



ST PIUS X COLLEGE

CHATSWOOD

A CATHOLIC BOYS' COLLEGE IN THE EDMUND RICE TRADITION • YEARS 5 – 12



2015 ANNUAL REPORT

Submitted on 30 June 2016 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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Registered: 1st January, 2016 to 31st December, 2020
Accredited: Higher School Certificate



**EDMUND RICE EDUCATION
AUSTRALIA**

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SECTION 1

MESSAGES FROM KEY SCHOOL BODIES

(I) (a) FROM THE PRINCIPAL

2015 has been a most successful and spirited school year with many successes and achievements.

Our theme for 2015 was 'Liberating Education', one of the four Touchstones of Edmund Rice Education Australia (EREA). This theme challenges us to provide an education which opens the minds of our students to a world of possibilities and a stimulus for their learning and social understanding and for reaching out to others. With this Touchstone as our marker, we had a fresh lens through which to focus our efforts and activities both within and outside the classroom.

In the first half of 2015, the College undertook the process of Registration and Accreditation, and was inspected by the Board of Studies Teaching and Educational Standards and renewed for another five years. This was a most affirming process and important in ensuring that we continue our compliance in every way with the education provided by schools. I congratulate Mr Alex Damo and the many coordinators and staff who ensured the school passed through this intense scrutiny of its teaching and programs, policies and daily operations in such an efficient manner. While the accreditation process is quite a demanding experience, it is also an excellent opportunity to review all the College's policies and procedures.

The College is very grateful for the practical support received from so many people, and the enthusiastic manner in which these individuals and groups took on the theme of Liberating Education and endeavoured to provide a practical manifestation of it. The College Board is constantly formulating and reviewing our policies, finances and strategies. The Board made provision in 2015 to extend our Scholarship Program to provide further opportunities for Catholic families to have their sons educated in the Edmund Rice tradition. Details of this program are accessible on the College website.

In addition, I acknowledge the great work of the College Leadership Team. The Leadership Team was restructured to include the new roles of Head of Student Services and Head of Staff Services. In the role of Head of Student Services, Mr Sean Brannan, a long-serving teacher, ex-student and father of a current student at the College, provided extensive leadership to the Guidance Coordinators and Learning Support Team in ensuring the pastoral care and wellbeing of our students. Ms Sarah-Jane Grove, as Head of Staff Services, took responsibility for staff professional issues, professional development, leadership development and staff wellbeing. I thank both of these Leadership Team members for their contribution to and enrichment of College life this year. The Leadership Team provided strategic and operational leadership in all aspects of the College program, and the major achievements of the 2015 Annual Plan are testimony to their drive and energy, demonstrated in improvements in the school particularly regarding eLearning, pedagogy, student learning, school facilities and student activities. The College's cultural immersion program was extended in 2015 to include a very successful trip to China, organised by the Languages Department.

Pastoral care of students and staff is an essential part of our strategic direction. The College was designated as a lead school for *MindMatters* in 2014, and we continued this proactive program in 2015, which included a wide range of Outdoor Education activities, Boxercise, student camps, hikes, R U OK? Day, Movember and staff in-services. I acknowledge the work of Mr Paul de Silva in the new role of Outdoor Education Coordinator, which commenced in 2015.

The Parents & Friends Association, under its President Mr Paul Hunt (who is also an ex-student of the College), made many practical contributions to our College during 2015. They supported the College through donations to various special projects, including the new electronic scoreboard at Oxford Falls, the visiting authors' program, and the weights and conditioning program at the College's gymnasium. The many P&F clubs and associations and the social opportunities for parents and staff are an integral part of the welcoming and inclusive nature of our community. A sincere note of appreciation to all the parents of our College, and we thank also the many volunteer parents and ex-students who give freely of their time and talents to assist the College in its endeavours.

The College Old Boys' Association continues to go from strength to strength under its President Mr David Bullard, who also acted as the President of the College Rugby Club in 2015. Our thanks to the Old Boys for their many activities, including fundraising at their Annual Dinner, the Winter BBQ at Oxford Falls each Saturday and the contribution to scholarships for our students. Many ex-students also assisted with coaching our sports teams and this too is acknowledged and appreciated.

The College continues to maintain an excellent relationship with the Our Lady of Dolours Chatswood Parish. The 2020 Parish Dinner hosted in the St Pius X College gymnasium this year welcomed media personality Geraldine Doogue, who interviewed Ron and Mavis Pirola who attended the Synod on the Family constituted by Pope Francis, Afghan refugee Zaki, and English teacher and North Channel swimmer (from Northern Ireland to Scotland), our own teacher Mr Tom Pembroke.

The College relies on the continuous support of Father Paul Finucane, Father Vincent Trung and Father Barry Knobbs in our many College liturgies and as a source of important pastoral and faith support and advice in a range of areas. We were delighted that the newly appointed Bishop of Broken Bay, the Most Reverend Peter Comensoli, led the celebration of our Opening School Mass for 2015 as well as hosting the Broken Bay Year Twelve Event (BBYTE) at Oxford Falls on 10 December.

The College is already preparing to send a group of students to the World Youth Day in Krakow, Poland, in 2016. The Pilgrimage is being organised by the newly created role of Youth Ministry Coordinator, whose inaugural incumbent is Mr Adrian Brannan, a former College Captain and also Youth Coordinator for Our Lady of Dolours. Mr Brannan has brought a great deal of energy and commitment to this position, which further strengthens our ties with the local parish.

The weekly College assemblies are an integral part of the College's life as a community. We can pray, celebrate and learn together when the whole school comes together. The Opening Prayers are always presented by different classes, and it is very pleasing to see how many boys take the opportunity to compose their own heart-felt message for world peace and reconciliation. Guest speakers are often welcomed at these assemblies, and we also recognise students who have achieved success or distinguished themselves in some other way. Our Indigenous Reconciliation Ceremony on 25 May 2015 was particularly moving, with white cockatoos circling and shrieking above the silent school as our guest, Kaleb Taylor, Indigenous Liaison Officer

from Christian Brothers' Lewisham, walked about with smouldering leaves of local blue gums, the smoke evoking a time before the dispossession of the local Aboriginal peoples.

One assembly of special note in the year marked the successful attempt of the famous North Channel Swim made by our young English teacher, Tom Pembroke. We fully supported his attempt and farewelled him when he left, just as we celebrated his safe return with a specially designated 'Sizza-Boom-Bah' assembly involving all the school. The ceremony was filmed and appeared on the Channel 7 News. In a similar vein, we held an enthusiastic 'Wallaby Gold' assembly on Friday, 30 October, in anticipation of the game and to cheer on our Wallabies in the World Cup Final. The Rugby World Cup held particular interest for the College as one of our ex-students, Michael Hooper, is a regular player for the Australian Wallabies. There were many other moving assemblies, liturgies, memorial services and of course to celebrate student achievements. We try to give all students the opportunity to achieve in some area.

In particular, we acknowledge the leadership of the students, especially in the many assemblies and pastoral activities of the school. We thank College Captain Fraser Toohey, Vice-Captains Matthew Buskariol and James Brannan and all the Year 12 student leaders.

Innovative technology continues to be a feature of the College. The Robotics program has proven to be a particularly successful activity. We are now competitive at the National level, and it is obvious from the great sense of industry and energy which is generated amongst the students that it is a very popular pastime. Robotics may now provide a possible alternative entry path to study Engineering at Macquarie University. The program has developed under the energetic leadership of Mr Paul de Silva and Mr Chris ten Seldam to now be a feature of the College's technological activities. eLearning continues to expand under the leadership of Mr Justin Hodges and the eLearning Task Force, with the instalment of the new generation of Surface Pro 2. The launch of the new staff, student and parent portals has also developed opportunities for effective communication amongst the entire College community. This has been a major success for the College in 2015.

The school community mourned the loss in 2015 of a number of its members. Mr John Cantrall, one of the original enrolments at the school when it was Christian Brothers'

Chatswood, passed away in August. He was the last 'first day pupil' who we know of, who attended on Day 1, 2 February 1937. Like so many of his generation, John was a war veteran and a much appreciated guest at our ANZAC and Remembrance Day ceremonies. Mr Bede Tongs, another World War Two veteran who had visited the College, also passed away in 2015.

The College acknowledges with deep appreciation the contribution and legacy of the Christian Brothers. We strive always to be true to the charism of Edmund Rice and the pathway left to us by our Christian Brother forebears. We mourned the loss of one of the well-known Christian Brothers who worked at the College from 1982 to 1992 as Year 11 Form Master and Deputy Principal, Brother Brian Jeffers, who passed away on 4 October. He was a remarkable man, gifted in so many areas, and is recalled with much genuine fondness by those who were here in those years or who knew him at other places. Brother Brian lived at the Brothers House for many years until ill health finally forced him into a reluctant retirement early in 2015. He is sadly missed by staff and students who knew him.

The College is putting much effort into mental health initiatives, and in 2015 instituted a new award for a Year 12 graduate. Called 'The New Street Medal – being a good man for others', it is named in memory of New Street, Waterford, Ireland where, in 1802, Blessed Edmund Rice established his first school. The Award's criteria are: sensitivity and significant service to peers and the student body; recognition of effective engagement in student mental health, connectedness and wellbeing within the College; leadership in the Edmund Rice Society and/or Member of the MindMatters Student Empowerment Team and/or Leadership of Mentors/Mentees Program and/or other significant social justice initiatives. It has been very pleasing to see the expansion of the College immersion activities to now include St Joseph's Walgett, St Mary's Bowraville and St Edmund's Wahroonga as well as Callan Services in Papua New Guinea.

At the end of 2015 the College embarked on an extensive round of refurbishments and renovations, an inevitable aspect of maintaining the campus. The work includes a new roof for the Science and Library block, removal of concrete cancer, major rust removal from steel poles, repairs to windows and cladding and a full repaint of the exterior of the building, which will cost approximately \$400,000. The Band Room

building needs a new roof also as the leaks from this roof have caused significant damage and need immediate attention. It will be replaced during the Christmas holidays and will cost approximately \$100,000. It is worth mentioning that the Treacy Centre at Oxford Falls continues to be an excellent facility under the care of the ground staff and maintenance department and is the subject of constant improvements.

Performing Arts continues to be a feature of the College, and the excellent Music program has now been extended to include Drama. The wonderful production of *I'm With Cupid* in mid-2015 highlighted the great talent amongst both staff and students. The production also featured a good number of students from Mercy College Chatswood. The study of Drama further developed with the inclusion of this subject in the College's HSC program and our first candidates presented their performance and sat for their exam in September and October.

Sport is always important in the life of the College. The 2014/2015 ISA season saw significant success in this important aspect of College life. The 1st XI Cricket team were ISA champions and the ISA Football team were runners-up. Basketball reached the Finals in many grades and Debating was also highly competitive.

Our HSC results for 2015 were again excellent. Ben John attained an ATAR of 99.15 and was the College Dux. Ben also came 20th in NSW in Ancient History. Ben is a remarkably talented all-rounder – captaining the 1st XI Football team, playing the lead role in the College drama production *Honest Iago* in 2014 and being a College Prefect.

Congratulations also to Matthew Harris (98.5 ATAR) who was named as a Top All-Rounder (achieving 90 or more in 10 or more units) and who came 6th in NSW in Legal Studies; and to College Vice-Captain Matthew Buskariol (98.45) who came 18th in NSW in the very demanding Advanced English course.

Overall, 10 students attained ATARS over 95 and 26 students attained ATARS over 90. Fifty percent of students attained ATARs over 75. The College had 95 mentions in the Merit List (students achieving 90 or more in a course) – a fine achievement for our College which is academically non-selective. Such high results are a credit to the teaching staff who prepared the boys so well in a range of subjects. The College continues to provide a wide range of opportunities for boys to excel in all aspects of

life. It is particularly pleasing that so many of the boys balanced their academic achievements with a high level of involvement in the College's co-curricular and extra-curricular programs, or in being active as student leaders.

We strive to enable our students to take their place in the world and make a positive contribution to society at all levels: in the church, the professions, the family and the many social networks which now connect us all.

Finally, I wish to publicly express my sincere appreciation to all members of the College Staff, especially to Mr Jim Olson, College Deputy Principal for the past 23 years, for his service in this most demanding position at the College. Mr Olson has served four Principals, Brother Michael Walsh, Brother Paul Leary, Brother Michael Hoffman and myself, and has been a tremendous servant of all. In the Edmund Rice tradition, Mr Olson has been 'a good man for others' and he will be greatly missed in this role, although we are glad that his wisdom, level-headed approach and vast experience will not be lost to the College as he will continue at St Pius X College in the role of Special Projects Officer.

In closing, it is with great confidence that I acclaim with appreciation and admiration the many achievements and successes of the students and the staff of 2015 and give thanks to God for all that has been accomplished.

God bless you all,



Mr John Couani
Principal



(I) (b) FROM THE BOARD

Review of 2015

The College Board has a strategic and advisory role to help foster the best possible learning environment for the students and of supporting the College's authenticity as a Catholic school in the Edmund Rice tradition. The Board is responsible for governance of Mission & Vision, Strategic Planning & Review, Policy, Finance & Risk Management as well as advisory support to the Principal and the College Leadership Team.

This year, the Board contributed to the development and approval of the College's new Scholarships Program which can be viewed on the College website. In addition, the Board assisted the College with a review of its Risk Management Plan and the development of an Educational Brief for master planning purposes. We have also been working on the next Strategic Improvement Plan to be launched in 2016 for 2017-2020. Towards the end of the year, the Board approved extensive renovation works for the Science Block, to be financed from the College Building Fund.

We congratulate 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 their academic, pastoral and faith development. We particularly acknowledge and pay tribute to retiring Deputy Principal Jim Olson for his dedicated years of service and contribution to the College.

We also acknowledge the wonderful contribution to College life of the Old Boys Association lead by David Bullard and the Parent & Friends Association lead by Paul Hunt.

As Board Chair, I would like to thank all our Board and Committee members for their generous service to successful College governance over 2015, with important projects for master planning, capital works, scholarships, risk management and the next Strategic Improvement Plan.

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

Peter Hughes
Board Chair, 2015



Back row: Tony Masone, Catherine Ephraums, Greg Wilson,
Therese Maclaine, David Kennedy

Front row: Jan Hunter, John Couani, Peter Hughes (Chair),
Brian Populin (Deputy Chair)

Absent: Br John Henry Thornber

(I) (c) FROM THE PARENTS AND FRIENDS ASSOCIATION

There are essentially three main tasks for the P&F at St Pius X College:

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, we held the Cocktail party early in Term 1 as a welcome to new and continuing parents, which is always a lot of fun and a great way for parents to catch up and meet other parents.

