  
Mr Peter Clark  
Mr Shane Cranney  
Mr Jonathan Dollin  
Ms Stephanie Gan  
Mr Pawel Lewandowski  
Mr Geoff Power  
Mr Christopher Richardson  
Mr David Sismey  
Mr Ian Talati  
Mrs Stella Talati  
Mrs Stella Waddington

Woodwind  
Brass  
Guitar and Music Production  
Guitar  
Woodwind  
Piano and Musicianship  
Percussion  
Brass  
Voice  
Brass  
Percussion  
Strings  
Piano



## (II) COLLEGE CURRICULAR PERFORMING ARTS

2013 was a year of hard work and consolidation for the students and staff of the newly entitled Performing Arts Department.

In 2013 three courses were offered in Year 12. These were Music 1, Music 2 and Music Extension. In the Music 1 course, five students selected diverse performance programs which saw them showcase repertoire from a variety of different genres and styles. In addition to performance, one student also presented a viva voce on Film Music of the 80's.

The single Music 2 candidate focussed his attention on the area of composition, as well as performance. His Mandatory Core Composition, *Tango Tzigane*, was a lively gypsy work, very much reminiscent of a Hungarian Dance and Tango and performed as part of his Music Extension program. Additionally, this student was also invited to represent the College at the Chatswood Rotary Club's Gordon Waterhouse Memorial Scholarship Concert.

The final Higher School Certificate results for the Music 1, Music 2 and Music Extension candidates were encouraging. Four of the five Music 1 candidates attained Band 5, with the remaining student achieving a Band 4. The Music 2 candidate achieved a Band 6 and an Encore nomination for his Core Composition and Band E3 for Music Extension.

Assisting the students in their endeavours were members of the College Instrumental staff; Mr Tom Andrews (Woodwind), Mr Pawel Lewandowski (Drum Kit), Mr Christopher Richardson (Voice) and Ms Stella Talati (Violin) and , externally, Ms Felicity Martin (Piano).



In addition to maintaining a commitment to excellence in their academic program, the six Year 12 students also continued to participate actively in the cocurricular Performing Arts Program. From Concert and Jazz Bands, to String Ensemble and Choir, these boys were ambassadors for the Performing Arts, showing that balance can be maintained between academic and cocurricular demands.

The Year 11 Preliminary Course focussed on the academic rigours of Music 2. In the Mandatory topic (Music 1600 – 1900) students studied the works of Bach, Mozart, Beethoven and Schubert, whilst in the Additional Topic (Music 1900 – 1945), Stravinsky, Walton and Debussy all came under scrutiny. The programs of the Years 9 and 10 Elective classes continued to motivate and encourage students to challenge and extend themselves in the areas of composition and performance. The introduction of Music Production as one of the individual tuition options was a valuable extension to what occurs in the classroom.

Students in Years 9 – 12 once again attended three concerts, as part of the Sydney Symphony, *Meet The Music* series. Year 11 and 12 students also attended the *Encore Concert*, which showcased the best performances and compositions from the 2012 Higher School Certificate Music candidates.

The introduction of Personal Learning Devices to Year 7 students enabled both staff and students to explore new ways of teaching and learning the different topics in the non-elective Music course. In particular, the apps encouraged students to extend their aural and performance skills.

The Stage 3 Music program remains a practical and experiential course, with the majority of class time spent performing (playing tuned and untuned percussion), listening (rhythm dictations and analysis of works), as well as composing. All students in Years 5 and 6 are active participants in their own learning. As a result, in 2013 there was a marked increase in the number of boys applying to have individual tuition on a variety of instruments.

In preparation for Drama being re-introduced into the Curriculum in 2014, all Year 8 students participated in a series of workshops run by presenters from the Helen O'Grady Drama Academy. The boys engaged in a range of activities including improvisation exercises and script reading.

The following staff were responsible for teaching the academic Music program at the College in 2013: Ms Kathryn Ramsay (Years 7 and 12), Ms Natalie Rawle (Years 6, 7, 8 and 10) and Ms Tracey Bates (Years 5, 9, 11 and 12).

### **(III) DEBATING AND PUBLIC SPEAKING**

#### **(a) MACQUARIE SCHOOLS' CUP**

College students are always involved in the Macquarie Schools' Cup competitions at Macquarie University. Students attend with the Debating Convenor.

There are three separate events: Senior (Year 11) in Term 1 with three teams entered; Intermediate (Years 9 and 10) early Term 3; Junior (Years 7 and 8) usually late in Term 3.

#### **(b) MACQUARIE SCHOOLS' CUP: SENIOR DIVISION 2013**

The Senior Division of the tournament consisted of three preliminary rounds of debating and a grand final between the two most outstanding teams at the end of the preliminary rounds.

#### **(c) MACQUARIE SCHOOLS' CUP: INTERMEDIATE DIVISION 2013**

Year 9 and 10 Debaters from St Pius X College competed with fifty-two teams at the Macquarie Cup Schools' Debating Tournament. Two teams comprised of debaters from St Pius X College's Years 9 and 10 were declared "runners up" after having won three out of three rounds. All Year 9 and 10 St Pius teams can be assured that they did their College proud by consistently competing at such a high standard.

#### **(d) CATHOLIC SCHOOLS DEBATING ASSOCIATION PUBLIC SPEAKING**

The CSDA Public Speaking Competition operated on Friday evenings in February and March consisting of Round 1 Public Speaking, Zone Finals Public Speaking and Public Speaking Final.

#### **(e) PUBLIC SPEAKING**

St Pius had nine students representing at the CSDA Public Speaking Competition Round 1.

**(f) PUBLIC SPEAKING**

The College can be exceedingly proud of those boys who represented it in Public Speaking. Their behaviour, presentation, enthusiasm and elegance, even in a loss, were all admirable.

Senior public speakers were magnificent supporters and mentors for the Junior public speakers.

The competition was strong and all students are to be congratulated for making it to the Finals.

**(g) PUBLIC SPEAKING ADJUDICATOR ACCREDITATION SEMINAR**

The Public Speaking Accreditation Seminar progressed well with a number of ex-students and current Year 12 students being accredited as Public Speaking Adjudicators in 2013.

**(h) THE SYDNEY MORNING HERALD PLAIN ENGLISH SPEAKING AWARD – FINALS**

The Plain English Speaking Award was open to NSW Government and Non-Government secondary schools. Each school could enter a maximum of two contestants.

One of the two students who completed on behalf of the College progressed to the North Sydney Regional Finals.

