



ST PIUS X COLLEGE

CHATSWOOD



2014 ANNUAL REPORT

Submitted on 30 June 2015 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: January 1, 2011 to December 31, 2015

Accredited: Higher School Certificate



**EDMUND RICE EDUCATION
AUSTRALIA**

2014 ANNUAL SCHOOL REPORT

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SECTION 1

MESSAGES FROM KEY SCHOOL BODIES

(I) (a) FROM THE PRINCIPAL

Two thousand and fourteen (2014) was a very successful year for the College, characterised by a committed faith and social justice activity, strong academic results, booming enrolments, imaginative curriculum initiatives, as well as successful extra-curricular programs with a vibrant cultural life. Our theme centred upon the Touchstone of “Justice and Solidarity” has been a feature of all aspects of College life.

On a personal level, I was both challenged and inspired by my opportunity to visit Kenya and Papua New Guinea to observe first-hand the Christian Brothers' mission to the marginalised outside of Australia. It was important that on behalf of the College I was able to see where the funds raised by the College community had made a contribution, and to seek out new opportunities for strategic planning for future Justice and Solidarity initiatives within the College. It is a key aspect of our Social Justice Mission that we be proactive in maintaining positive engagement with a range of communities outside of our local area. This need for engagement is enacted on many levels such as our Indigenous Immersions Programs, the annual 'Giving Tree' and the ongoing support for the Matthew Talbot Hostel. We are well aware that we have to actively maintain our commitment to social justice and seek for new ways to make connections outside of our world here on the North Shore of Sydney. We are always mindful of Luke's exhortation: “To whom much is **given**, much is expected.” Luke 12:48

With this theme in mind, it was appropriate that the College's inaugural Kokoda expedition should not just be a physical experience but also an opportunity to engage with Christian Brothers Callan Services in PNG. The expedition developed into much more than a walk in the footsteps of our World War II soldiers to become a positive cultural engagement for all concerned. The College was very aware that it was a significant military heritage and in that spirit we were pleased to welcome some of our veteran community and their families and friends to our Remembrance Day Ceremony. Their presence added great meaning to the day.

The College is looking to be a Lead School as part of the national network of schools via Edmund Rice Education Beyond Borders. This body provides a great source of leadership and support for our endeavours. I was pleased to see that we were already well advanced in collating the material for the detailed review of our policies and procedures at all levels for Registration and Accreditation by the Board of Studies in 2015. I am looking forward to the opportunity for reflection afforded by the process.

The College Board, chaired so capably by Mr Peter Hughes, is a constant source of wise advice. The regular meetings of the various committees allow us to refine and review our strategies. In addition, I find it very valuable to have such an effective College Leadership Team. The team will expand again in the future. Our regular weekly meetings have been augmented by some extended sessions at Oxford Falls to discuss larger issues, such as the creation of new positions including appointing a Head of Staff Services, Head of Student Services, expanding the role of eLearning Coordinator to include that of Knowledge Manager and the appointment of an Outdoor Education Coordinator. These new positions reflect the changing parameters and circumstances of modern education and institutions.

Pastoral care of students and staff is an essential part of our strategic direction. Programs such as MindMatters allow us to be proactive in the encouragement of good mental health in the College community. The College has been designated a leading MindMatters school, with all manner of activities, from Boxercise and parent and son camps to staff awareness sessions.

Another very positive aspect of College life is the enthusiastic support of our local Priests. The College continues its close relationship with Our Lady of Dolours Church in Chatswood Parish. I acknowledge the continuous support of Father Paul Finucane and Father Barry Knobbs in our many College liturgies. We look forward to welcoming our new Bishop, the Most Rev Peter Comensoli to the College in 2015.

The Parents and Friends Association, under its President, Mr Paul Hunt (who is also an ex-student of the College), has made many practical contributions to our College. The recent series of grants for College initiatives have been particularly welcome. In addition, the staff breakfast and Year 12 end-of-year luncheon supplied by the parents were much appreciated by all concerned. The College does not take for granted how

many parents support and attend the range of presentations, performances, extra-curricular events, information evenings, the canteen, BBQs and camps.

A number of close associates of the College passed away in 2014. The College joined together to celebrate their lives and extended its sympathy to all those families touched by grief in 2014. Some practical support was also given in the form of a donation to one family in particular who lost their father unexpectedly.