The P&F coordinates the Year group representatives to ensure that the parents have an opportunity to get together throughout the year. The P&F also coordinates the Trivia Night with assistance from the five main clubs: Rugby, Football, Cricket, Basketball and Performing Arts, which is also a lot of fun and contributes financially to the clubs from which the students benefit directly.

Apart from financial assistance to the clubs and the College, the P&F also assisted the College with Campus Inspection Day, the Orientation Day for new students, and with recognising 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, which may at first glance seem trivial, but when over 1,000 sausages get consumed by prospective parents at a Campus Inspection Day, you know it must be of some assistance.

In terms of providing Liaison between the College and the Parents, this year we facilitated presentations from teachers to the parents on topics such as Technology at the College, and Outdoor Education as part of the overall growth and development of St Pius X College students into well rounded young men.

The P&F at St Pius X College runs extremely smoothly because of the dedication and commitment of these people. All members of the Parents and Friends Association are to be thanked for their contribution throughout 2015.

Paul Hunt
P&F President 2015



(I) (d) FROM THE STUDENT LEADERSHIP TEAM 2015

2015 was a successful year in the eyes of the students for St Pius X College Chatswood. There was a general feeling of acceptance and inclusivity within the College. It was particularly exciting to witness the active involvement from all students in initiatives whether organised by Year 12 students or below; there was an eagerness to be involved and help out in whatever way the boys could.

The beginning of 2015 saw the student leadership team take on the organization of a St Pius X College Fundraising Supporters Day at Oxford Falls for the White Knight Foundation, consisting of food and drink stands on the 31st of January, watching Cricket and Basketball, and even participating in a game of Netball against some of the local girls' schools. The day was a major success in raising around \$1,700 and for the Class of 2015, setting an inclusive tone at the outset of the year that the whole school community would embrace.

One of the highlights of 2015 in the eyes of the students would be the Handball Competition, a game that is played religiously within the school grounds. Lachlan Finch (Year 12, 2015) organised a draw for the whole of Year 12 to be involved with a \$2 entry fee later to go to the White Knight Foundation. The rounds progressed and came to the final, which was held in the Junior School yard at lunchtime. What originally was meant to be a quiet laugh turned into a whole school affair with the balconies lined with students from all year groups and it ultimately gave the students an outlet to express their own individual talents. I think many students would agree this was a highlight during the year and another event which displayed the incredible community spirit at St Pius X College.

An aspect of the College that surprised and enlightened students at most events they attended, was the chance to hear the wide variety of musical ensembles at St Pius X College. At each opportunity, we were blessed with incredible pieces and had everyone in The Concourse, school yard or venue tapping their feet and made lengthy ceremonies a joyful experience.

In my eyes St Pius X College was a place where my friends and I were not defined only by our sporting prowess or academic successes (although both being extremely important) within the culture of the students. Immersing yourself in College life with the rest of the boys in your cohort and other years has only positive effects on the shaping of a well-rounded young man and in building a community.

From personal experience, I was fortunate enough to attend St Pius X College and attempted to immerse myself in all aspects that the College has to offer. There are many other Year 12 boys who did the same thing. In the eyes of these students, the College in 2015 began to see a brighter light of community carrying on from foundations of previous years and no doubt carrying forward to the future.

Fraser Toohey

St Pius X College Captain 2015



(II) GOVERNANCE OF THE COLLEGE

In 1996 a Board was established by the Christian Brothers of St Mary's Province 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 Mary's 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 opportunity is provided for those interested in membership of the Board or one of its Committees to indicate their 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 Statements, Annual Budget, Master Plan and Capital Development. The Board has a range of sub-committees. These include: Governance and Formation Committee, Finance and Risk Committee, Property Committee, Strategic Planning Committee and Nominations Committee.



RESPONSIBLE PERSONS: St Pius X College, Chatswood 2015

NAME	ROLE	COMMENCED
EREA COUNCIL		
Br Paul Oakley cfc	President	1 September 2006
Dr John Honner	Deputy President	1 January 2013
Ms Anne Garvan	Council Member	1 April 2009
Prof Maryanne Confoy rsc	Council Member	1 September 2006
Br Kevin Paull cfc	Council Member	1 January 2013
ST PIUS X COLLEGE BOARD		
Mr Peter Hughes	Board Chair	1 January 2008
Mr Brian Populin	Deputy Board Chair	1 July 2012
Ms Janet Hunter	Board Member	1 January 2011
Br John Henry Thornber	Board Member	1 January 2011
Mrs Catherine Ephraums	Board Member	1 January 2013
Mrs Therese Maclaime	Board Member	1 January 2013
Mr Tony Masone	Board Member	1 January 2014
Mr David Kennedy	Board Member	1 January 2014
Mr Gregory Wilson	Board Member	1 January 2015
Mr John Couani	Principal	1 January 2011
EXECUTIVE DIRECTOR		
Dr Wayne Tinsey	EREA Executive Director	October 2007
PRINCIPAL		
Mr John Couani	St Pius X College Principal	1 January 2011

(III) LOCATION

St Pius X College is an independent, high-achieving Catholic school in the Edmund Rice tradition providing a comprehensive education with a strong pastoral and academic focus, as well as a vigorous cocurricular program. Its education campus is located in Chatswood CBD on the Lower North Shore of Sydney and has approximately 1149 students from Years 5 to 12. Its playing fields and attendant facilities are located at Oxford Falls, just off the Wakehurst Parkway. The Treacy Complex includes the Treacy Education Centre and the Christian Brothers' Centre. I has four ovals incorporating two fully maintained turf wickets, tennis courts, cricket nets, hospitality areas, three indoor basketball courts, a gymnasium, small and large group 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 1954 and was especially known for his efforts to extend the participation of laity in the Sacraments.



Chatswood Campus

The Christian Brothers Centre at the Treacy Complex, Oxford Falls



(IV) COLLEGE MISSION AND VISION STATEMENTS

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

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

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

FAITH, RESPECT, OPPORTUNITY, EXCELLENCE



The College Mission and Vision Statements were reviewed in 2013 through community consultation and inaugurated during the February 2014 College Commencement Mass.

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 1149 students.

- 87% of students are Roman Catholic
- 2% of students have a language background other than English
- English as the first language is spoken by 98% of students

Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
96	128	160	156	157	156	157	139	1149

(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 into 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.

** A full text of the Enrolment Policy is in Section 10 – Attachment #1.*



(VII) STUDENT RETENTION RATES 2015

2015 Retention Rates

	Years 5-6	Years 7-10	Year 11-12	Years 7-12	Years 5-12
Apparent	96.87%	96.18%	97.97%	96.76%	96.78%
Actual	95.98%	95.71%	97.97%	96.43%	96.34%

Years	Year Start	Year End*	Leavers	Enrollees during 2015
5 & 6	224	217	9	2
7 – 10	629	605	27	3
11-12	296	290	6	0
7-12	925	895	33	3
5-12	1149	1112	42	5

**including enrollees during 2015*

(VIII) STUDENT ATTENDANCE

(a) 2015 Rates

School Year	Students	Days	Attendance rate
Y05	98	212	96.7 %
Y06	128	212	96.1 %
Y07	160	212	96.5 %
Y08	157	212	96.6 %
Y09	158	212	95.1 %
Y10	157	212	95.0 %
Y11	157	212	96.0 %
Y12	139	212	98.4 %

For Years 5 – 12 the average student attendance rate was 96.3%. The percentage includes all absences. These figures exclude official leave granted by the Principal to students. The attendance rate and high participation in College activities are indicative of a high degree of student and parental engagement with the College. These rates were attained despite an increasing and concerning phenomenon of refusal to attend school by a small minority of students, as reported by family and counsellors.

(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 Homeroom 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 College Counsellors and appropriate outside agencies when necessary. Case managers are appointed, compulsory case conferences and other trigger point interventions are employed where regular school attendance becomes problematic for some students and their families.



(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.	98
(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 96.7% in 2015 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 2015 to 2016 was approximately 93%. A small number of teachers left at the end of 2015, with others having left during 2015, as is the usual pattern. Those who left did so for the following reasons:

- Moving closer to home or for personal/family reasons
- Accepting promotional positions in other schools
- 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

In 2015, Teacher professional learning addressed the following AITSL standards:

- 1.2 Understand how students learn
- 2.5 Literacy and numeracy strategies
- 3.1 Establish challenging learning goals
- 4.1 Engage and support all students in classroom activities.
- 5.4 Interpret student data
- 6.1 Identify and plan professional learning needs
- 6.2 Participate in learning to update knowledge
- 6.3 Contribute to collegial discussions

Professional learning was provided through the following opportunities:

- Designated departmental meetings with PL focus - sharing of ideas
- Staff Learning Days across different areas of teaching and learning, including workshops, updates on approaches for Student Well-Being, opportunities for reflecting on current professional issues at St Pius X College, addressing needs of particular groups (Proficient Teacher Accreditation - 25 staff)
- Staff Meetings - updating Policies, presentation of new focus areas, for example the use of Student (SMART) data, iWise updates etc.
- Professional Development Sessions as part of load, timetabled - range of topics and relating to needs of College and staff - Literatu, AITSL Resources, 'Teacher Collaboration at St Pius X College -Lesson Observation and Dialogue' in Term 3, using SMART Data, Differentiation, Teach Meets
- Participation in external PL - open to all staff, professional development suggested via Studies Coordinators
- Targeted professional development offered given role, for example Studies Coordinators offered Mentor and Coaching Training with QTC External Provider
- Workshops at the College - AITSL Standards, Early Career Teachers - group mentoring and workshops to support staff applying for BOSTES PT Accreditation
- Ongoing Formation - opportunities as a whole, Staff Retreats
- New subscriptions: Education Review, Webinars via AIS advertised via email

- Participation with UNSW, Macquarie University and ACU - various PL Seminars advertised
- Increased reflective practice with use of AITSL Standards - PL applications, online journaling (PT Teachers) and participating in peer observations and professional dialogue.
- Setting Personal Professional Goals in Term 1. Informal, ongoing discussion and review with Studies Coordinators.
- PL is aligned with accreditation needs - often targeted suggestions made - QTC/endorsed courses continually promoted across staff
- Use of External Course/Trainers
- Staff choosing to participate in HSC Marking
- Network meetings
- Post-Graduate Study completed - Masters level - various courses
- Group-based e.g. Webinars - 'Women in Leadership', Educator Impact 360 Self-reflection Tool

Professional learning encompasses an array of College priorities. In 2015, applications for individual learning opportunities were approved for the following areas:

Staff Professional Learning Opportunities	
	%
Teaching and Learning	53
Student Wellbeing	10
Leadership	7
Staff Services	6
Elearning	5
Administration Support Training	5
Library/Information	4
CoCurricular	3
Learning Support and Enrichment	2
Religious Formation	2
Careers	2
Outdoor Education	1
	<hr/> 100

These opportunities were provided by the following organisations:

Abbotsleigh, ACEL, AHISA, AIS, AISNSW, ASET, Australian Positive Schools Initiative, Principals Australia, Black Dog Institute, BOSTES, Career Advisor Association of NSW, CCER, Catholic Education Commission , SW, Charter Australia, CIVICA, Courtenell, Catholic Schools Office Broken Bay, DARTA, Edmund Rice Education Australia, English Teachers Association, GATSTA, Generation Next, Global Digital Citizen Foundation, History Teachers Association, IEU, Innovative Education and Training, IPSHA, Legal Studies Assoc, LITHGOW TAFE, Macq Uni, Macq Uni History Association, Microsoft, Mindmatters, Monte Sant Angelo, Northern Curriculum Network Group, NSW ACT Independent Education Union, NSW Commission for Young Children, NSW Sport And Recreation, OLMC, ORIC, PD4MATHS, Peer Support Australia, Pymble Ladies College, Prime Training, RAECO, Red Cross, Solution Tree, Science Teachers Association NSW, Sydney Symphony Orchestra, University of Sydney, Timetabling Solutions, TTA, UAC, UNSW, UTS.

In 2015 there was a total of 135 individual personal professional learning events attended by 76 different members of staff.

In 2015 the average expenditure per teacher on professional learning, inclusive of teacher replacement salaries, was approximately \$1165.



(XII) (b) Teacher Induction

The College has its own internal Induction Program and also promotes external opportunities for staff formation in supporting staff become more aware of the context of the Edmund Rice Tradition in which they work.

Internal Induction Processes include:

- Orientation Day for all new staff prior to commencement at College including lunch with College Leadership Team
- Introductory session to the effective use of ICT at the College, Child Protection Policy, Code of Conduct and WHS requirements
- Staff Handbooks providing relevant information
- Provision of support through linking with a relevant colleague as a 'Go to Buddy' and with a member of the Leadership Team as a reference person
- Participation in a Welcome Mass for New Staff to the Broken Bay Diocese, supported by Leadership Team.

At the commencement of Term 1

A Formal New Staff Induction Program of 5 fortnightly sessions:

- Information Sessions for all staff new to the College on the College processes for assessing and reporting student achievement
- Pastoral Care approaches at the College – the role of the Homeroom Teacher, pastoral activities.
- Information for new staff on the College Policy for the Co-curricular Program
- Specific Support sessions for Early Career Teachers in the first weeks of teaching
- BOSTES Accreditation, College procedures and policies, First Aid practical training
- Introduction to Library Services
- Celebration Morning Tea at the end of Term 1 with Coordinators and Leadership Team

- Time release for New Scheme teachers to meet requirements for Accreditation
- Workshops conducted to support teachers in their application for Proficient Teacher
- "Week 12" Progress Interviews with Head of Staff Services
- Social Gatherings with whole staff
- Ongoing mentoring and support from the Head Staff Services and relevant Studies Coordinators.

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 Standards (BOSTES).

(XIII) WORKFORCE COMPOSITION

The teaching staff ranges from mature, experienced practitioners to recently qualified graduates. Of the 98 members of the teaching staff, 55 are at a classification of 'Senior Teacher 1', recognizing their experience and broad contribution across the College Community. The ratio of males to females across the workforce is approximately 1:1. There are no known staff who have identified themselves as being Aboriginal or Torres Strait Islanders.



SECTION 2

(I) LITURGY, PRAYER AND FAITH LIFE

The Mission and Identity Team comprising of the Assistant Principal - Mission & Identity, the Religious Education Coordinator, the Social Justice Coordinator and the Youth Ministry 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 2015.