**(i) THE LEGACY JUNIOR PUBLIC SPEAKING AWARD - YEARS 8 AND 9**

Legacy is an Australian charity dedicated to supporting Australian Defence Force families suffering financially and socially after the incapacitation or death of a spouse or parent during or after active defence force service. The Legacy Junior Public Speaking Award was open to NSW Government and Non-Government secondary schools. Each school could enter a maximum of two contestants.

St Pius registered two students in The Legacy Junior Public Speaking Competition.

**(j) DEBATING**

College debating was enjoyable because the debating coaches were determined to teach the students that presenting to a public audience is essentially a very personal activity and that to enjoy oneself when speaking to the public is the greatest gift of all. Senior students acted as coaches/supporters for Junior teams. Ex-student debaters also worked with current students.



*2013 Debating Captains*

**(k) CATHOLIC SCHOOLS' DEBATING COMPETITION**

The topic areas included The Media, The Arts, The Environment, Sport, Government and Sound and Technology.

- In Round 1 six teams won their debates.
- At the end of Round 2, four teams remained undefeated.
- In Round 3 seven teams won their debates.
- At the end of Round 4, three teams remained undefeated.
- In Round 5 eight teams successfully won their debates.
- In Round 6 nine teams won their debate with the Year 9A team going through all six rounds undefeated.

The College hosted the first elimination round. The undefeated Year 9A debating team competed in the second elimination round.

All debaters were invited to gather for morning tea in the Principal's Courtyard at the end of the season. It was a fitting finale for the 2013 competition.

The Debating Captain acknowledged the unique nurturing culture so prized in the St Pius debating community where ex-student adjudicators mentor, coach and support senior students and where senior students coach and guide junior students.

#### **(IV) SPORT**

The College has an extensive sporting program that involves before school and after school training sessions and Saturday fixtures. These activities are fundamental to promoting good relationships between staff and students. They form a keystone in the formation of friendships among the students whilst fostering physical fitness and general wellbeing. Through sport, students practise healthy attitudes towards competition and recreation generally and embrace the best principles of sportsmanship.

In participating in these events the students develop a sense of pride in their College and the concept of working together for common goals. For some students, there is often a sense of achievement not gained in other areas of school activity. All teachers are involved in at least one sport or cocurricular activity. Students involve themselves for a minimum of two terms of cocurricular activity each year, including one major winter or summer sport. They are expected to make themselves available for selection for teams involved in the Independent Sporting Association (ISA) Competition.

Students and parents appreciate the value of participation in such sporting activities.

The College is a current and founding member of the ISA. For all sports in which the College participates, it is mandatory that the students play those sports in College teams. Thereby the College's program of sports is maintained. When parents seek enrolment for their sons at the College, they do so on the understanding that they support the values the College promotes and the various strategies it uses to inculcate those values – the sporting program being one of these.

The school has a direct link through the ISA to representative sport at higher levels for all boys involved in College sport. The College currently has a NSW Hockey player, NSW Golfer and a NSW Cross Country skier studying here as well as State representatives in Rugby League, Athletics and Swimming. In addition, the College also has past students playing for Super Fifteen Rugby franchises and Australian U20's Rugby Union as well as NSW State Cricket.

A student who is selected for representative sport honours his commitment through regular attendance at practice sessions and matches. The expectations defined for sporting teams apply to all other cocurricular activities, including College Bands, Debating, Chess, Mock Trials, Choirs, Musicals, Duke of Edinburgh Award Scheme and Robotics.

## **(V) COCURRICULAR ACTIVITIES**

The following were offered at inter-school and / or club level in 2013: Athletics, Basketball, Cross Country, Cricket, Rugby, Football, Swimming and Tennis, Cross Country Skiing and Golf. Squash is offered as a House competition. Boxercise and Strength Conditioning are also seen as valuable auxiliary activities. Robotics has grown as an activity in which the College has gained great success both in team and individual pursuits.

Teachers with particular talents offer their services for school-based club activities which involve after-school participation. Such clubs are beneficial and valued within the range of cocurricular activities. Students currently participate in boxercise, rowing, sailing, skiing, canoeing, kayaking and the Snowy Mountain hike, among many others.



The College's commitments to traditional and established games, however, have an organisational priority and precedence.

A wide variety of sports and cocurricular activities are offered at the College and boys are genuinely proud to wear the Blue and Gold colours of the school. Sportsmanship and fair play are encouraged and expected, enabling all students to develop physically, mentally and morally throughout their time at the College.

## (VI) 2013 SPORT

Currently we have 125 teams participating in 14 different activities. In 2013 the College fielded the following sporting teams and was involved in other cocurricular activities:

- **Rugby:** 14 teams
- **Football:** 12 teams
- **Basketball:** 22 teams
- **Cricket:** 12 teams
- **Athletics:** 63 students
- **Squash:** 13 teams
- **ISA Tennis:** 10 teams
- **NSTA Tennis:** 18 teams
- **Swimming:** 40 students
- **Cross Country:** 40 students
- **Debating:** 12 teams
- **Chess:** 13 teams
- **Duke of Edinburgh Award Scheme:** 40 students
- **Mock Trial:** 1 team



Games are played ordinarily in the ISA or local or district competitions.

In 2013 the College entered a number of competitions including:

- ISA Cricket
- ISA Football
- ISA Basketball
- ISA Swimming
- Northern Suburbs Tennis Association
- North Shore And Manly District Cricket Competitions
- Squash
- CIS Triathlon
- Cross Country
- Skiing/Biathlon

## 2013 Team Achievements

In 2013 the College First XI Football team had a superb season and ended as ISA Division 1 Champions as did the Second XI Football team. The College also took joint honours in the School Championship Shield.

Of the basketball teams, the 13 B were Premiers as were the 15 E and Third V. The Athletics Team were ISA Division 1 Senior Age Group Champions and the College 13A Rugby Team were undefeated Premiers.

The ISA Division 10 Tennis team were also Premiers.

### Representative honours were achieved by students in the following:

- ISA Representatives in Basketball, Swimming, Football, Cricket, Athletics and Rugby
- NSW CIS Golf
- NSW CIS Tennis
- NSW CIS and State Athletics and X Country
- NSW CIS Swimming
- Cross Country Skiing – State and National



### Staff Achievements

- ISA First XI Football Coach and Representative Convenorship
- ISA First XV Rugby Selector
- ISA Cricket Convenorship
- ISA Basketball Selector
- Junior NSW CIS Basketball Convenorship

## **(VII) FACILITIES AND STAFFING DEVELOPMENTS**

### **(a) Overview**

The Christian Brothers Centre development at Oxford Falls has proven its value and allowed the College to extend its Basketball program. The College now has 38 Junior and Senior Basketball teams, a significant increase from the 16 teams in 2007. Oval drainage completed in 2012 once again resulted in a more consistent Winter program in which no games were lost as a result of poor weather.