Music has been a feature of the College in recent years. The extensive music program is a major attraction for many students. The College Orchestra and Ensembles continue to grow in number and quality. The Music Department has now been extended to cover Performing Arts. There is also a new Drama Course which has been most successful. The wonderful production of 'Honest Iago' in the middle of 2014 highlighted the great talent amongst both staff and students.

Sport is always important in the life of the College. 2014 saw significant success in this important aspect of College life. The 1st IX Cricket team had a successful tour of Queensland, winning in its division, and Rugby continues to improve. All sports deserve mention. Football has been particularly successful at the College in recent years. In 2014, the 1st XI, were victorious in the Queensland Tour competition, following this with winning the NSW Combined Independent Schools Competition. The CIS is one of the highest schoolboy competitions in the country and the College did remarkably well to secure this victory. There were many other individual sporting successes, which have been highlighted in other forums. It is always good to see such boys acknowledged in both Assemblies and the College media.

It has been very pleasing to see the consistent academic success of the College. This is of course part of our core business and now more than ever our academic results are available for public scrutiny through such portals as the *MySchool* website. We intend to increase our own communication with the College community via a more versatile portal in 2015.

Our Higher School Certificate results for 2014 were particularly pleasing, with approximately 30 percent of our students gaining ATARs above 90, and over 13 percent above 95. Congratulations to our students who were among the State's *Top Achievers*: Nathan Reidy, who came first in NSW for Business Studies, and our College Captain,

Leon Warren, who was first in NSW Chinese Beginners. In addition, Hayden Falzon's film for Visual Art, *Embers of the Imagination*, was selected for the *Artexpress* exhibition of outstanding major works. It will be exhibited at McGlade Gallery, Australian Catholic University. Our Dux for 2014 was Brian Lam, with the outstanding ATAR of 99.90. Brian was also listed among the HSC's *All Rounders*, along with Nathan Reidy and Hayden Rolls, for gaining 10 units at the Band 6 Level. In all, 106 students achieved Band 6 results in at least one subject and the school was ranked 88 out of over 300 schools across the State. The results were strong across all subjects, with 97 percent above State averages and 73 percent achieving marks 5 percent or more above State averages. 2014 was a very good year, academically.

The year 2014 also saw the College intensify its promotion of Social Justice while maintaining its broad focus on Catholicity, academic achievement, and sporting and cultural endeavours. The four touchstones of Edmund Rice Education Australia: Gospel Spirituality; Liberating Education; Inclusive Community; and Justice and Solidarity, provide us with our strategic direction and ensure we remain true to our core values.

Finally, I want to extend my sincere appreciation to all members of the College Staff, some of whom are retiring after many years' service. Other teachers have left us to continue their careers elsewhere, and we thank them for their efforts.

In closing, we give thanks to God for the blessings of 2014. We offer our efforts and achievements in 'Fide et Labore' and look forward to 2015 as the year of Liberating Education.

God bless you all,



Mr John Couani
Principal



(I) (b) FROM THE BOARD

Review of 2014

The College Board has a strategic and advisory role in supporting the Principal and the College to help foster the best possible learning environment for the students. In all its work, the Board shares the responsibility of enhancing the College's authenticity as a Catholic school in the Edmund Rice tradition through faithfulness to its Touchstones: Liberating Education, Gospel Spirituality, Inclusive Community, and Justice & Solidarity.

During 2014, the College was very busy with the continuing implementation of its 2012-2016 Strategic Improvement Plan for its mission of Catholic life, pastoral care, teaching and learning. The Strategic Plan also sets the College's intentions for improvement in other areas of school life such as curriculum and co-curricular programs, human resources and development, ICT, facilities and resources.

The Board also had a very busy year through our Committees for Finance & Risk, Property, Strategic Planning, Governance & Formation. As Chair, I am very pleased with the work of Board colleagues in helping the College with important projects for master planning, capital works, scholarships, risk management and the next Strategic Improvement Plan.

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 the spiritual, intellectual, social, cultural and physical growth of the boys.

As Board Chair, I would like to thank all our Board and Committee members for their generous service to successful College governance over 2014. I particularly thank retiring Board member and Deputy Chair John McGrath for his valued contribution during his years of service.