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 2015 the College embraced the Touchstone of **Liberating Education** as our theme for the year. *"We open hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement each person is hopeful and free to build a better world for all."* (EREA Charter 2007)

Our hope for 2015 as we embraced the theme of *Liberating Education* was that we constantly put our faith into action to make a difference in our community.

In 2015 consolidation of the College's role in the education process of Reconciliation continued to embrace the connection established through the College's indigenous artwork, "*Act of Reconciliation*".



At our Reconciliation Liturgy in May the College extended its identity as Ambassadors of Reconciliation with the Senior Football and Basketball teams joining with the Rugby squad in being presented their indigenous touring strips. Kaleb Taylor, Indigenous Liaison Officer at CBHS Lewisham, conducted a special water ceremony embracing the Pius symbols with the Cammeraygal totems.



The Cammeraygals are the custodians of the land on which our College stands.



This is just one of the activities our young men were involved in to further their educational awareness of our indigenous people. An important aim was to help them to learn and develop a genuine social conscience that fulfils the truly holistic education that is the key in embracing the theme of *Liberating Education*. This focus was launched at our Commencement Mass celebrated by our new Bishop of the Broken Bay Diocese, the Most Reverend Bishop Peter Comensoli.

In 2015 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.

Key developments in 2015 included:

- The Edmund Rice Society (ERS) consolidated into two chapters: Senior (Year 7 to 12); and Primary (Years 5 & 6). These chapters met fortnightly to discuss Social Justice Issues both inside and outside the College. The Senior students were instrumental in leading the junior students' initiatives of the chapter.
- The ERS, under the direction of the new Social Justice Coordinator, Mr David Blake, established a strong relationship with our fellow EREA education institution, The Haven, on the Central Coast which saw a project that built skateboard decks to donate to The Haven for their students to personalize and assemble.
- Across the curriculum, each Key Learning Area (KLA) continued to integrate Social Justice teaching into its programs. Staff were continually encouraged to incorporate Social Justice awareness into lessons. The English Department continued, and were joined by other departments, in incorporating the theme of *Liberating Education* throughout their curriculum.
- Guidance Coordinators worked for the continual development of students putting their Faith into Action. They were responsible for identifying and adopting for their cohort a charity or welfare organisation with which they could partner and for which they could provide support and assistance.



Years and their charitable foci are:

YEAR 12 Lenten Program
Caritas Project Compassion Appeal



YEAR 11 Founders Day Festival (Callan Services PNG)
St Mary's Bowraville
St Joseph's Walgett)



YEAR 10 Edmund Rice Camps
Red Shield Appeal
Matt Talbott

YEAR 9 St Vincent de Paul Winter and Christmas
Appeals
Market Day for Bowraville/Walgett



YEAR 8 "Day" Collections in Chatswood CBD such
as Legacy, Red Shield Appeal, Daffodil Day
and other similar worthwhile initiatives

YEAR 7 Christmas Giving Tree
St Joseph's Walgett
St Mary's Bowraville
Eddie Rice Camps.



**YEARS
5 & 6** Walkathon - St Joseph's Walgett
St Mary's Bowraville
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 amongst the top donors in the Annual Schools "Dracula Shield" with a total of 79 donations.



Together with the Blood Bank initiative the Edmund Rice Society organised and operated a "Cake Store" in support of Afghani refugee, Zaki. \$1000 was raised for the Edmund Rice Centre at Homebush West to assist with their continued work for asylum seekers like Zaki.

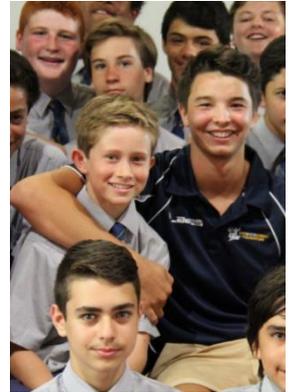
In 2015 over \$60,000 was raised and donated to the following list of charities and welfare groups:

- 40 Hour Famine
- Callan Services PNG
- Canteen
- Caritas – Project Compassion
- Daffodil Day
- Edmund Rice Camps
- McGrath Foundation
- Red Shield Appeal
- St Edmund's School, Wahroonga
- St Joseph's School, Walgett
- St Mary's School, Bowraville
- White Knight Foundation
- World Vision



Again in 2015 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 College continued to support charitable works, including the White Knight Foundation for the Victims of Violent Crimes led by an Old Boy of 2013, Liam Knight. Liam initiated this Foundation after his own life was impacted by violence when he was a student in his final year at the College.



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 Red Cross Ambassador 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. The Reach Foundation built upon leadership opportunities and initiatives for students in Years 5 to 10.



(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 2015 the entire school community commenced and concluded the College year with the celebration of a Mass of Thanksgiving celebrated by Bishop Comensoli. Masses were also celebrated at the Year 12 Graduations and senior retreats.



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 in Term 1.

All Religious Education classes, attended Mass at Our Lady of Dolours Parish, Chatswood each semester as well as the Junior School each term, 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 morning tea in the College Gymnasium 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 College 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 Eucharist 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 2015:

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

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 St Pius X
- Remembrance Day
- Advent/Christmas Liturgy



(III) SACRAMENT OF RECONCILIATION

All classes in the Junior School, and in 2015 Year 9 students, had the opportunity to receive 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, the Mission and Identity Prefects as well as the Eucharistic Ministers.

(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.

The 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, reading of scripture, 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 Dolours, Chatswood, as the College continues to maintain its relationship and involvement with various local Parishes.

(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 maintained valuable associations with both the National and EREA Eastern Region Support Office 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, Eucharist 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 Assistant Principal - Mission and Identity liaises.

(VII) FAITH DEVELOPMENT AND SOCIAL JUSTICE PROGRAMS

- Our year's theme of **Liberating Education** culminated with our Founder's Day Festival on the 21st November as we embraced the educational process of hearing about the struggle of asylum-seeking refugees. Afghani refugee and now friend of the College, Zaki, was joined by Immigration Lawyer Mr Sean Loughland, in liberating our students by educating them about the personal and legal sides of the asylum-seeking refugee story.

This day was informative, reflective as well as entertaining due the tireless efforts of many Staff and our hardworking and very generous parents and friends of the College who ensured we were able to raise \$30,000 to continue to support our partners at St Mary's, Bowraville, St Joseph's, Walgett, Callan Services in PNG as well as St Edmund's, Wahroonga.



- The Eucharistic Ministers' Course was completed by nine 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 Assistant Principal, Mission and Identity.



- In 2015 the College launched its Justice and Peace Statement, having embraced responses from all key stakeholders from staff, students and parents as well as other agencies and partners of the St Pius X community. The launch of the Justice and Peace Statement coincided with the College's Justice and Peace brochures covering the College's social justice initiatives locally, nationally and internationally.
- The Year 10 Immersion Program continued to grow in 2015, with now four Immersions being conducted, including our first Overseas Immersion. Twelve Year 10 students were selected to attend and work at the three different locations of our partnership schools. The College continues its work at St Mary's Primary School, Bowraville and St Joseph's Catholic School, Walgett. The purpose of these two rural immersions is to achieve a greater understanding and appreciation of Aboriginal people as well as an awareness of rural life.

The 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 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 College continued to grow its links with Callan Services in PNG with Mr Tom Pembroke, teacher at the College, raising over \$30,000 by swimming the North Sea. 2015 also saw the Director of Callan Services, Br Kevin Ryan, spend the day visiting and sharing stories with the College.



- The Community Involvement Program involved all Year 10 and 11 students completing a minimum of 20 hours and 25 hours respectively of community service, with students opting for work at a wide range of outreach centres including St Edmunds School, Wahroonga; St Vincent de Paul Society; Willowood Retirement Village and Matthew Talbot Hostel for Homeless Men.
- In 2015 the College continued its weekly visits by Years 10 and 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.
- In 2015 the College continued the responsibility of serving the guests of the Matthew Talbot Hostel for Homeless Men in Woolloomooloo every Wednesday night. A group of staff and students complete this most rewarding task each week.
- Year 8 students, through their PD/H/PE Program, worked collaboratively with the Year 8 students from St Edmund's School, 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.

(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 three Reflection Days held at Oxford Falls, one per term. The themes for each day were "Building Self Esteem", "Finding Your Voice" and "Leadership".

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 MindMatters 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 MindMatters, Building Connections and *Bully Busters*. The Year 9 students' the *Bully Busters* presentation from the previous year was further developed through the performance group "Class Act".

STAFF SPIRITUALITY DAY

In the year of embracing our touchstone of **Liberating Education**, our Staff spent the day liberating the mind, body and soul in a range of activities and presentations conducted at our Oxford Falls campus. The day began by addressing the "body" with a 90 minute presentation led by Laughing Mediator and Yoga Teacher to physically challenge and liberate staff to laugh freely. The second session welcomed Kathy Freeman (Principal of St Edmunds, Wahroonga) and Mr Wesley Field (Director of Innovative Learning at Waverley College) who unpacked the touchstone of Liberating Education as the mental stimulus of how it could be further embraced in our College. The final session saw Fr John Roberts celebrate a spiritually uplifting Mass that was prepared and led by the Staff as we concluded this liberating day of warming the soul of each staff member of the College.

(VIII) RELIGIOUS EDUCATION CURRICULUM

In 2015 we saw the implementation of the recommendations from the external appraisal by Hopkins Ministries Consultancy into the ongoing development of Religious Education curriculum and alignment with Broken Bay Diocese programs. The Religious Education Stages 3, 4 and 5 programs together with the Stage 6 Board of Studies Year 11 and 12 Program were enhanced with the strong intention of embedding BOSTES language and terminology.



The programs balance the key elements of Scripture, Sacrament, Prayer, Outreach and Church History as they emphasise the Catholic traditions of the College. These traditions are designed to develop the values of compassion, integrity, honesty, trustworthiness and excellence. In 2015 the curriculum involved the following:

- All teaching units in Stages 4 and 5 included appropriate strategies and resources while all students studied "To Know, Worship and Love" modules supported by the "Understanding Faith" online resource.

- In the Higher School Certificate year, all students followed either the Board Developed Course of Studies of Religion, or Catholic Studies. In 2015, 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.
- In Stage 3 the Junior School Curriculum coordinator introduced two cross curricular units of work on Aboriginality. The Year 5 theme was *The Dreamtime* and the Year 6 theme was based around the story behind *The Stolen Generation*.



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 Studies Coordinator but only one teacher per Homeroom. Year 5 and 6 similarly are supported by one member of staff per Homeroom or Pastoral Care group.

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 attended the Snowy Mountains skiing trip. This excursion emphasises the need to develop personal and interpersonal strengths and skills including tolerance, respect and trust of others. Year 8 and Year 9 attended the Great Aussie Bush Camp at Tea Gardens for a sequenced, progressive program of educational experiences in the outdoor environment. Year 11, under the Reach Foundation, had three Reflection Days at the Treacy Complex. For Year 12, College staff facilitated simultaneous retreats at Mulgoa retreat centre, and at Tallows Beach as an 'Outward Bound' style retreat.



These retreats are placed just after the Trial Higher School Certificate examinations. They were most successful in achieving their aims, promoting respect, responsibility, reflection on the contribution of family and peer connections, and faith development among our Senior cohort prior to their HSC examinations and imminent departure from the College.

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

Enhancing the successful application to the Federal Government for a Chaplaincy grant in 2012 and 2013, counselling services have been bolstered in recent years. With the College financially supporting the increase of part-time counsellor time for student wellbeing purposes. There is currently a 1.8 load allocation of Counselling Services. These services are well deployed to the advantage of students and families throughout the College Community.

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 acting on a one-to-one basis for targeted younger students. Semester House Vice Captains and Summer/Winter Sport Captains, were elected and trained to broaden leadership opportunities and skills, especially in the middle school.



Parent/Teacher interviews for the review of Years 5-12 student progress were conducted post each reporting period. They were strongly attended. There was one night designated for each Senior cohort while a day was set aside for Years 5-10 Interviews at the commencement of Term 2. Reports remain the catalyst for discussions about progress. Summative interviews are also catered for at the conclusion of Term 4. 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. These structures and adjustments will be evaluated and reviewed looking forward to 2016.

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 highly regarded Colour Awards for sports and co-curricular activities, and Awards at Academic Assemblies at the start and middle of the year.

(II) STUDENT WELFARE POLICIES

School welfare, anti-bullying, student discipline and grievance/complaints policies are available on the College website www.spx.nsw.edu.au or in the College Staff Handbook.



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 charism 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 responsibilities complement 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 Work Health and Safety requirements. The College endorses restorative justice strategies in the correction of student behaviour. It prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons. We are partners with parents in the education of their sons. Our care and focus is on each individual growing to be an independent, mature and selfless learner. We follow the Edmund Rice Education Code of Conduct and Charter and all appropriate values and processes of procedural fairness.

The College has a zero tolerance towards bullying, and strong anti-bullying policies and procedures. In 2015 the focus was on using liberating education as a vehicle of positive social change and improved bystander behaviour.

(III) GRIEVANCE/COMPLAINTS 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 Head of Student Services. Refer to the Student Diary about which person to contact within the College.
- After the Deputy Principal, the next level is the Principal.
- Further representations can be made to the Eastern Region Director of Support, Mr Brian Roberts on 8705 8600.
- During 2015 the grievance and dispute handling policy and processes were reviewed as part of the NSW BOSTES review cycle. All College policies have been evaluated and developed to comply with requirements of the NSW BOSTES Registration and Accreditation for Non-Government Schools Manual.

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, ICAS 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 ICAS English, Mathematics, Science and Computing Competitions as well as in other competitions such as the NSW History Teachers Association History Competition and the Australian Geography Competition.



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 2015, students were able to demonstrate their outstanding public speaking and debating skills by competing in the Catholic Schools Debating Competition. Our Gifted and Talented students participated in the da Vinci Decathlon.

As in previous years, the boys in Years 10, 11 and 12 in 2015 had organized 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 Administration Coordinator, the Assistant Principal –Teaching and Learning and the Careers Advisor as well as others. A wide variety of excursions were held across all year groups.

There is a very strong learning culture at St Pius X and this stems from high expectations. We all expect everyone to do their best and we have to ensure that this is always maintained.

Effective communication between students, parents and teachers plays a significant role in improving student learning outcomes. In 2015, communication between parents and school was enhanced with the introduction of the St Pius X Portal which allows parents to directly access academic information relevant to their child.

Technology continues to be an integral element of contemporary teaching and learning. This year, all students from Years 5 to 12 had their own Personal learning Device (PLD) and much effort has been placed towards teachers continually improving their understanding and application of ICT.