The new Tennis "Home" venue at St Leonards was a huge success with both College teams and visitors and resulted in a significant upgrade in facilities. The College now boasts one of the premier Tennis facilities in the Northern Beaches area.

The Sarto Gymnasium development was extended to include a fully equipped Cardio Room including state of the art Rowing Machines, Tread Mills and Exercise Bikes along with upgraded sound and visual equipment. With funding from the Parents and Friends Association, the facility is now being used throughout the year and is open to boys during College vacations.



With the success of the work done by Development Officers in Basketball and Soccer, the College extended this strategy by employing a Development Officer in Rugby. In Tennis, "Love n Deuce" were employed to extend formal coaching to the Tennis players.

The work of specialist coaches and Development Officers is now integrated into the Years 7, 8 and 10 Oxford Falls PD/H/PE programs.

**(b) Outdoor Education Program**

The Outdoor Education programs were extended with the 2013 Snowy Hike again involving 60 Year 11 students. The College recognises the popularity of this type of activity and its relevance to boys' education.



Diversification and extension of cocurricular opportunities were consolidated in partnership with the Mind Matters Outdoor Education programs and included Climbing, Bushwalking and Paddle Boarding, Boxercise and Self Defence. All activities have provided greater opportunities for leadership development in the boys.



In 2013 preparations were initiated for a "Parent and Sons" Kokoda Hike which will be undertaken in June 2014.

## SECTION 6

### (I) STRATEGIC INITIATIVES

The College's Strategic Improvement Plan 2012-2016 was developed during 2011. In 2013 the second Annual Improvement Plan was implemented. The Strategic Improvement Plan is values-based and is founded on the Touchstones of the Charter of a Catholic School in the Edmund Rice Tradition.

#### Touchstones

**GOSPEL SPIRITUALITY**  
**LIBERATING EDUCATION**  
**JUSTICE AND SOLIDARITY**  
**INCLUSIVE COMMUNITY**

#### Core Values

**FAITH**  
**EXCELLENCE**  
**OPPORTUNITY**  
**RESPECT**

The Strategic Improvement Plan has nine Strategic Dimensions:

1. Catholic Life
2. Learning and Teaching
3. Curricular and Cocurricular Programs
4. Pastoral Wellbeing
5. Human Resources and Development
6. Information Communication Technology
7. Facilities and Resources
8. Partnerships, Consultation and Communication
9. Strategic Leadership



(See the College's website for a complete outline of our Strategic Improvement Plan and the Annual Plan.)

Areas of focus chosen for the 2013 Annual Improvement Plan included:

## 1. CATHOLIC LIFE

		VALUE
1.1.1	Complete, publish and launch the revised College Mission and Vision Statements. Incorporate this in College Liturgies.	Faith
1.1.4	Extend class Mass Program to operate all year. Include opportunities for Reconciliation for students. Increase opportunities for Parish Priests to be involved in College	Faith
1.2.1	Include religious symbols in the newly refurbished Junior school and the Prayer Garden	Faith
1.4.1	Every Junior Class to have a 'Sacred Space' plus Our Lady Statue in display cabinet in Junior School. RE art and symbols in Junior School	Faith
1.3.1.1	Complete, implement and evaluate the reprogramming of all courses Year 5-10 incorporating the Broken Bay Curriculum Guidelines	Faith
1.3.1.2	Provide professional development opportunities for staff in the teaching of Religious Education to assist the further accreditation of teachers of RE.	Faith
1.3.2.1	Provide faith formation opportunities for staff at various levels including EREA Formation Programs.	Faith
1.3.5	Revise the College Retreat Program and Spirituality Day Programs.	Faith
1.4.2.1	Review and develop the College Indigenous Education Program utilising the <i>Dare To Lead</i> process.	Faith/Respect
1.4.2.2	Further develop the Social Justice partnership with the Edmund Rice Foundation and consider alignment with particular projects	Faith/Respect
1.4.3.1	Review the College Community Involvement Program (CIP)	Faith

## 2. LEARNING AND TEACHING

2.1.1.1	Develop a whole of Junior school pedagogy utilising the open learning opportunities of the facilities upgrade	Excellence
2.1.2.1	Implement strategies for the inclusion of eLearning in all teaching areas.	Excellence
2.1.2.2	Engage 21 <sup>st</sup> Century Pedagogy using the Understanding by Design Model across the school utilising the rollout Personal Learning Devices across Years 7, 9 and 10. Increase laptops to 1:1 in Junior School to assist facilitation of inclusion of eLearning.	Excellence
2.2.1.1	Project: Develop a Whole School Literacy program	Excellence
2.2.1.2	Establish a Literacy Committee for Literacy to develop and implement cross curricula strategies for improving literacy across the College	Excellence
2.2.1.3	Develop and Embed in programs subject specific, research based, teaching and learning strategies for improving literacy and incorporate these strategies into teaching programs	Excellence
2.4.1.1	Integrate Special Needs strategies across integrated classroom programs Years 5-12	Opportunity
2.4.1.2	Assist students to reach their personal best through the use of academic monitoring systems that profile students progress	Opportunity
2.4.1.3	Use of learning enrichment database currently for Yrs 5 to 7. Expand this data base to include all years	Opportunity

### 3. CURRICULUM AND COCURRICULAR PROGRAMS

3.1.1.1	Provide Professional development for staff in the Understanding by Design pedagogical model	Excellence
3.1.1.2	Provide effective resources to assist teachers to develop effective programs using the Understanding by Design model for the new Australia Curriculum	Excellence
3.1.1.3	Develop new programs/ units of work for Years 7 and 9 in using the Understanding by Design pedagogical model	Excellence
3.1.1.4	Develop English program to include new novel study programs for Years 5 and 6 including implementation of new Science Program (Primary Connections)	Excellence
3.1.2.1	Review the end of year processes for Year 10 to more smoothly integrate transition to Year 11 studies	Opportunity
3.1.2.2	Implement the 8 recommendations outlined in the proposal to Broaden the Curriculum	Opportunity
3.1.4.1	Project: Redevelop a Gifted Education Program for Year 7-12.	Excellence
3.3.1.1	Further develop and explore and develop the agreed outcomes of the review of the structure of the school day.	Excellence/ Opportunity