In 2015, the Australian Curriculum in English, Mathematics, Science and History was successfully implemented in Years 5 to 10. The Australian Curriculum heralds an important paradigm shift in teaching and learning. It focuses on providing learning opportunities that will prepare students for life and work in the 21st century. It is an adjustment from content driven and teacher directed lessons to a student centred inquiry model of learning. It is a move from 'what you know' to 'what you think'. A move from marks focused education to creative and critical thinking.

(II) 2015 HIGHER SCHOOL CERTIFICATE RESULTS

In 2015, 156 students sat for 33 examinations.

The most notable achievements were three students who were identified in the Top Achievers List for the following subjects:

Ancient History	20th
English (Advanced)	18th
Legal Studies	6th

One student attained 'All Rounder' and the number of Distinguished Achievers decreased from the previous year. It is a priority that the College continually implements processes to seek improvement in teaching and learning so as to further improve student achievement. Significant effort has been placed in analyzing data available from RAP along with the HSC Analysis provided by the NSW Catholic Education Commission.

MERIT LISTS	2015	2014	2013	2012	2011
First in State		2			
All Rounders	1	3	3	2	
Top Achievers	3	2	1	2	1
Distinguished Achievers	95	129	142	113	75

Student completed the following Vocational Courses studied through TAFE:

VOCATIONAL COURSES	2015	2014
Automotive	1	
Construction	4	
Electrotechnology	2	1
Human Services	1	

In 2015 the College issued five Records of Student Achievement (RoSA).

Overall, the Higher School Certificate results were again pleasing and the College can be justifiably proud of the excellent results achieved.

In 2015, 55% of courses were 5% or more above State Average. This is a decrease of from the previous year. In total, 82% of all courses were above State Average.

	2015	2014	2013	2012	2011
Courses above State Average	27	26	25	24	22
% of Courses above State Average	82%	96%	86%	89%	81%
Courses above State Average by 5%	18	22	18	17	12
% of Courses above State Average by 5%	55%	81%	62%	63%	44%

Changes in student enrolment in subjects has been moderate. English and Mathematics have maintained their numbers as expected. There has been a slight decrease in the number students studying Science balanced with increases in Geography and Industrial Technology.



HSC RESULTS		SPX Average and State Average								
		2015	2014	2013	2015	2015	2014	2014	2013	2013
	Subject	No of Students 2015	No of Students 2014	No of Students 2013	SPX	STATE	SPX	STATE	SPX	STATE
15020	Ancient History	17	24	28	82.11	71.34	83.4	71.7	81	72
15220	Legal Studies	5	12	12	83.08	74.6	86.7	73.4	85	75
15270	Modern History	40	38	45	83.27	75.29	81.0	75.0	83	76
15280	History Extension	10	7	10	43.07	38.64	40.4	38.7	43	38
15030	Biology	28	30	25	74.65	71.13	76.5	71.7	78	74
15050	Chemistry	19	28	23	78.31	75.81	84.3	76.1	81	76
15330	Physics	37	36	35	77.03	72.66	80.1	73.5	80	74
15040	Business Studies	57	61	56	77.88	73.65	81.2	74.0	77	74
15110	Economics	34	21	29	77.19	76.12	82.0	75.7	77	74
15190	Geography	26	18	31	76.36	73.85	78.2	73.6	73	73
15670	French Beginners*	3								
15680	French Continuers*	3								
15130	English (Standard)	49	58	56	70.53	67.1	72.5	67.5	69	65
15140	English (Advanced)	86	80	84	83.27	80.43	81.6	80.5	81	79
15160	English Extension 1	16	7	9	43.21	41.8	42.7	41.2	45	40
15170	English Extension 2*	1	1							
15235	Mathematics General 2 BDC	45	55	70	73.62	68.64	77.6	68.9	76	67
15240	Mathematics	82	77	67	80.62	77.89	82.5	78.4	82	77
15250	Mathematics Extension 1	49	48	43	79.22	81.2	80.7	80.6	83	80
15260	Mathematics Extension 2	14	13	10	70.84	82.28	83.0	81.6	88	82
15080	Design and Technology*	3								
15120	Engineering Studies	7	5		84.29	75	78.5	73.1		
15200	Industrial Technology	15	5	15	78.87	69.94	75.3	70.7	80	72
15210	Info Process & Technology	5		13	84.28	72.36			76	74
15360	Software Design & Develop	12	14	9	81.07	73.53	78.3	73.1	81	74
15400	Visual Arts	17	30	20	81.53	79.21	77.7	78.3	79	79
15090	Drama	5			75.68	77.81				
15290	Music 1*	2								
15300	Music 2*	4								
15310	Music Extension*	1								
15320	Personal Dev,Health & PE	28	36	31	73.21	73.1	78.6	72.9	77	71
15370	Studies of Religion I	95	94	85	40.85	38.49	40.2	38.2	40	38
15380	Studies of Religion II	22	20	24	79.78	74.2	84.6	75.4	84	76

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

Total Achievement Across all Bands

The college is pleased with the general achievements of the 2015 Cohort. An area it continually strives to achieve is increasing the proportion of students achieving at the higher bands. Targeted discussion involving all teachers and across all faculties has been a specific strategy aimed at sharing recognized approaches to teaching and learning that assist students access these higher band results.

BAND 6

2015	2014	2013	2012
95	121	136	113
11%	14%	16%	13%

BAND 5

2015	2014	2013	2012
389	380	328	346
46%	45%	39%	41%

BAND 4

2015	2014	2013	2012
253	253	247	277
30%	30%	29%	32%

BAND 3

2015	2014	2013	2012
70	63	97	102
8%	8%	11%	12%

BAND 2

2015	2014	2013	2012
28	8	17	22
3%	1%	2%	3%

BAND 1

2015	2014	2013	2012
2	0	9	1
0%	0%	1%	0%

(III) 2015 NAPLAN RESULTS

In May 2015, 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.

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.

In observing trends in past years, there continues to be variations in Year 5 and 7 results. These are attributed to the wide range of students and their backgrounds who commence at the College at the start of Year 5.

A constant area of focus is 'writing' particularly in the higher years. It continues to be an area wherein the College seeks improvement. A strategy devised to address this in 2015 was the implementation of text type scaffolds for class activities and assessments.

Overall, Numeracy continues to be an area of great strength across all year levels.



YEAR 5 2015

Scores				
	State Mean	School Mean	% Diff	Result
READING	502	538.5	7.3	Above State
WRITING	483.4	502.1	3.9	Above State
SPELLING	506.4	520.8	2.8	Within State
GRAMMAR & PUNCTUATION	509	536.4	5.4	Above State
NUMERACY	498.4	539	8.1	Well Above State

YEAR 7 2015

Scores				
	State Mean	School Mean	% Diff	Result
READING	549.5	603.9	9.9	Well above State
WRITING	511.5	545.2	6.6	Above State
SPELLING	555.1	580.8	4.6	Above State
GRAMMAR & PUNCTUATION	546.6	578.6	5.9	Above State
NUMERACY	548.9	607.9	10.7	Well above State

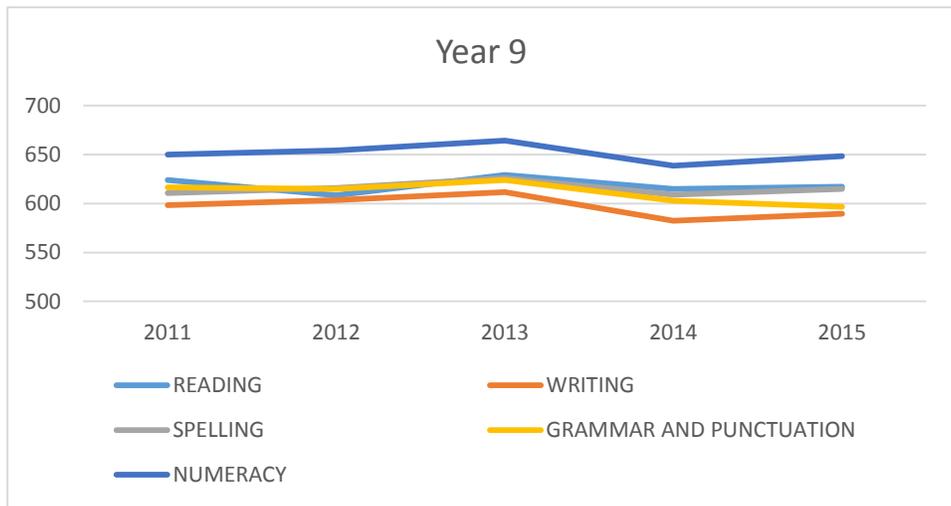
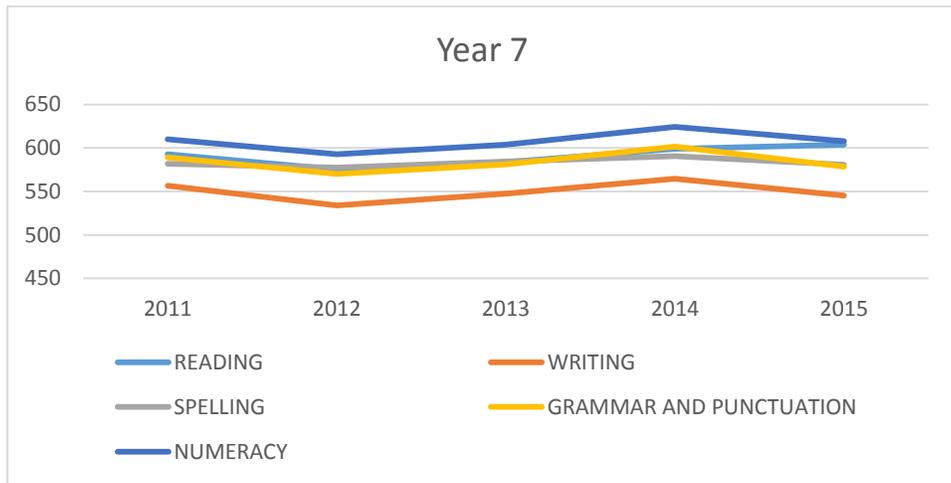
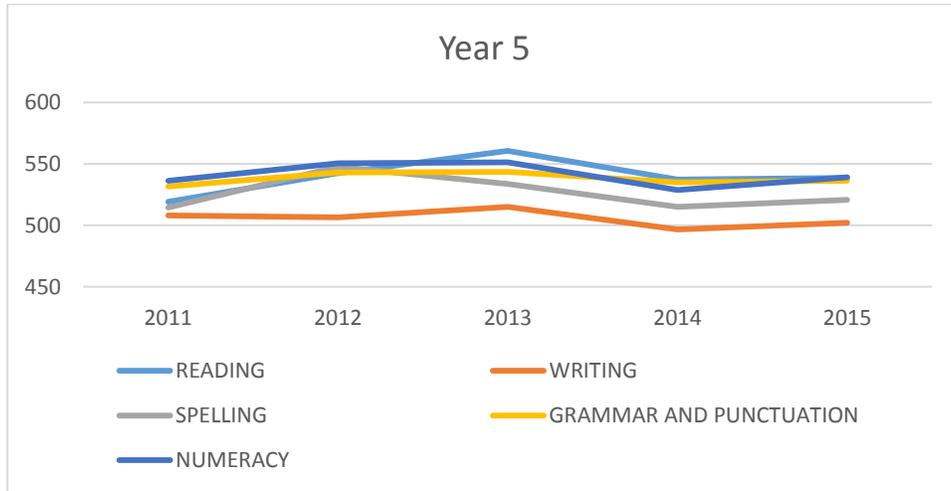
YEAR 9 2015

Scores				
	State Mean	School Mean	% Diff	Result
READING	584.1	617.2	5.7	Above State
WRITING	545	589.6	8.2	Above State
SPELLING	591.9	614.8	3.9	Above State
GRAMMAR & PUNCTUATION	571.5	596.7	4.4	Above State
NUMERACY	599.5	648.6	8.2	Well Above State

The College continues to be well below State Average regarding proportion of students at 'Below' or 'At Minimum' Standards' in Years 5, 7 and 9.

Proportion of students at 'Proficient' standard is again well above state average.

TREND DATA of Scores



TREND DATA of Standards in comparison to State Averages

STANDARDS								
2015	2014	2013	2015	2014	2013	2015	2014	2013

	School Mean %	State Mean %	School Mean %	State Mean %	School Mean %	State Mean %	School Mean %	State Mean %	School Mean %	State Mean %	School Mean %	State Mean %	School Mean %	State Mean %	School Mean %	State Mean %	School Mean %	State Mean %
	Below Min (Band 3)						At Minimum (Band 4)						Proficient (Bands 7 and 8)					
YEAR 5	Below Min (Band 3)						At Minimum (Band 4)						Proficient (Bands 7 and 8)					
READING	0	6	1	7	0	3	4	20	5	18	1	11	54	38	49	35	68	37
WRITING	0	7	1	9	0	8	0	14	5	17	3	15	18	21	23	18	39	23
SPELLING	0	6	3	7	0	7	5	15	8	13	2	14	44	44	41	43	53	38
GRAMMAR & PUNCT	2	8	0	7	0	6	8	17	3	16	2	14	55	39	54	45	58	42
NUMERACY	0	5	0	7	1	7	2	18	4	19	1	20	51	31	39	28	52	28
YEAR 7	Below Min (Band 4)						At Minimum (Band 5)						Proficient (Bands 8 and 9)					
READING	0	4	0	5	1	6	1	16	1	16	5	19	60	32	63	31	52	31
WRITING	1	12	0	10	2	10	11	32	4	32	15	30	39	19	42	19	33	21
SPELLING	1	8	0	7	3	7	3	15	3	17	7	14	55	40	59	38	46	38
GRAMMAR & PUNCT	1	9	0	8	3	12	4	18	4	22	7	24	50	34	62	34	49	35
NUMERACY	0	3	0	4	1	4	3	18	1	18	2	19	61	29	72	31	61	31
YEAR 9	Below Min (Band 5)						At Minimum (Band 6)						Proficient (Bands 9 and 10)					
READING	2	8	1	9	0	6	6	25	6	23	3	22	43	25	41	27	49	25
WRITING	5	22	6	20	1	19	20	40	25	40	8	37	26	15	22	16	33	19
SPELLING	4	10	3	9	0	7	6	19	9	19	1	17	37	28	27	27	38	25
GRAMMAR & PUNCT	2	12	3	12	1	13	14	32	13	30	4	26	23	19	34	24	35	23
NUMERACY	0	4	0	4	1	9	2	17	3	20	3	25	57	29	51	29	69	30

(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 with identified needs, either enrichment or support have individual learning plans. 1.8 full-time equivalent College Counsellors work closely with the Learning Support and Enrichment (LSE) 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 LSE 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 in-class support and access to Disability 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 challenge and encouragement.

The College's aim is to nurture each student's gifts and challenge him to achieve his personal best while at the College 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 2015. 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 2015, there was continued commitment to the eLearning Plan. The Plan assists teachers to provide the opportunities for students to develop the knowledge, skills, practices and attitudes needed to graduate as life-long learners.

Significant professional learning and development focused on the use of data to improve student outcomes.

(VI) POST SCHOOL DESTINATIONS

There were 137 students in the 2015 HSC cohort eligible to receive the HSC. 119 of these students received an offer from UAC for university in 2016. (86.8% of students).

- 18 students did not apply to university through UAC in 2015.
- 36 students received Early Offers in December and January (Round 1).
- 89 students received a Main Round Offer.
- 17 students received a second offer in February (Late Round).

(23 students received 2 offers, all other students received ONE offer only). The following table lists how many offers were made from the major Sydney Universities:

Macquarie University	49
UTS	28
ACU	17
UNSW	17
University of Sydney	16
Regional	8
University of Western Sydney	6
National Art School	1

General areas of university study for 2016:

Business/Commerce	48 (16 double degrees)
Science/medical/Health/Sport & Exercise	34
Arts	19
Creative Arts/Architecture/Music	16
Engineering	12 (5 double degrees)
IT	9
Other	9
Education	5
Construction/Property Management	4
Law	4

24 of the students are starting **Double Degrees**, for example: Bachelor of Commerce with Bachelor of Science.

SECTION 5

(I) COLLEGE COCURRICULAR PERFORMING ARTS

During the school week and quite often on weekends, Music and Drama students take risks and are courageous in their pursuit of creative excellence. Hard work, practice, dedication and persistence are the hallmarks of all who are involved in the co-curricular Performing Arts program.

Many of the students who participate in co-curricular performing arts are involved in multiple activities across Music and Drama. Their talents are showcased in a variety of ways; Twilight Concerts, studio concerts, festivals, performances at The Concourse and assemblies, as well as performances in and around the local Chatswood community.

2015 is only the second year of Drama at the College. Consequently, to firmly establish it as a co-curricular offering, the production "I'm With Cupid!", written by Mr Joshua Combes, was staged in the Sarto Centre over three evenings in Term 2.

The success of Co-curricular Performing Arts is due to the dedication and hard work of not only the students but also of the Ensemble Directors. Additionally, the support of the Performing Arts Parents Association is an integral part of the program. Not only do they provide financial assistance (lights for Drama, lighting board for the Sarto Centre, Orchestral Bass Drum and Drum Kit) but work behind the scenes at the many events which are staged during the year.



PERFORMING ARTS CALENDAR 2015



Term One

Commencement Mass	Senior Choir, Cantors: Year 11 and 12 students, Brass Fanfare: Year 11 and 12 students, Senior String Ensemble
Ash Wednesday	Senior Choir
Meet The Music Concert 1	Years 9, 10, 11, 12 Elective Music
Academic Awards 1	Senior and Intermediate Percussion Ensemble
Strings/Orchestra Workshop	Senior String Ensemble, College Orchestra
Sunday Drama Rehearsal	I'm With Cupid!
Encore Concert	Years 10, 11, 12 Elective Music
Campus Inspection	Senior Jazz Band, Senior String Quartet, Senior Guitar Ensemble, Drama Ensemble
Sunday Drama Rehearsal	I'm With Cupid
National Day Against Bullying	Senior and Junior Choirs, Rhythm Section Year 11 Students
Easter Liturgy	Junior Choir, Drama Ensemble

Term Two

Meet The Music Concert 2	Years 9, 10, 11, 12 Elective Music
ANZAC Ceremony	College Orchestra
ANZAC Day Ceremony Bunnings Artarmon	Year 11 Student
ANZAC Day Ceremony Shute Shield Rugby Union	Year 11 Student
Twilight Concert 1	Junior and Intermediate Percussion Ensembles, Junior and Senior Choirs, Junior and Intermediate Guitar Ensembles, Intermediate and Senior String Ensembles, Junior, Intermediate, Senior Jazz and Concert Bands, College Orchestra, Two Year 12 Solo Performances
Jazz Band Workshop	Senior and Intermediate Jazz Bands
Founder's Day Liturgy	Senior Choir and Junior Choir
Junior School Mother's Day Mass	Junior Choir
Senior School Mother's Day Liturgy	Vocal Ensemble, Intermediate String Quartet
Meals on Wheels Chatswood	Senior String Quartet
Summer Sports Colour Awards	Intermediate Jazz Band
Year 9 Performance Night	Year 9 Elective Music Class
McDonalds Sydney Eisteddfod	Senior and Intermediate Jazz Bands
Drama Production – I'm With Cupid	Selected Elective Drama and Drama Ensemble Students Years 5 - 11
Gordon Waterhouse Memorial Scholarship Concert	Year 12 Student
Studio Concert	Chris Richardson Voice Students

Term Three

Meet The Music Concert 3	Years 9, 10, 11, 12 Elective Music
Academic Awards 2	Intermediate Concert Band
HSC Drama Performance Night	Year 12 Drama Class
HSC Drama Exams	Year 12 Drama Class
Theatre Excursion: "Seventeen"	Years 9, 10, 12 Drama Classes
Splinters Splashes, Sounds and Stage	Year 12 HSC Music Class, Year 12 HSC Drama Class, Senior and Intermediate String Quartets
Twilight Concert 2	Senior, Intermediate, Junior Percussion Ensembles, Junior and Senior Choir, Vocal Ensemble, Senior String Quartet, Senior String Ensemble, Junior, Intermediate and Senior Jazz Bands, Junior, Intermediate and Senior Concert Bands, College Orchestra
HSC Music Exams	Year 12 Music Class
Winter Sports Colour Awards	Senior Jazz Band
Father's Day Breakfast	Junior, Intermediate and Senior Guitar Ensembles
Year 12 Internal Graduation	College Orchestra
Year 12 Graduation Mass	Selected Year 12 Choristers
Manly Jazz Festival	Senior Jazz Band

Term Four

Performing Arts Festival	Strings, Voice, Woodwind
Performing Arts Festival	Percussion, Brass
Performing Arts Festival	Music Production
Performing Arts Festival	Guitar, Piano
Senior Leaders Investiture	Senior Concert Band
Orientation Morning	Intermediate String Quartet
Strings/Orchestra Workshop	College Orchestra and Senior Strings
Remembrance Day	Senior Choir, Year 11 Trumpet Student
Meet the Music Concert 4	Years 9, 10, 11, 12 Elective Music
Parish Thanksgiving Dinner	Senior Jazz Band
Christmas Twilight Concert	Junior, Intermediate and Senior Guitar Ensembles, Percussion Ensembles, Jazz Bands, Concert Bands, Junior and Senior Choirs, Vocal Ensemble, Intermediate and Senior String Ensembles, College Orchestra
Junior Prize Giving and Sports Awards	Junior Jazz Band, Junior Choir, Years 5 and 6 Film Presentation
Years 5 – 10 Closing Mass	Junior Choir, Senior Choir



ENSEMBLES 2015

Ensemble

Senior Concert Band
Intermediate Concert Band
Junior Concert Band

Senior Jazz Band
Intermediate Jazz Band
Junior Jazz Band

Senior Choir
Junior Choir
Vocal Ensemble

College Orchestra
Senior String Ensemble
Intermediate String Ensemble
Senior String Quartet
Intermediate String Quartet

Senior Guitar Ensemble
Intermediate Guitar Ensemble
Junior Guitar Ensemble

Senior Percussion Ensemble
Intermediate Percussion Ensemble
Junior Percussion Ensemble

Senior Digital Music Ensemble

Intermediate Digital Music Ensemble

Junior Digital Music Ensemble

Drama Ensemble

Instrumental Teaching Staff

Mr Tom Andrews
Mr James Blunt
Mr Peter Clark

Mr Shane Cranney
Mr Stephen Cummins

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

Conductor

Ms Stella Talati
Ms Stella Talati
Mr Jonathan Dollin

Mr Geoff Power
Mr Geoff Power
Mr Jonathan Dollin

Ms Tracey Bates
Ms Natalie Rawle
Ms Natalie Rawle

Ms Tracey Bates
Ms Tracey Bates
Ms Stella Talati
Ms Tracey Bates
Stewart Ross (Year 11)

Mr Shane Cranney
Mr Shane Cranney
Mr Shane Cranney

Mr Ian Talati
Mr Ian Talati
Mr Ian Talati

Mr Peter Clark (Terms 1 & 2)
Mr Stephen Cummins (Terms 3 & 4)
Mr Peter Clark (Terms 1 & 2)
Mr Stephen Cummins (Terms 3 & 4)
Mr Peter Clark (Terms 1 & 2)
Mr Stephen Cummins (Terms 3 & 4)

Mr Joshua Combes

Woodwind
Brass
Bass Guitar, Guitar and Music Production
(Terms 1 & 2)
Guitar
Bass Guitar, Guitar and Music Production
(Terms 3 & 4)
Woodwind
Piano and Musicianship
Percussion
Brass
Voice
Brass
Percussion
Strings and Classical Guitar
Piano



(II) COLLEGE CURRICULAR PERFORMING ARTS

Drama and Music classes find students involved in a variety of practical and theoretical activities which require enthusiasm, energy and creativity.

The College's first Year 12 Drama class consisted of five students, each of whom was required to present an individual, as well as a group performance. The individual performances saw the students immerse themselves in a scene and character, whilst the student devised group performance saw the boys present an amusing take on the saying "*When life gives you lemons...*"

The Year 12 Music Class consisted of two Music 1 students and four Music 2 students. There was also one Music Extension candidate.

One Music 1 candidate presented a full performance program of four works which showed his skill and prowess as both a classical and modern player on the clarinet. The other candidate presented three works for performance on the piano and wrote one composition with the evocative title, "*Misty Morning in Springwood*".



Each of the Music 2 candidates presented very different performance programs. The repertoire ranged from traditional Baroque and Classical works to show tunes and contemporary Australian Art music.

The Music Extension candidate wrote a two movement work for piano, "*Prelude*" and "*The Butterfly*". This technically demanding and challenging work saw him exploit the tone colours of the instrument, conveying both unity and contrast in composition. The College was also fortunate to have this amazing work performed by Jeremy Eskenazi, a concert pianist with a remarkable reputation and performance pedigree.

In Stage 6 Year 11 Preliminary Course studies both the Music and Drama classes approached their studies with gusto and a willingness to explore and master the unknown. Drama students developed their skills across acting, improvisation and playbuilding, whilst Music students explored the styles and genres of Music 1600 – 1900 and 1900 – 1945.

The Stage 5 Music syllabus requires students to study a range of topics including Jazz, Instrumental Music, Rock, Australian Art Music, Vocal Music, and Film Music through the mediums of listening, performing and composing. Drama students study Ancient Greek Theatre, Commedia Dell'Arte, improvisation and scripted drama by appreciating, making and performing. Excursions to concerts and plays also added to student exposure to Music and Drama as performance subjects.



Stage 3 and 4 Music and Drama classes also focus heavily on performance and practical activities. However, the theoretical side of the subjects are not overlooked, with an appropriate balance being achieved between the two.

The academic Performing Arts program at the College is indebted to the hard work and dedication of the staff; Ms Tracey Bates (Years 5, 10, 11 and 12 Music Extension), Ms Natalie Rawle (Years 6, 7, 8, 9 and 12 Music), Ms Natalie Rocca (Years 7 and 8 Music Terms 1 and 2), Ms Pip Waters (Years 7 and 8 Music Terms 3 and 4) and Mr Joshua Combes (Years 7, 9, 10, 11 and 12 Drama). The Instrumental Tutors must also be recognised for the important role that they play in effectively supporting and working with the academic staff.

(III) **DEBATING AND PUBLIC SPEAKING**

(a) **MACQUARIE SCHOOLS' CUP**

College students were involved in the Macquarie Schools' Cup competition at Macquarie University. For the Senior (Year 11) debaters in Term 1 with three teams entered, it consisted of three Tournament Preliminary rounds and a Grand Final, and for Intermediate (Years 9 and 10) debaters it took place early in Term 3. Unfortunately the Junior (Years 7 and 8) teams did not compete as the University ran this program late in Term 4 and our students had finished for the year.

(b) **CATHOLIC SCHOOLS DEBATING ASSOCIATION PUBLIC SPEAKING**

The CSDA Public Speaking competition was hosted by St Pius X College at the last minute. Unfortunately our Public Speakers did not move through to the next round but they all felt that the adjudications were fair and that the competition this year was of an extremely high standard. A brilliant effort from Hans Lee, Keenan Smith and Andrew Jackson on the night.

(c) **THE NSW LEGACY JUNIOR PUBLIC SPEAKING AWARD COMPETITION** is open to NSW government and non-government secondary schools. Jasper Choi and Benjamin Di Tommaso presented 5 minutes speeches on topics of their own choice and then had to present a one minute impromptu speech on the topic: "*That some things cannot be learnt from books.*" Both students presented brilliantly against public speakers from: Barker College, Loreto Normanhurst, Hornsby Girls' High School and Normanhurst Boys.

(d) **CSDA DEBATE ADJUDICATOR ACCREDITATION SEMINAR**

Every year St Pius X hosts the CSDA Debating Adjudicator Accreditation Seminar. Our Year 12 students were all accredited on the night and our Year 11 students were exceptional as the practice debaters for the seminar candidates to judge.

(e) 2015 SEASON

ROUND 1: St Pius travelled to Christian Brothers' College, Lewisham.

ROUND 2: St Pius hosted Rosebank College

ROUND 3: St Pius hosted St Leo's College and Mercy College

ROUND 4: St Pius travelled to Loreto, Normanhurst

ROUND 5: St Pius travelled to Gilroy College Castle Hill

ROUND 6: St Pius travelled to St Patrick's College, Strathfield.

At the end of the six Preliminary Rounds our 12B, 11A and 11B teams moved through to the Elimination Round.