### 4. PASTORAL CARE AND WELLBEING

4.1.1.1	Boost positive classroom behaviours by promoting positive reinforcement, good diary comments, calls home, Merit Cards and the hierarchy of awards	Respect/ Opportunity
4.1.2.1	Focus by year group, on deficits or gaps apparent in Student Management practices from 2012 review. (Each Guid Coord has 2 or 3 focus points)	Respect
4.1.2.2	Implement new NOTICE OF CONCERN – Level 2 A & B	Respect
4.1.2.3	Utilise the new Iwise Professional program to keep better PC records and build more effective communication in pastoral care.	Respect
4.2.2.1	Build on strengths apparent in NSSF audit and work to respond to apparent identified areas for improvement	Respect
4.2.2.2	Promote awareness of ANTI BULLYING policy by using classroom posters and reissue of ANTI BULLYING student card	Respect
4.2.2.3	Improve/strengthen BETTER BYSTANDER BEHAVIOUR	Respect
4.2.3	Review the Critical incident Program	Respect/ Opportunity
4.2.2.4	Explore the possibilities of the appointment of Assistant Guidance Coordinators, the appointment of a Parent-Liaison person for the College, and the provision of a cohesive developmental, needs based pastoral care program to run in a dedicated PC period or time slot	Respect

### 5. HUMAN RESOURCES DEVELOPMENT

5.1.1.1	Establishment of Equal Opportunities and Affirmative Action Committee for staff	Excellence
5.1.1.2	Establish Salary Review Committee for nonteaching staff	Excellence
5.1.1.3	Further extend climate of shared decision making	Excellence
5.1.1.4	Review role descriptors for Senior Curriculum Positions	Excellence
5.1.2.1	Provide professional development opportunities and staff days with increased time and structure for professional dialogue and learning	Excellence
5.4.1.1	Develop and implement a more detailed complaints and grievance protocol and communication procedures.	Respect

## 6. INFORMATION COMMUNICATION TECHNOLOGY

6.1.1.1	Further complete and communicate to the College community, the ICT Master Plan	Excellence
6.1.2.1	Install <i>iWise Professional</i> and igLoo Information management and launch <i>iWise Professional</i> to staff and students	Excellence
6.1.2.2	Launch the Destiny web-based Library Management System	Excellence
6.1.2.3	Further develop the College Helpdesk to support new technologies	Excellence
6.4.1.1	Commence the implementation of an equitable 3 year rollout of Personal Learning Devices to staff then students ensuring that all students have equal access to technology that is reliable, affordable and sustainable	Opportunity/ Respect

## 7. FACILITIES AND RESOURCES

7.1.1.1	Complete the development of the College Educational Brief to inform the Master Plan	Opportunity
7.1.2.1	Complete the prayer garden for students as a green passive space at Chatswood campus.	Excellence
7.2.1.	Provide lockers for all students Year 7-12	Opportunity
7.2.1.2	Extend the PD/H/PE Program to Year 10 utilising the Oxford Falls Campus on a fortnightly basis	Opportunity
7.2.2	Improve the green spaces on the Chatswood Campus	Opportunity
7.3.1.1	Further develop signage at Oxford Falls	Opportunity
7.4.1.1	Implement processes for measuring and tracking energy, water and paper usage.	Opportunity
7.4.1.2	Reduce consumption of paper resources across the College	Opportunity

## 8. PARTNERSHIP, CONSULTATION AND COMMUNICATION

8.3.2.1	Co-produce a Performing Arts Concert with Mercy College, Chatswood.	Opportunity
8.3.2.2	Parent information evenings. Provide jointly with Mercy College	Opportunity
8.4.1.1	Complete the redevelopment of the College website and launch it with the College community.	Excellence
8.4.2.1	Prepare for the implementation of a parent portal for 2014	Opportunity
8.4.2.2	Parent Survey. Conduct and review findings	Opportunity
8.4.3.1	College staff and Board interaction through information and presentation at a staff meeting from Board Chair.	Excellence

## 9. STRATEGIC LEADERSHIP

9.1.2.1	Extend the process of dialogue and evaluation in the development of Annual Planning and Evaluation utilising the College's " <i>Indicators of Progress, Achievement and Effectiveness</i> "	Excellence
9.2.1.1	Proactively plan and communicate the changes to College fees and levies as a result of government funding and policy development.	Opportunity
9.2.2.1	Review College expenditure to ensure affordability of fees and maintaining educational provision for all students	Opportunity
9.3.1.1	Implement the EREA and Broken Bay Risk Management Program entitled CSOHS and regularly report this to the College Finance and Risk Committee.	Opportunity
9.3.1.2	Finalise the College's Risk Management Policy	Opportunity

9.3.2.1	College Board to communicate any funding changes and opportunities for interaction with Gov't bodies on funding changes.	Opportunity
9.4.1.1	Further strengthen partnerships with EREA and the College by reflection on the 2012 School Renewal recommendations, Congress Resources and reflection on the Board's role in supporting authenticity and sustainability.	Opportunity
9.4.2.1	Proactive approach to Board succession planning and composition.	Faith/ Opportunity
9.4.2.2	Extend the Induction and Formation program for Board members, including use of EREA's Board Formation, Congress Resources, Prayer and Reflection Resource.	Faith/ Opportunity
9.4.3.1	Board develops its own strategic priorities aligned to the Strategic Improvement Plan and emerging external and College imperatives.	Opportunity



## **(II) ACHIEVEMENT OF PRIORITIES FOR PREVIOUS YEAR**

- Implemented the 2012 Annual Plan of the College's Strategic Improvement Plan.
- Through the College Board, Leadership Team, Consultant Mr Christopher Barrett and a stakeholders' committee, worked to establish Indicators of Progress, Achievement and Effectiveness by which to measure and guide the SIP and its Annual Plans.
- Celebrated the 75<sup>th</sup> Anniversary of the foundation of the College (1937-2012) and re-launched the new charter of Catholic Schools in the Edmund Rice tradition.
- Through a cultural audit and school review conducted by Edmund Rice Education Australia (EREA) the College was authenticated as a school in this tradition.



## **(III) SCHOOL DETERMINED IMPROVEMENT TARGETS**

- Are now contained within the Strategic Improvement Plan and each Annual Improvement Plan.