Our 11As, Josiah Lising, Ryan Attard and Keenan Smith won their Quarterfinal debate against Santa Sabina, Strathfield and moved to the Semi-Finals at OLMC Parramatta and were successful in their Semi-Final debate against Marist Sisters' Woolwich. Mr Couani congratulated the boys, texting from Austria: *"To be read to the team: 'From Austria; I offer my excited congratulations to the team and to their coach. Best wishes for the Finals and for hosting. What a great achievement! I'm very proud of everyone. Mr Couani"*.



Our Year 11A team lost their grand final debate in a split (2 to 1) adjudication. A narrow loss and the debate was very close and really could have gone to either team, but on this night the very clever girls from Catherine McAuley College, Westmead were the successful team.

The final and very prestigious award for the CSDA 2015 season is the Senior Aggregate Cup trophy was awarded to our Year 11 and Year 12 debaters in 2015. St Pius X senior debaters had won more debates in 2015 than any school in the competition.

Mr Couani's congratulation text from Europe read:

"This is a massive achievement. They have done so well and certainly the best of any teams in my time as Principal. Congrats once again. Mr C".

(f) SCHOOLS DEBATING NETWORK

In 2015 St Pius X College was invited to join SDN competition. Participating schools include: Abbotsleigh, Redlands, Riverview, Roseville, Stella Maris & Wenona. Each school can field up to 8 teams. The competition runs in Term 3 from mid-July to mid-September.

St Pius X did well in this new competition considering the structure of the debates is new as is the adjudicators focus. The topics are all 'should' debates and so a 'model' is mandatory. Our debaters had occasionally used models to structure their arguments but in the SDN they have had to finely tune this skill which requires a different approach to the concept presented by the topic and how you approach the 'model' depending on whether you are in the affirmative or negative.



In all 2015 was an extremely successful debating year. Our coaches were amazingly hard working and it is because of their dedication to their teams that we have such success.

(IV) SPORT AND COCURRICULAR - GENERAL

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) and IPSHA (Independent Primary School Heads' Association) Competitions. Students and parents appreciate the value of participation in such sporting activities.

The College is a current and founding member of the ISA and IPSHA. 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 and IPSHA to representation at higher levels for all boys involved in College sport. The College currently has NSW Athletics, Basketball, Cricket, Rugby and Swimming representatives studying here, some of whom have represented at National and International level. In addition, the College also has past students currently playing and captaining Rugby teams such as The Wallabies, Waratahs and Rebels, as well as a Dutch Cricket representative. One of our Old Boys, Michael Hooper, played in the Rugby World Cup final.

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.



In 2015 the following were offered at inter-school and/or club level: Athletics, Basketball, Cross Country, Cricket, Football, Golf, Rugby, Sailing, Softball, Swimming, Tennis. 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/activities are beneficial and valued within the range of cocurricular activities. Students currently participate in Boxercise, rock-climbing, trampolining, rowing, sailing, surfing, paddle-boarding, skiing, canoeing, kayaking and alpine hiking, among many others.

However the College's commitments to traditional and established games 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 College. Sportsmanship and fair play are encouraged and expected, enabling all students to develop physically, mentally and morally throughout their time at the College.

(V) STRENGTH AND RESULTS - 2015 SPORT

Currently we have 161 teams and various individual entrants participating in 15 different activities. In 2015 the College fielded the following sporting teams and was involved in other cocurricular activities:

- **Rugby:** 17 teams
- **Football:** 25 teams
- **Basketball:** 39 teams
- **Cricket:** 12 teams
- **Athletics:** 90 students
- **Squash:** 13 teams
- **ISA Tennis:** 10 teams
- **NSTA Tennis:** 18 teams
- **Softball:** 1 team
- **Swimming:** 50 students



- **Cross Country:** 52 students
- **Debating:** 12 teams
- **Chess:** 13 teams
- **Duke of Edinburgh Award Scheme:** 30 students
- **Mock Trial:** 1 team



In 2015 the College entered a number of competitions including:

- ISA Cricket
- ISA/IPSHA Football
- ISA/IPSHA Basketball
- ISA/IPSHA Swimming
- ISA/IPSHA Athletics
- Northern Suburbs Tennis Association
- North Shore And Manly District Cricket Competitions
- Squash
- CIS Triathlon
- ISA/IPSHA Cross Country
- IPSHA Softball
- CIS Touch Football

2015 Team Achievements

In 2015 the College 1st XI Cricket finished Division 1 Premiers.



In Football our 2nd XI Football team along with the 4ths, 16 B's, 15A's had a superb season and ended as ISA Champions along with the 11A team who scored 60 goals with only 2 against.

Of the Basketball teams, 2 teams the U15 Blue and 15 Red teams were Premiers.

Representative honours were achieved by students in the following:

- ISA Representatives in Basketball, Swimming, Football, Cricket, Athletics and Rugby
 - NSW CIS* Tennis
 - NSW CIS and State Athletics and Cross Country
 - NSW CIS Swimming
 - NSW CIS Basketball
 - NSW CIS Rugby
 - NSW CIS Football
 - NSW Basketball
 - Australian National Athletics
 - NSW U15 Cricket
- (*Combined Independent Schools)*

Staff Achievements

- ISA First XI Football Coach and Representative Convenorship
- ISA First XV Rugby Selector
- ISA Football Selector
- ISA Cricket Convenorship
- ISA Basketball Selector
- NSW CIS First XI Football Coach
- Junior NSW CIS Basketball Manager
- 2nd Australian to Swim the North Channel (Ireland to Scotland)



(VI) COCURRICULAR FACILITIES AND DEVELOPMENTS

The Christian Brothers Centre development at Oxford Falls continues to prove its value and allowed the College to extend its Basketball and sports program generally. The College now has 39 Junior and Senior Basketball teams, a significant increase from the 16 teams in previous years.



Oval drainage completed in 2011-2012 once again resulted in a more consistent Winter program in which no games were lost as a result of poor weather. In fact, the College hosted games when "AWAY" matches at other venues were washed out.

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



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, under strict supervision, during College vacations.

With the success of the work done by Development Officers in Basketball and Football, the College extended this strategy by once again employing a Development Officer in Rugby. In Tennis, "Love n Deuce" were employed to extend formal coaching to the Tennis players at training each week, in season.

The work of specialist coaches and Development Officers is now integrated into the Years 7 and 8 Oxford Falls PD/H/PE programs for three periods once each 10-day cycle.

The Outdoor Education programs were extended with the 2015 Snowy Hike again involving over 50 Year 11 student participants. 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 MindMatters Outdoor programs and included Climbing, Bushwalking and Paddle Boarding, Boxercise and Self Defence. All activities have provided greater opportunities for leadership development in the boys as mentors and are much appreciated by all mentees.

In 2015 preparations continued for a "Parent and Sons" Expedition and Social Justice Immersion Program Kokoda Hike which will be undertaken in June 2016.



SECTION 6

(I) STRATEGIC INITIATIVES

The College's Strategic Improvement Plan 2012-2016 was developed during 2011. In 2015 the fourth stage of the 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 2015 Annual Improvement Plan included:

1. CATHOLIC LIFE

1.1.3.1	Conduct spirituality activity Growing Good Men for parents and students
1.1.3.2	Develop Camp Programs to maximise the use of Huntington House and including Catholic Identity
1.3.2.1	Develop an introductory unit on Edmund Rice and the Touchstones for the commencement of Year 5. This will occur at the beginning of the year so the boys are aware of the 2015 touchstone, Liberating Education, and then they will understand Founder's Day. This will include the teaching of the conclusion of the prayer.
1.3.2.2	Adopt Liberating Education Touchstone as the 2015 College theme.
1.3.2.3	Continue to build upon Reconciliation with our Indigenous people, Football and Basketball Indigenous jerseys and Indigenous Rounds of Sport and immersion experiences including Coonabarrabran International Year of Light excursion. Also continue connections to Walgett, Bowraville and Wahroonga utilising a Flat classroom concept.
1.3.2.4	Explore Edmund Rice Beyond Borders initiatives to link St Pius College students to PNG and South America Edmund Rice contacts including Callan Services and CBHS Lewisham.
1.3.3.1	Review the assessment program embracing recommendations from independent consultant - Hopkins Ministries.
1.3.4.1	Review Outdoor Education Activities to reflect inclusion of Catholic values across year level activities from Year 5 Milson Island to Year 12 Retreat Immersion experiences.
1.3.4.2	Review existing Course Programs to check for relevant Catholic values in Teaching programs.
1.5.1.1	Engage with Bishop Comensoli and plans for Youth involvement in the local Church and WYD16 in Poland.
1.5.1.2	Extend the College involvement in Edmund Rice Beyond Borders.
1.5.1.3	Link Middle school student leaders to local Christmas Hamper Mass and Appeal.
1.5.1.4	Review Youth Programs on offer through 'feeder Parishes' and promote through Woodchatta.

2. TEACHING & LEARNING

2.3.1.1	<p>Include differentiation into all new NSW Australian Curriculum programs</p> <p>*Include different styles of learning activities, ie. Group work, collaborative learning teams, pair work, mixed ability.</p> <p>*Liaise on the effective use of learning support/teaching aides.</p> <p>*The continuation of graded mathematic and literacy classes in the Junior School to further assist with differentiation.</p> <p>*The continuation of graded mathematic and literacy classes in the Junior School to further assist with differentiation.</p> <p>*Improve the process of grading mathematics and literacy by doing the gradings on the Orientation Day for the new Year 6 students.</p>
2.3.1.2	Include differentiation into all new NSW Australian Curriculum programs. Include different styles of learning activities, ie. Group work collaborative learning teams, pair work, mixed ability. Write differentiation strategies into each KLA program.
2.3.1.3	Working on the effective implementation of the PLDs and the pedagogy required for effective usage.
2.3.1.4	Begin to develop a St Pius X College Learning Framework.
2.3.1.5	Develop and implement a system for identifying low- mid and high achieving students in Years 7 to 10.
2.3.1.6	Centralise in iWise the identified Learning support for students in Learning Support or similar programs.

3 CURRICULUM AND COCURRICULAR PROGRAMS

3.1.1.1	<p>*Writing of programs for Health and History for Stage 3.</p> <p>*Implementing the Science programs that have been written.</p>
3.1.1.2	Complete the NSW BOSTES Registration and Accreditation process.
3.1.1.3	Review of first year of implementation of Year 7 and 9 Maths, English, Science and History programs and Australian Curriculum in Junior School.
3.1.2.1	Broaden opportunities for Stage 6 Students to access TAFE
3.4.1.1	Explore further opportunities in the Creative and Performing Arts.
3.4.1.2	Introduction of a Drama Ensemble to complement the Drama syllabus
3.4.1.3	Stage the production "I'm with Cupid", to further promote Drama as a subject and cocurricular activity.
3.4.1.4	Implement the use of the Digital Music Studio, enabling students to work collaboratively in the medium of composition.
3.4.2.1	Develop Careers Page on the school portal for students and parents.
3.4.2.2	Utilise iwise calendar to promote careers events and opportunities. Link to Woodchatta and other resources.
3.4.2.3	Further investigate potential of Up 2 Now BOSTES program for senior students.
3.4.4.1	Develop a whole school program for Outdoor Education inclusive of camps and outdoor activities and learning opportunities including preparations for the 2015 Camp Gallipoli initiative and 2016 Kokoda expedition planning.
3.4.4.2	Devise and implement an improved system to monitor and track student extra-curricular involvement.

4 PASTORAL CARE AND WELLBEING

4.2.3.1	Work on form meetings, dedicated periods and other possibilities to build a more formalised, developmental student wellbeing PC program(s) and activities specific to student needs.
4.2.3.2	Use designated members of PC teams to support Guidance Coordinators in their roles/ duties.
4.2.3.3	Refine proactive and pre-interventionist practices by case managers along with and processes of record keeping for students of <u>serious concern</u> .
4.2.3.4	Refine and implement iWise record keeping and explore its full functionality to support PC (including Student Absenteeism and Roll Keeping) as defined by ACARA and NSW BOSTES and measured in the RANGS inspection.
4.2.3.5	Implement and trial the Portal.
4.2.3.6	Explore possibility of parent liaison person appointment to assist families, especially those in need.
4.2.3.7	Develop working relationship(s) of new role of Head Student Services in shared contexts to develop a St Pius X College model of Positive Student development and connectedness.
4.2.3.8	Consolidate the student wellbeing framework to allow for sequential progressive and integrated student development models incorporating positive psychology, personal strengths, leadership development and restorative justice elements.
4.2.3.9	Develop support practices, update and maintain communication regarding records of student support, intervention and adjustments.

5 HUMAN RESOURCES AND DEVELOPMENT

5.1.2.1	Increase the number of peer observations.
5.1.2.2	Increase dialogue and sharing of resources especially around ICT with the introduction of PLDs throughout the Junior School in 2015. eLearning Coordinator to assist with grade meetings.
5.1.2.3	Redevelop professional dialogue processes in readiness for AITSL standards and Institute of Teachers and consistent with Institute of Teachers.
5.1.2.4	Continue to develop a teaching community whose members are encouraged to reflect on their own teaching practice with particular reference to the Australian Professional Standards for Teachers.
5.1.2.5	Further develop structures for staff that allow opportunities for professional dialogue and learning to occur at an individual and/or group level.
5.2.1.1	Refine and develop strategies for the sharing of knowledge skills acquired through the professional development offered both at the College and through external providers.
5.2.1.2	Provide structures and opportunities for all staff to engage with various leaders within the College that assists them to feel connected and supported in their work at the College.
5.2.1.3	Increase awareness and confidence amongst the teaching staff to recall, apply and evaluate the Australian Professional Teaching Standards in relation to their own practice.
5.2.2.1	Continue to provide meaningful Professional Development opportunities across the whole staff that accommodate both the individual's professional goals and the priorities of the College especially in Leadership development skill level.
5.2.2.3	Investigate opportunities for the Senior Teacher 1 staff in Stage 3 to develop their leadership skills.
5.2.2.4	Implement the EREA Code of Conduct.
5.3.1.1	Continue to invite staff to provide constructive feedback via online surveys that identify the areas that staff identify as areas of improvement for the College community.
5.3.1.2	Streamline of Human Resources and Payroll Systems to in compliance with new child protection legislation.

6 INFORMATION COMMUNICATION TECHNOLOGY

6.2.1.1	Develop and implement the Student and Parent Portal (still to be named).
6.2.1.2	Develop further the interoperability of key College systems of iWise / igloo / Maze / timetabler, including management of supplier relationships and support.
6.4.1.1	Utilisation of school portal by students and parents.
6.4.1.2	Continue to monitor the financial, contractual and relation aspects (parent and suppliers) with respect to the PLD program to ensure equity of access and sustainability.