## SECTION 7

### (I) JUNIOR SCHOOL

Education at the College focuses on the developmental needs of boys through their different stages of growth and maturity. The newly refurbished Junior School specialises in Stage 3 (Year 5 and 6) boys' education. It is a caring community which values each student individually. Every child is assisted to achieve his full potential and is encouraged to develop himself academically, spiritually, socially, emotionally and physically. In working towards this goal, best practice in boys' educational philosophy is adopted.



Many of the Junior School classrooms now have sliding glass doors and bi-fold walls to allow for team teaching and flexible groupings. In 2013 the students had access to 64 laptops in the Junior School plus 7 computer spaces (32 computers). The Junior School will become a 1 to 1 Personal Learning Device environment in 2014 and 2015.

Parents are recognised as the first educators of their children. The College aims, in collaboration with parents, to instil worthwhile values to assist in building their sons' characters and to promote academic excellence. The College aims to achieve this goal within a Catholic understanding of life. Pastoral care is designed so that the boys know their responsibilities and are responsible for their actions. Self-esteem, self-worth and self-discipline are nurtured. The professionalism of staff and the emphasis on quality relationships between teachers and students are important. Boys have particular learning styles and, therefore, teachers design learning tasks that meet these different needs, particularly 'hands-on' (kinesthetic) learning experiences and 'visual' learning opportunities. These methods provide opportunities for many boys to access new learning. They are augmented by text, electronic and auditory learning.

## (II) STAFFING

- Head of Junior School
- Junior School Curriculum Coordinator
- Junior School Sportsmaster
- Three Year Five Class Teachers
- Four Year Six Class Teachers
- Specialist Teachers:
  - Computer Studies
  - Music
  - Physical Education
  - Visual Arts
  - ESL
  - Learning Enrichment
  - Robotics
  - Choirs/Bands/Ensembles



At the beginning of the year all Junior School students are assessed using standardised tests. The boys are then streamed for Mathematics and Literacy groups in both Year 5 and Year 6. In Mathematics there are five groups for Year 5 and six groups for Year 6. In Literacy there are six groups for Year 5 and seven groups for Year 6. The composition of these groups is reviewed throughout the year and there is the possibility of movement between groups.

## (III) ACADEMIC ACHIEVEMENT

Every boy in Year 5 participates in the National Assessment Program – Literacy and Numeracy (NAPLAN) test. There are six Bands for each level in Years 3, 5, 7 and 9. For Year 5 the bands are 3 to 8, with 8 being the highest. Below is a table of the averages for the various strands of the NAPLAN testing in Year 5 in 2013. The NAPLAN test is held early in the year. At this stage the boys are new to the College so the test provides a starting point upon which to build. Year 7 provides a better reflection of the amount of progress that a boy has made over his first two years at the College.

The 2013 Year 5 results in percentages for the top three bands are below:

<b>Band</b>		<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar and Punctuation</b>	<b>Numeracy</b>	<b>Data, Measurement, Space and geometry</b>	<b>Numbers, Patterns and Algebra</b>
<b>5</b>	<b>State</b>	15.3	7.8	13.2	19	14.8	13.8	15.8
	<b>St Pius X</b>	37.5	10.4	17.7	28.1	28.1	28.1	27.1
<b>7</b>	<b>State</b>	22.1	15.2	24.7	23	13	19.3	12.9
	<b>St Pius X</b>	30.2	28.1	35.4	30.2	24	33.3	26.0
<b>6</b>	<b>State</b>	28.9	29.7	27.3	22.3	26.4	25.7	24.8
	<b>St Pius X</b>	26	36.5	28.1	29.2	37.5	29.2	34.4

The data shows that the College is significantly higher in the top three bands than the state average. In Reading the state average of students in Band 8 has improved 1.7% from 2012. However, for Year 5 boys the percentage of students in Band 8 increased by 15.4%. The College also had 22.2% more boys in Band 8 than the state average - a pleasing result. For reading, the College had 96.6% of the boys in the top 3 bands compared with the state average of 66.3% - again, a very good result which will assist the boys with all their studies in coming years.

In writing, the College has 75% of the boys in the top 3 bands compared with 52.7% for the state average. In spelling, the College had 98.9% of students in the top 3 bands compared with the state average of 65.2%. In Grammar and Punctuation, the College had 89.6% compared with the state average of 64.3%

Numeracy is an area in which the College is traditionally strong. In 2013 there were 90.6% of the students in the top 3 bands while the state average for numeracy was 54.2%

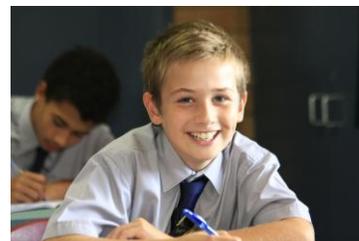
In Data, Measurement, Space and Geometry, 90.6% of students were in the top 3 bands compared with 58.8% for the state. 87.5% of Year 5 students were in the top 3 bands for Numbers, Patterns and Algebra while 53.5% of students in the state were in the top 3 bands.

Thus the St Pius students were considerably higher in Band 8 in all tests with the vast majority of the students in the top 3 bands. Overall these results were very pleasing.

As stated previously, Year 7 provides a better indication of how well the boys are progressing. When individual student results in Year 7 are considered, there is a pleasing growth from Year 5 results for the same cohort of boys. There were 64 boys new to Year 7 in 2013 compared with Year 5 in 2011. Hence individual comparisons are the best indication. These comparisons reveal that the boys improved, some quite markedly. Overall, these pleasing results are a credit to the boys and provide a strong foundation on which to build.

#### **(IV) OTHER ASPECTS OF JUNIOR SCHOOL LIFE IN 2013**

- Other academic results were attained for the ICAS (International Competitions and Assessments for School - formerly UNSW Competitions) Mathematics Assessment, English Assessment and Science Assessment.
- Boys sit Half Yearly and Yearly Examinations as well as a variety of assessment tasks throughout the year. Assessment tasks are graded across the year so that A to E grades can be reported to parents.
- Other competitions in which the boys were involved included:
  - The Premiers Reading Challenge
  - Da Vinci Decathlon
  - Tournament of the Minds
  - Maths Olympiad
  - Maths Challenge Camp
  - IPSHA Debating Competition and Debating Day
  - Chess Competition



and various competitions run by Willoughby Council.