7 FACILITIES AND RESOURCES

7.1.1.1	Complete College Educational Brief to inform the College Master Plan.
7.1.1.2	Develop the College Master Plan attending to educational, financial and environmental needs of the community particularly in relation to the Chatswood site.
7.1.1.3	Continue to develop a tree management plan in consideration of WHS requirements and development of green spaces.
7.1.1.4	Upgrade Huntington House.
7.2.2.1	Upgrade the facade of S Wing.
7.2.2.2	Develop College facade and garden on Anderson Street.

7.2.2.3	Review site security on Chatswood campus.
7.4.1.1	Develop an Environmental Management Plan
7.4.1.2	Complete the upgrade student toilets utilising environmentally sustainable operations.
7.4.1.3	Engender student care and responsibility for the learning environment.
7.4.1.4	Further implement LED lighting across Chatswood campus.
7.4.1.5	Enhance paper tracking through Uniflow and reduce paper consumption.

8. PARTNERSHIP, CONSULTATION AND COMMUNICATION

8.2.1.1	Develop a whole school Social Justice overview outlining the College's Local, National and International partnerships and interests.
8.2.1.2	Implement student outreach initiatives through Edmund Rice Beyond Borders.
8.3.1.1	Actively engage with the Parish of Our Lady of Dolours and the Diocese of Broken Bay and Bishop Peter Comensoli.
8.5.1.1	Conduct the fourth annual survey of community satisfaction and evaluate and track satisfaction levels.

9. STRATEGIC LEADERSHIP

9.1.1.1	*Redevelop processes for the cycle of strategic planning consistent with the National School Improvement Framework. *Undertake strategic planning project to integrate the National School Improvement Instrument into the Undertake strategic planning project to integrate the National School Improvement Instrument into the College's Annual Planning and Review process.
9.1.1.2	Initiate development of a new strategic plan for commencement in 2017.
9.2.1.1	Complete and implement a schedule for College Scholarships.
9.4.1.1	Engage in opportunities to strengthen collaboration between School, Parish, Leadership Team, Board and other parties of the College.
9.4.2.1	Development of resources and processes for the induction of new Board Members.
9.4.2.1	Focus on Formation for the College Board with special attention to the EREA Touchstones and the 2015 theme of <i>Liberating Education</i> .



(II) ACHIEVEMENT OF PRIORITIES FOR PREVIOUS YEAR

- Implemented the 2015 Annual Plan of the College's 2015 Strategic Improvement Plan
- Introduced *Liberating Education* as the Touchstone theme for 2015
- Through the College Board, Leadership Team, Consultant Mr Christopher Barrett, a stakeholders' committee and focus meetings, worked at the midpoint of the current plan to review progress and issued a midway report
- Began development of next Strategic Plan to incorporate the National School Improvement Tool into the 2017-2019 Strategic Improvement Plan
- Moved into the final phase of developing the College's Educational Brief to inform the Master Plan for Buildings and Facilities. The work of the College Board's Property and Facilities subcommittee and the College Leadership Team workshops were fundamental in this process.



(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 Junior School specialises in Stage 3 (Year 5 and 6) boys' education. The Junior School is a caring community which values each student individually. Every child is assisted to achieve his full potential and is encouraged to develop himself academically, spiritually, socially, emotionally and physically. In working towards this goal, best practice in boys' educational philosophy is adopted.



Many of the Junior School classrooms now have sliding glass doors and bi-fold walls to allow for team teaching and flexible groupings. The Junior School is a 1 to 1 Personal Learning Device school with all the boys having a Lenovo Thinkpad.

Parents are recognised as the first educators of their children. The College aims, in collaboration with parents, to instill worthwhile values to assist in building the boys' characters and to promote academic excellence. The College aims to achieve this goal within a Catholic understanding of life. Pastoral care is designed so that the 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. Many 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. These methods are augmented by text, electronic and auditory learning.

(II)**STAFFING**

- Head of Junior School
- Junior School Coordinator Curriculum
- Junior School Sportsmaster
- Three Year Five Class Teachers
- Four Year Six Class Teachers
- Specialist Teachers:
Computer Studies, Teacher/Librarian, Music/Choir/Bands/Ensembles, Language Other Than English (Chinese), Physical Education, Visual Arts, Learning Support/Special Needs, Gifted and Talented.



All Junior School students are assessed using standardised tests. The boys are then streamed for Mathematics and Literacy groups in both Years 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 eight 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/ASSESSMENT AND REPORTING

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.

The NAPLAN test is held in May each 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.

In 2015 we had good NAPLAN results in Year 5. We had 100% attendance in NAPLAN.

The 2015 Year 5 results in percentages for the all the bands are below:

Band		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data, Measurement, Space and Geometry	Numbers, Patterns and Algebra
8	State	17.5	6.2	12.9	18.1	14.1	12.4	16.1
	St Pius X	28.4	5.3	12.6	25.3	22.1	21.1	25.3
7	State	20.5	15.2	27.0	20.6	16.6	16.5	15.0
	St Pius X	25.3	12.6	31.6	29.5	28.4	29.5	24.2
6	State	21.8	31.5	25.2	21.5	25.6	31.7	25.3
	St Pius X	24.2	48.4	30.5	24.2	31.6	34.7	30.5
5	State	20.7	32.6	20.0	22.5	25.3	24.0	23.2
	St Pius X	17.9	33.7	20.0	15.4	19.1	12.6	15.8
4	State	15.0	8.7	10.4	10.7	15.3	13	15.4
	St Pius X	4.2	0.0	5.3	6.6	2.1	2.1	4.2
3	State	4.6	5.8	4.5	3.1	3.0	2.4	5.0
	St Pius X	0.0	0.0	0.0	2.1	0.0	0.0	0.0

The data shows that the College is significantly higher in the top three bands than the state average. For reading we had 77.9% of the boys in the top 3 bands compared to the state average of 59.8%.

In writing we have 66.3% of the boys in the top 3 bands compared to 52.9% for the state average. It was pleasing that we had no boys in the bottom 2 bands for writing but we need to focus on moving the students from the middle into the higher bands.

In spelling we had 74.7% of our students in the top 3 bands compared to the state average of 65.1 %. In Grammar and Punctuation we had 79.0% compared to the state average of 65.1%.

Numeracy is an area that we are traditionally strong in and this year we had 82.1% of the students in the top 3 bands while the state average for Numeracy was 56.3%. In Data, Measurement, Space and Geometry 85.3% of our students were in the top 3 bands compared to 60.6% for the state. 80.0% of our Year 5 students were in the top 3 bands for Numbers, Patterns and Algebra while 56.4% of students in the state were in the top 3 bands.

Overall these results are very pleasing. This tells us that our results were solid but there is definitely room for growth as we have a lot of students achieving Band 6. Developing good writers is a continued focus area. As stated previously this is a starting point for our students at St Pius X College.

Two students in Grammar and Punctuation were below the National Minimum Standards. These boys are being given intervention to assist in their learning.

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 68 boys new to Year 7 in 2015 compared to Year 5 in 2013. Hence individual comparisons are the best indication. These comparisons reveal that the vast majority of boys have improved, some quite markedly.

Overall, these pleasing results are a credit to the boys and provide a strong foundation on which to build.

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

Reporting occurs:

- at the beginning of the year when there is a Parent Information Night
- at approximately half way through Term 1 when there are individual and parent/teacher conferences where we acknowledge the parent as an educator of their child and we ask the parents to inform us about their sons;
- at the conclusion of Term 1 when Interim Reports are issued;
- mid-year when reports are issued and parent/teacher interviews are conducted;
- at year's end when Yearly Reports are issued and an opportunity for parent/teacher interviews are offered.

(IV) OTHER ASPECTS OF JUNIOR SCHOOL LIFE IN 2015

- 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 regular examinations as well as a variety of assessment tasks throughout the year. Assessment tasks are graded across the year level so that A to E grades can be reported to parents.



- Other competitions in which the boys were engaged include:
 - The Premiers Reading Challenge
 - Da Vinci Decathlon
 - Tournament of the Minds
 - Maths Olympiad
 - Maths Challenge Camp
 - IPSHA Debating Competition and Debating Day
 - Chess Competition
 - Robotics Competitions
 - Dorothea Mackellar Poetry writing competition
 - Willoughby Year 5 short story competition
 - Write on young writers competition



and various competitions run by Willoughby Council.

- The Junior School Choir, bands and ensembles performed at various venues and in Twilight Concerts throughout the year.



- Boys' education encourages experiential learning. The boys experienced incursions from:

- Return of the Bully play
- Practical Primary Science- Year 6
- REACH
- Kadul (Indigenous Education) – Year 5
- Let's Bridge the Gap (Indigenous Education) – Year 6
- John Larkin - Writers Workshops - Year 5 and Year 6
- Book Week author, Deborah Abela
- A Journey to Antarctica with Chris Olsen
- World of Mathematics
- Say No to Smoking and Drugs - Life Education
- Moving into the Teen Years- Year 6 - Interrelate
- Minding Me – Year 5 - Interrelate



- The boys also experienced excursions such as:
 - Year 5 Camp at Milson Island. (Department of Sport and Recreation.)
 - Year 6 Canberra excursion
 - Year 5 Taronga Zoo excursion
 - Year 5 Observatory and The Rocks excursion
 - Junior School Swimming Carnival
 - Junior School Athletics Carnival
 - Year 5 Swimming Lessons
 - Year 6 Surf Safety Lessons



(V) RELIGIOUS CLIMATE/PASTORAL CARE

Religious Education is one of the Key Learning Areas of the Primary Curriculum.

- Boys are involved in whole College religious celebrations.
- Boys attend Mass with the local parish community.
- Boys 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 Candela in Peru and all money raised goes to these women.
- Each Junior School class organises prayer for a College assembly.
- Many of the incursions and excursions deal with pastoral care such as the Health programs regarding drug education and personal development and change.
- Year 5 boys are involved in a camp with the theme of Friendship.
- The Christian spirit of giving is practised directly. During Lent, boys give money for charity. Additionally the boys raised over \$13 000 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 (Faith and Hard Work) 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 leaders.
- A Buddies Program is provided for some boys. It involves an older Senior School student being a mentor/role model for a younger student.
- A 'Getaway Program' operates on Wednesday lunchtimes to assist selected boys in developing appropriate social skills.
- The REACH program. REACH was created to inspire every young person to believe in themselves and get the most out of life. The incursions promote mental health and wellbeing.



(VI) COCURRICULAR ACTIVITIES

- Boys are involved weekly in a sporting program at The Treacy Education Complex and Oxford Falls Sporting Fields. Games vary depending on the season but boys may be involved in Basketball, Cricket, Tennis, Rugby, Football, AFL, Softball, Cross Country, Swimming and Athletics.
- There is also a Swimming Carnival. In addition to this, in Year 5 the boys participate in a 'Learn to Swim' program and in Year 6 the boys participate in a Surf Safety program.
- A high percentage of the boys also represent the school in the Independent Primary School Heads Association of Australia (IPSHA) competition. They 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.
- Talented children are involved in various activities including: The Da Vinci Decathlon, Mathematics Olympiad and Tournament of the Minds.



(VII) SCHOOL DETERMINED IMPROVEMENT TARGETS

(a) Catholic Dimension

- Increased opportunities to assist parents to engage in faith education of the students
- A culture across the College that embraces its values and traditions
- Adopt Liberating Education Touchstone as the 2015 College theme.
- Continue connections to Walgett, Bowraville and Wahroonga.
- Explore Edmund Rice Beyond Borders initiatives to link St Pius College students to PNG and South America Edmund Rice contacts including Callan Services and CBHS Lewisham.
- Review Outdoor Education Activities to reflect inclusion of Catholic values across year level activities

(b) Curriculum

- The continuation of graded Mathematic and Literacy classes in the Junior School to further assist with differentiation.
(*Improve the process of grading Mathematics and Literacy by doing the gradings on the Orientation Day for the new Year 6 students.)
- Include differentiation in all new NSW Australian Curriculum programs. Include different styles of learning activities, ie. Group work collaborative learning teams, pair work, mixed ability. Write differentiation strategies into each KLA program.
- Work on the effective implementation of the PLDs and the pedagogy required for effective usage.
- *Write programs for Health and History for Stage 3 and implement the Science programs that have been written
- Continue to develop a teaching community whose members are encouraged to reflect on their own teaching practice with particular reference to the Australian Professional Standards for Teachers. Further develop structures for staff that allow opportunities for professional dialogue and learning to occur at an individual and/or group level.

(c) Pastoral Care and Outreach

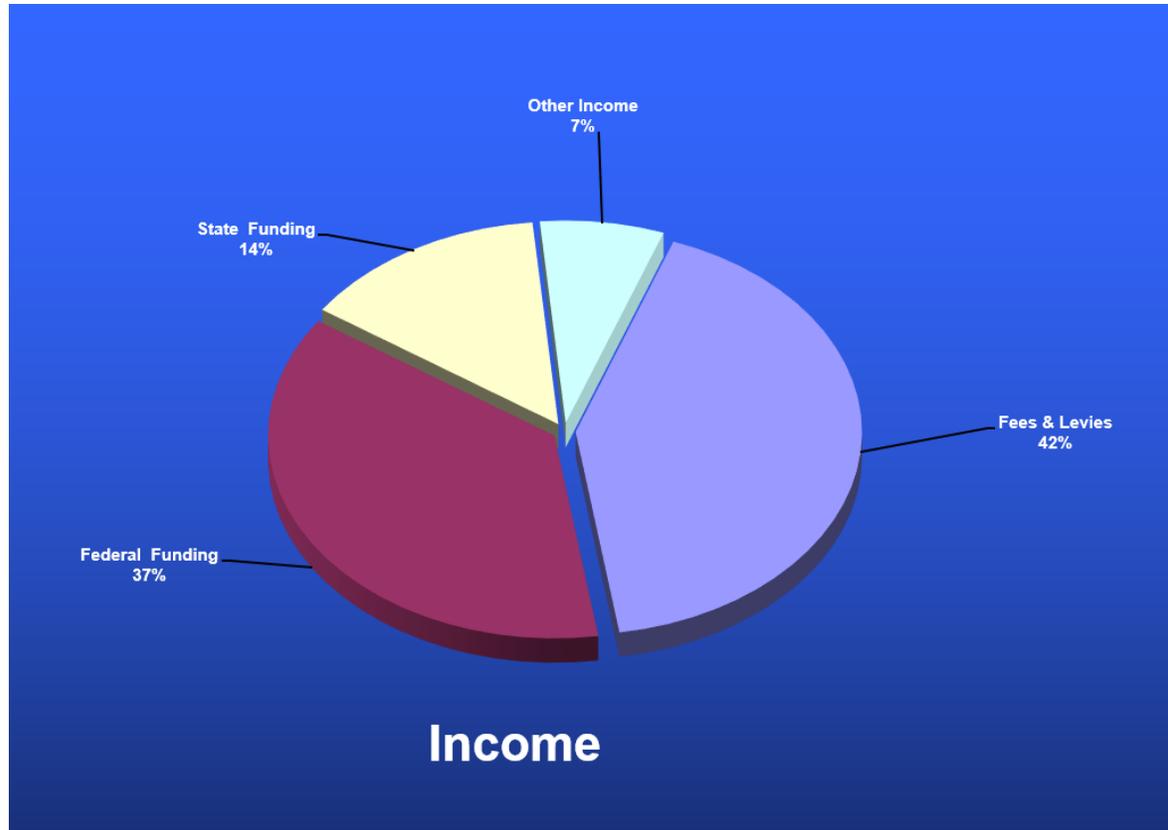
- Implement and trial the Portal for improved communication
- Continuation of the 'REACH' program in the Junior School
- Continuation of the Peer Support program for Year 5 with Year 11 to ensure that younger boys have appropriate support
- Continuation of a Buddies program where a Senior School boy is a mentor for selected younger boys
- Continuation and improvement of the "Getaway" program on a designated lunchtime every week to improve the social skills of nominated students
- Continuation and strengthening of the transition program for boys who would benefit from assistance from Year 6 into Year 7.