- The Junior School Choir performed at various venues and in Twilight Concerts
- Boys' education encourages experiential learning. The boys took part in incursions from:

- The Colonial Show, covering the life and history of gold miners in Australia
- Book Week illustrator
- 'A Journey to Antarctica'
- World of Mathematics
- Life Education – 'Say No to Smoking and Drugs'
- CSIRO –Planetarium
- Interrelate – 'Moving into the Teen Years.'
- Year 6 Guide Dogs Association Speaker



- The boys also took part in camps and excursions including:
  - Year 5 Camp at Milson Island. (Department of Sport and Recreation)
  - Year 6 Canberra Excursion
  - Year 5 Taronga Zoo Excursion
  - Junior School Swimming Carnival
  - Junior School Athletics Carnival
  - Year 5 Swimming Lessons
  - Year 6 Surf Safety Lessons



- Assessments are diagnostic, formative and summative ie: assessment for learning, assessment as learning and assessment of learning. The information gathered comes from both formal assessment activities and informal anecdotal observations.

- Reporting occurred:
  - at the beginning of the year when there was a Parent Information Night;
  - at approximately half way through Term 1 when there were individual parent/teacher conferences;
  - at the conclusion of Term 1 when Interim Reports were issued;
  - in mid-year when reports were issued and parent/teacher interviews were conducted;
  - at year's end when Yearly Reports were issued and an opportunity for parent/teacher interviews was offered.

#### **(V) RELIGIOUS CLIMATE/PASTORAL CARE**

Religious Education is one of the Key Learning Areas of the Primary Curriculum and has an organisational priority within the College. Boys are involved in whole College religious celebrations. They attend Mass with the local parish community. They celebrate a Mother's and Grandmother's Day Mass in May. At the Mothers' Day stall there is a sale of items made by the women of a shanty town named Candelesa in Peru. \$2245 was raised for the women of this town in 2013. Each Junior School class organises prayer for a College assembly.



Many of the above incursions and excursions deal with pastoral care such as the Health programs regarding drug education, road safety and personal development and change. Year 5 boys were involved in a camp with the theme of Friendship. The Christian spirit of giving is practised directly. During Lent, boys gave money for charity. Additionally the boys raised over \$14 000 from a Junior School Walkathon for charity.

Awards are regularly conferred. These include:

- Good Start Awards at the conclusion of Term 1;
- Merit Awards weekly at the Junior School Assembly;
- Fide et Labore Awards at the end of each Semester

Respect and responsibility are fostered in the Junior School by a focus on good manners and pride in self-appearance. Boys are constantly reminded about their responsibilities to themselves and others. Leadership is encouraged for all. Each term in both Year 5 and Year 6, Class Captains are appointed and fulfil special duties for a term. Year 6 boys also elect Colour House Captains and Vice Captains for the year.

A Peer Support program operates in Term 1 between the Year 5 boys and selected Year 11 boys. A Buddy's Program is provided for some boys. It involves an older student being a mentor/role model for a younger student. A 'Getaway Program' operates on Wednesday lunchtimes to assist selected boys with learning social skills.



The introduction of the REACH program to the Junior School occurred. REACH was created to inspire every young person to believe in himself/herself, and gain the most out of life. The incursions promote mental health and well being.

## (VI) COCURRICULAR ACTIVITIES

Boys are involved weekly in a sporting program at The Treacy Education Centre and Oxford Falls Sporting Fields. Games vary depending on the season but boys may be involved in Basketball, Cricket, Tennis, Rugby, Soccer, Softball, Cross Country and Athletics.



There is also a Swimming Carnival. In Year 5 the boys participate in a 'Learn to Swim' program and in Year 6 the boys participate in a surf awareness program. A high percentage of the boys also represent the school in the Independent Primary School Heads Association (IPSHA) competition. Boys train after school and compete on a Saturday in all of the sports mentioned above. Several boys go on to represent at the Combined Independent Schools (CIS) level in State competitions.

Boys are involved in Chess, Public Speaking and Debating competitions. Gifted and Talented children are involved in various activities including the Da Vinci Decathlon, Mathematics Olympiad, Tournament of the Minds, a Mathematics Challenge Camp and other competitions previously mentioned.

## **(VII) SCHOOL DETERMINED IMPROVEMENT TARGETS**

### **(a) Catholic Dimension**

- create a sacred space in each Junior School classroom and have religious images positioned prominently in each room
- continue to review the charities that benefit from the Junior School Walkathon. The Edmund Rice Society Junior Chapter took ownership of the targeted charities by leading discussions within homerooms
- teach the boys through practice to respond to the needs of the less fortunate during Lent, the Walkathon and Christmas Toy Appeal
- continue the practice of Class Captains choosing and leading prayer at weekly merit assemblies and being involved in the Edmund Rice Society Junior Chapter

### **(b) Curriculum**

- Complete the reprogramming of all Religious Education courses incorporating the Broken Bay Curriculum Guidelines
- Complete the writing of English programs complying with the new Board of Studies National Curriculum so that they are ready for implementation in 2014. After a review of the Literacy Program, purchase relevant new novels.



- Implement a new Comprehension program in Year 5 literacy classes in order to develop higher order comprehension skills.
- Develop a whole of Junior School pedagogy utilising the open learning opportunities of the facilities upgrade
- Use the Learning Enrichment database to track boys' progress.
- Implement new Science programs (Primary Connections) which permit many 'hands-on' experiments, complying with best practice in boys' education

**(c) Pastoral Care and Outreach**

- Introduce the 'REACH' program into the Junior School.
- Review and develop the College Indigenous Education Program utilising the *Dare To Lead* process.
- Promote the English program's strong links to cross curricular priorities such as Aboriginal and Torres Strait Islander perspectives
- Continue to apply the Walkathon proceeds to St Joseph's Walgett and St Mary's Bowraville
- Continue the Peer Support program for Year 5 with Year 11 to ensure that younger boys have appropriate support.
- Continue a Buddies program where a Senior School boy is a mentor for selected younger boys
- Continue and improve a "Getaway" program on a designated lunchtime every week to improve the social skills of nominated students
- Enhance school spirit with the MindMatters Program
- Acknowledge every boy's birthday in the Junior School newsletter
- Produce an information booklet for casual relief teachers to orient them to the College's policies, practices and procedures
- Elect House Vice Captains for sporting teams
- Continue and strengthen the transition program for boys who benefit from assistance from Year 6 to 7.

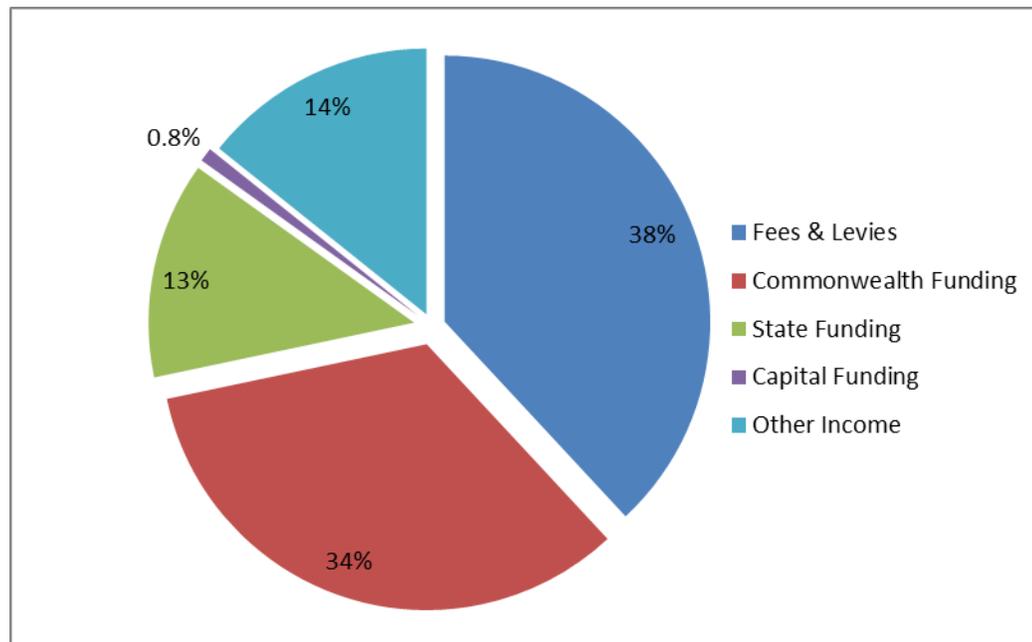
**(VIII) FACILITIES**

- Introduce four laptop trolleys holding 64 laptops for extensive use in the Junior School
- Refurbish completely the Junior School, allowing flexible groupings, more usable space and ease of supervision.

## SECTION 8

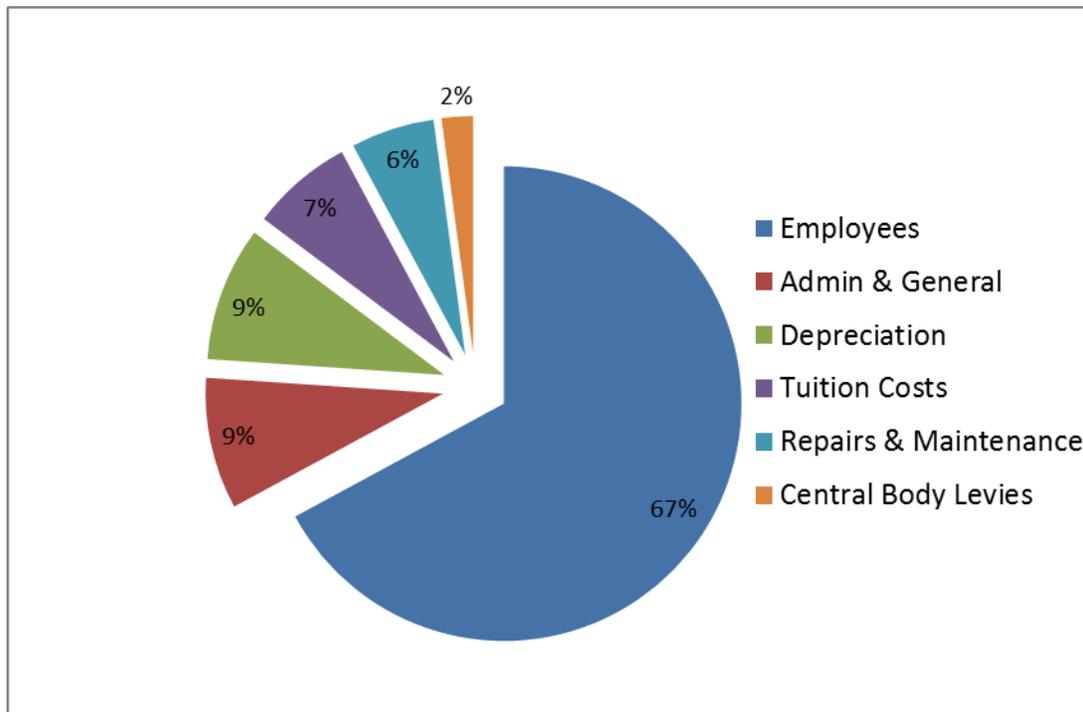
### FINANCIAL STATEMENT

**Income:** The College recurrent income for the year ended 31 December 2013 increased by 4.0% of which Fees and Levies from parents were the most significant contributor. The major income categories can be summarised as follows:



Government funding represented approximately 48% of the College's total income. Due to the "funding maintained" agreement with the Federal Government, the Socioeconomic Status (SES) funding model was not applied. The Education Resource Index (ERI) model was adopted as a basis of funding. Capital funding represents sustainment funding with respect to completion of the Digital Education revolution (DER).

**Expenditure:** College recurrent expenditure increased by 7.5%. The major expense categories were as follows:



Employee costs, including salaries, wages, superannuation, and co curricular expenses represent approximately 67% of all outlays and were the category that increased by the greatest amount. The major items in Admin and General expenditure include Communications, Consumables, Recruitment, Review and Professional Development of staff.

**Capital Expenditure** The College did not undertake any major capital works during 2013, however, continues with a series of maintenance and minor capital works projects for the ongoing enhancement of the overall learning environment at the Chatswood campus. The College also continues to carry on the replacement of various items of plant, equipment, and classroom furniture.

## SECTION 9

### (I) FACILITIES

The College provides a high quality learning environment which caters for the wide range of needs of its students as they progress through the various stages of their schooling. The Chatswood Campus was extensively renovated between 1998 and 2005. Since then there have been ongoing improvements to the facilities.