SECTION 8

FINANCIAL STATEMENT

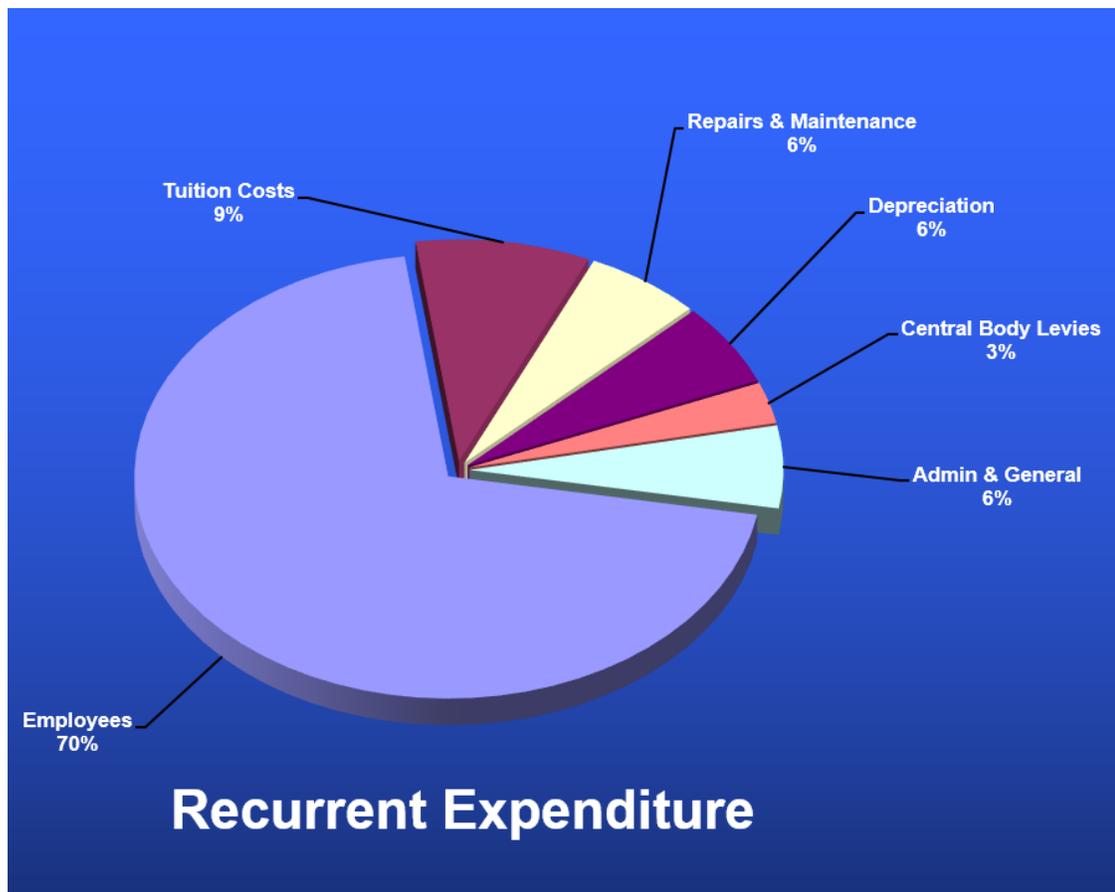
Income: The College's recurrent income for the year ended 31 December 2015 was derived from the following sources:



Fees and Levies were slightly above forecast as student numbers were higher than budgeted numbers.

Government funding represented approximately 51% of the College's total income. For 2015, the College was still "funding maintained", that is, Federal funding was based on the old Education Resource Index (ERI) model. Following the Gonski review, an interim model operated for 2015 and this resulted in a three percent increase on 2014. The College does not expect its Government funding will decrease in 2016.

Expenditure: The College's recurrent expenditure for 2015 by major expense category was as follows:



Employee costs, including salaries, wages, superannuation, and co-curricular expenses represent approximately 70% of all outlays. Labour award increases for 2015 ranged from 2.27% to 2.5%. 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 2015, 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, IT equipment and classroom furniture.

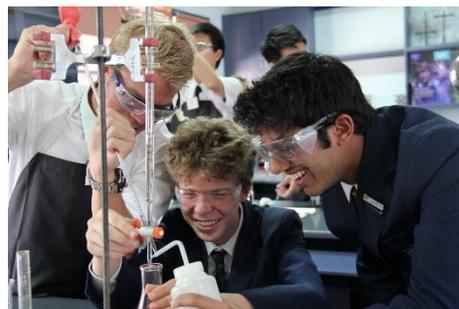
SECTION 9

(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 2015 the following improvements were effected:

- extensive refurbishment of Science Wing including roof replacement and treatment of verandahs for concrete spalling;
- repainting of Science Wing, doors and associated hardware upgrade to Science labs;
- replacement of E Wing (Music) roof;;
- rollout of next phase of 1 to 10 student Personal Learning Devices;
- return of three formerly used spaces to general classrooms;
- provision of a "green screen" room for film making and digital photography (Visual Arts).



Also in 2015, the following occurred:

- finalisation of the College's Educational Brief to inform the master plan;
- further upgrades to the Resistance and Cardio Training Facilities in the Sarto Gymnasium;
- preparations for landscaping of the Anderson Street frontage;
- installation and upgrade of Years 11 and 12 lockers;
- upgrading of light and sound provisions in the Drama Room (LC1).

Continued upgrade and expansion of the general ICT capacities throughout the school have meant a significant increase in student access to computer facilities. In 2015 the College continued the next phase of the deployment of a 1:1 PLD (Personal Learning Device) Program. Currently all years have a dedicated PLD assigned to them with Years 9 and 11 students upgraded in 2015.

The College's wireless is improved annually to accommodate devices and to ensure all services are available to students. A combination of Smart Boards and ICT-driven data projectors are available in all teaching areas throughout the College both at Chatswood and Oxford Falls. 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 2015 the ongoing College Maintenance Program also saw extensive internal and external painting of the buildings on campus, and refurbishment of learning areas. 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 2012-2015 period, the following developments occurred, mainly at the Treacy Complex, Oxford Falls:

- improved audio visual technology and wireless and cable internet access;
- 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;
- new Chaplin Oval electronic scoreboard;
- extensive tree and vegetation management program in response to DET recommendations;
- 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 Oxford Falls 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 2013-14. 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 2014-15 seasons and the College hosted games when "AWAY" matches at other venues were washed out.



(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 Resistance Training Gymnasium and Cardio Training Room with AV projector and monitor system for ICT presentations and supervision of training

COMPUTING

- Total of 36 Servers (Mail/File/Print/Database/Intranet/Management etc.)
- 1 100 student PLD's
- 2 Student PC labs
- 100 staff laptops
- 12 Blade servers with an 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)
- AV projection facilities and connections in all Teaching and Learning areas
- 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



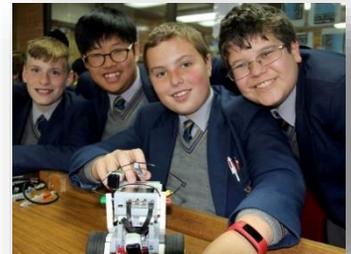
SENIOR RESOURCE CENTRE

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



JUNIOR RESOURCE CENTRE

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



LEARY LEARNING CENTRE

- Large flexible teaching area
- Theatre facilities, Internet connection and multi-media projection capacity
- Dramatic Arts teaching and learning facilities – light and sound



BLUE ROOM

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

(III) TREACY COMPLEX, OXFORD FALLS

- 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



SECTION 10

ATTACHMENTS

- (1) Enrolment Policy Full Text**

ATTACHMENT 1:



ST PIUS X COLLEGE

CHATSWOOD

ENROLMENT POLICY

Introduction and Purpose

Enrolment Priorities

All children of parents who are prepared to support the religious principles and ideals of this College are considered eligible for enrolment. The following group of applicants will however have a priority over others in admissions:

The College Enrolment Policy gives priority in the following order:

1. Catholic enrolments from our Feeder Schools – Our Lady of Dolours Chatswood, St Thomas' Willoughby, St Philip Neri, Northbridge, Our Lady of Good Counsel, Forestville, St Martin de Porres Davidson, Holy Family Lindfield, Corpus Christi St Ives, Our Lady Help of Christians Epping.
2. Siblings of enrolled or attending students.
3. Catholic enrolments from non-feeder Catholic primary schools.
4. Catholic boys enrolments attending non-Catholic schools and who are members of a Catholic community.
5. Non-Catholics enrolments from Catholic Schools.
6. Non-Catholic enrolments from non-Catholic schools.

Special Cases

Sons of ex-students of the College are also given consideration. Applications for students to attend the College for Years 5 & 6 only are accepted but considered only after positions have been filled by applicants who are committed to Year 12.

BASIS OF DISCRETION

The application of these priorities and considerations may be varied at the discretion of the Principal.

Enrolment Numbers

Year 5 is the largest intake i.e. 96 students – 3 classes of 32. The College admits another class of 32 students into Year 6 and 32 students for Year 7. Acceptance into Years 8 to 11 is subject to the number of vacancies.

PROCEDURES

Expression of Interest – Mailing List

To ensure receipt of the Application for Enrolment form at the correct time please complete the Expression of Interest form available online at www.spx.nsw.edu.au under the Enrolment Information heading. You can submit it electronically to the College. There is no fee to lodge the Expression of Interest form. Completion of this form ensures that you are placed on the **mailing** list to receive the Enrolment Application form at the correct time, which is during March two years prior to the student's commencement. Completion of the Expression of Interest form does not constitute an enrolment nor a place on a waiting list.

Campus Inspection

Every year the College holds a Campus Inspection. In **2015** the Campus Inspection will be held on **Saturday 14 March** from 10am to 2pm. All prospective parents are urged to take advantage of this opportunity to meet the Principal, members of the Leadership Team, teachers and students and to inspect the facilities and resources of the College.

Application for Enrolment for Years 5, 6 & 7

Enrolment applications are accepted two years prior to the student's commencement. Application for Enrolment forms are released during March, two years prior to commencement. *See Page 10 for when to enrol for the Broken Bay Diocese special arrangement.

Application forms are **not** available on the website. Application forms are released only from the Registrar's office.

When to fill out an Application for Enrolment form:

Applying for a Year 5 position	➡	When your son has just commenced Year 3
Applying for a Year 6 position	➡	When your son has just commenced Year 4
Applying for a Year 7 position	➡	When your son has just commenced Year 5

The application for enrolment fee is \$100.00 and is non-refundable. Parents are asked to supply a brief personal summary of church and school involvement, copies of birth and sacramental certificates, latest school report and NAPLAN test results (where applicable). A small passport size photo of the applicant is also necessary. Applications for Years 5, 6 & 7 close on 30 April each year. Applications for Years 5, 6 & 7 received after this date are accepted without penalty however only waiting list positions will be available.

Enrolment Interviews and Confirmation Fee

Every applicant for which a position is established is invited to attend an interview. Following interviews, successful applicants are asked to confirm their position with a \$2,100.00 confirmation fee. **The confirmation fee is non-refundable and non-transferable should you wish to cancel or defer the enrolment.** However, \$2,000 is deducted from tuition fees in Term 2 when your son is in Year 7. All successful applicants and their parents are asked to sign a commitment form.

*Broken Bay Diocese special arrangement

In regard to the Broken Bay diocese arrangement Year 3 parents will be given the opportunity of applying to the Principal of St Pius X College for their son to commence at St Pius X College in either Year 5 or Year 7.

Parents who prefer for their son to continue for Years 5 and 6 at the local catholic primary school will be guaranteed enrolment into St Pius X College in Year 7 only on the following conditions:

1. Parents of boys in Year 3 must contact the Registrar at St Pius X College for an enrolment application form and lodge it within the specified time limit.
2. After satisfying the usual enrolment criteria of St Pius X College parents will receive formal advice from the Principal of the College of acceptance, or otherwise, for either enrolment in Year 5 or Year 7.
3. All offers of enrolment must be confirmed with the payment of the confirmation fee by the payment date which is within 6 weeks from the time of notification of acceptance. Failure to pay the confirmation fee by the due date will render the offer of enrolment void.

Waiting List Information

Applicants who do not make the first round of offers are placed on a waiting list. Further offers are made as soon as places become available. Offers can come as late as the beginning of the new school year.

Please note: For the general intake years of 5, 6 & 7, unsuccessful applicants who are on a waiting list from the previous year who wish to be considered for the following year need to make a fresh application. The enrolment application fee will apply and standard selection criteria will stand.

Application for Enrolment for Years 8-11

Enrolment applications for Years 8-11 are accepted after July each year. Interviews for these positions are held towards the end of Term 3 in the year prior to commencement.

Every endeavour is made to place as many applicants as possible. The enrolment process at this College is at all times confidential, exhaustive, fair and honest. Every year the enrolment process is very unpredictable. It is highly recommended to contact the Registrar directly to discuss the facts.

Policy Review

Last Reviewed: 3 December 2014

Approved by: College Leadership Team

Renewal Date: Annually



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