In 2013 the following improvements have been effected:

- Extensive refurbishment of Stage 3, Primary School teaching and learning areas and offices to provide for flexible open learning and student centred pedagogies.
- Refurbishment of the Music Practice room areas, ICT office, Uniform shop and Junior Resource Centre corridor
- Addition of air conditioning to staff and student common areas.
- Rollout of 1 to 1 student Personal Learning Devices in stages 5, 4 and 3.
- Refurbishment of the Student Services Reception Area, Sick Bay and College entrance foyer and display space

Also in 2013, the following occurred:

- commissioning of the "Prayer Garden" for quiet student reflection and contemplation;
- upgrades to the Resistance and Cardio Training Facilities in the Sarto Gymnasium;
- conversion of the Art Room Corridor to a Gallery display space for major and other art works;
- installation and upgrade of Years 12, 11 and 9 lockers.



Continued upgrade and expansion of the general ICT capacities throughout the school have meant a significant increase in student access to computer facilities. In 2013 the College began the deployment of a 1:1 PLD (Personal Learning Device) Program. Currently Years 5, 7, 8, 9, 10 and 11 have a dedicated PLD's assigned to them, a total of 874 students. Year 12 students have been given the option to bring in their own devices while Year 6 students have 96 laptops available to them, located in Junior Classrooms. The College's wireless network has been extensively upgraded to accommodate this increase of devices and to ensure all services are available to students. The College still maintains three computer laboratories with 32 computers in each laboratory to allow specialist software to be run on these devices. This is particularly important for subjects such as Music, TAS and Visual Art. The Junior and Senior Libraries also have 32 computers available for student use. Furthermore, a combination of Smart Boards and ICT-driven data projectors are available in all teaching areas throughout the College both at the Chatswood and Oxford Falls Campuses. Hence every teaching area has a form of multi-media technology installed and ready for everyday use. All College staff have been provided with laptops and training to enhance the quality of teaching and learning opportunities across the curriculum.



In 2013 the ongoing College Maintenance Program also saw extensive internal and external painting of the buildings on campus and re-carpeting of corridors and hallways. This program ensured that the ongoing quality of the facilities at the Campus was maintained at the high standards established through the extensive renovations completed in 2005.

In 2011 further enhancement of the Junior School Hall at the College Sporting Campus at Oxford Falls was achieved through the integration of a high quality speaker and sound system, and the installation of dual automated on-stage screens. Both systems are linked to audio visual and computer inputs for sound, video and data input from multiple points on stage, mid gymnasium, and from the Audio Visual Control Room. This "Building the Education Revolution" Project was commissioned in September 2010, but has continued to be upgraded as a multi-purpose learning, performance, meeting and sports space. The new facility was named the Christian Brothers Centre. The facility is significant. It houses two indoor basketball courts, change rooms and a function room. Attached to the Centre is a covered grandstand that overlooks Walsh and Watkins Ovals. The Centre also houses an impressive stage area, incorporating sound, lighting and a fly system for both dramatic performances and formal functions. The Centre can be set as a formal venue and has a seating capacity of 1,500. It is an excellent addition to the existing facilities located at the Treacy Complex.

In 2012-13, the following developments occurred, mainly at the Oxford Falls Campus:

- improved audio visual technology and wireless and cable internet access;
- purchase of cleaning and grounds keeping machinery;
- purchase of equipment for use of facilities as a multifunctional meeting space, sport and creative arts performance venue;
- additional drainage and reinforcement of cricket and sports pitches' all weather durability;
- completion of external stairway accesses linking buildings;
- upgrading of signage and main entrance to Oxford Falls Treacy Complex;
- purchase of machinery including a mobile elevator boom for upkeep and safety of maintenance work in elevated positions.
- addition of seating and safer trip resistant paving around football pitches

Improvements to the indoor facilities at the Oxford Falls Campus have been complemented by a parallel enhancement of the outdoor facilities. Upgraded grounds maintenance machinery was purchased and a state of the art drainage system to the two cricket pitches was installed in 2011 and upgraded over 2012-13.

These improvements effectively ensured a greater opportunity for all weather use of the grounds and facilities, with all the inherent learning, exercise, performance and general well-being benefits for the students.

No Winter student sporting days were lost to wet weather over the 2012-13 seasons.



## (II) CHATSWOOD CAMPUS

### PD/H/PE

- Gymnasium at the College
- Covered outside sporting pavilion
- Specialist PD/H/PE room fitted with Smartboard and other course related materials
- Sarto Centre Weights Gymnasium and cardio room with AV projector system for ICT presentations and supervision of training

### COMPUTING

- Total of 36 Servers (Mail/File/Print/Database/Intranet/Management etc.)
- 874 student PLD's
- 96 student laptops
- 133 student PCs
- 91 staff laptops
- 12 Blade servers with a 18TB SAN (Storage Area Network)
- Staff Common Room HDMI connected LCD presentation projector
- Clickview player (video resource that can be played throughout the school/TV recordings/library provided material)

- 3 designated well-equipped student computer laboratories/laptop trolleys in Junior School area
- Fully equipped Junior and Senior Resource Centres
- Smart Boards /digital cameras/video recorders/multimedia projectors
- Staff and Student email access availability at school and at home
- Staff access to all network files at home on their College laptops
- Internal Staff and Student Intranets
- Wireless internet access throughout the College
- Multimedia projectors in all teaching spaces

### **SENIOR RESOURCE CENTRE**

- Theatre facilities
- Computing facilities
- Library
- Designated quiet study area for senior students
- Seminar rooms
- Large space for meetings including cohort presentations and guest speakers
- Careers Office
- Student Studies Coordinator's Office



### **JUNIOR RESOURCE CENTRE**

- Computing facilities for students in Years 5 and 6
- Library
- Open Learning Area

### **LEARY LEARNING CENTRE**

- Large flexible teaching area
- Theatre facilities
- Dramatic Arts teaching and learning facilities



### **BLUE ROOM**

- Large open space for year meetings and other gatherings
- Theatre facilities
- LCD projector trolley

### (III) OXFORD FALLS CAMPUS

- 4 ovals for rugby and football
- 1 turf cricket pitch, 1 synthetic cricket pitch, four cricket practice nets
- 2 tennis courts
- Indoor gymnasiums incorporating 3 basketball court spaces
- Stage for dramatic and musical productions and formal events
- Audio visual control room
- Extensive conference facilities including 2 large conference rooms
- 4 lecture rooms with AV connected roof mounted LCD projectors
- 1 commercial kitchen
- 2 canteens
- Function rooms
- BBQ facilities
- 6 change rooms
- 2 referees' rooms
- AV projectors in all teaching areas
- First Aid Defibrillator housed in Staff Room
- General First Aid Room
- Junior and Senior equipment storerooms





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