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

Peter Hughes

Board Chair, 2014



Left to Right: Mr John Couani, David Kennedy, Peter Hughes, Jan Hunter, Brian Populin, Catherine Ephraums, Tony Masone, John McGrath, Therese Maclaine and 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:

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 also 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 which the students benefit from.

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 students into well rounded young men.

The P&F at St Pius 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 2014. In particular I would like to acknowledge the tremendous efforts and support of two people who through the good management of the age of their sons retired from P&F activities in 2014.

1. Philip Morgan Giles, always the first to volunteer for any assistance needed, always the first to show up to an event to help get everything organized and quite often the last to leave. Philip has been a dependable member of the P&F and has also contributed to the ideas and policies to ensure a fair and balanced perspective is taken into account.
2. Sandy Chetham, whose organizational skills are without rival, and responsible for the smooth operation of major functions such as the cocktail party and trivia night, as well as smaller function. As merely one demonstration of her skills, Sandy has created the social bible with details of the organization of events, in some instances going back many years. Sandy has handed over the reigns of Social Coordination to Christine in a smooth transition over the last couple of years.

Philip and Sandy will be missed on the P&F. Thank you for your contribution.

Paul Hunt
P&F President 2014



(l) (d) FROM THE STUDENT LEADERSHIP TEAM 2014

2014 was another successful year for St Pius X College Chatswood. The school excelled across all areas of College life, ranging from success on the sporting field to academic results. From the student leadership perspective, it was particularly exciting to witness the changes and developments taking place in our school throughout 2014.

The first task assigned to the 2014 student leadership team involved assisting with the planning and running of the inaugural St Pius X Social Justice Day. The event consisted of guest speakers, cultural activities, and increasing awareness amongst the school community of the issues which affect disadvantaged and underprivileged members of our society. The feedback from students of all ages was particularly encouraging as many found the day to be empowering and inspiring. This event set the tone for the 2014 school year, which followed the theme of Justice and Solidarity.

The year also saw Drama reintroduced to St Pius X College, adding to the already extensive list of opportunities on offer to students of all ages and abilities. The College's range of extracurricular activities gives all students the opportunity to develop and improve their leadership skills, which is one area which I believe St Pius X truly excels in and that I am fortunate to be a beneficiary of. As College Captain and a member of the student leadership team, I have had many unique experiences which I am sure I will draw upon many times in the future. Organising activities within the College, public speaking opportunities, attending events and representing our school were amongst the many experiences through which our leadership team developed bonds and honed skills related to leadership.

Although it was a challenge to follow in the footsteps of the 2013 HSC cohort, the class of 2014 managed to maintain the tradition of academic success at St Pius X. Thirty percent of our cohort achieved an ATAR above 90, with our College Dux achieving 99.90. Two students achieved HSC First in Course and one student HSC Third in Course in their subjects, and there was also one student selected for *Art Express*.

School spirit is very strong at St Pius X, and this was demonstrated on many occasions throughout the year. One such occasion occurred when 200 St Pius X students voluntarily attend the CIS Football Cup Final on a cold winter night to cheer our St Pius X 1st XI to victory. It was a night which displayed incredible school spirit and truly demonstrated the supportive nature of our school community. St Pius X College encourages all students to get involved and strive do their best, whether it be academically or through other endeavours. A strong emphasis on an inclusive and supportive community, and the underlying principles of faith and hard work (our College motto "Fide et Labore") results in St Pius X being a school where all students are able to develop and succeed in all aspects of life.

I was fortunate to have had the opportunity to learn and grow in this environment, and I cannot express enough how grateful I am to the school and its staff for providing me with such a memorable and life-changing experience.

Leon Warren

St Pius X College Captain 2014



(II) GOVERNANCE OF THE COLLEGE

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

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

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

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

Annually an 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 has a range of Committees as follows:

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

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



(III) LOCATION

St Pius X College is an independent, high-achieving Catholic school in the Edmund Rice tradition providing a balanced education with a strong pastoral and academic focus, as well as a vigorous cocurricular program. Its main campus is located in Chatswood on the Lower North Shore of Sydney and has approximately 1144 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 four ovals comprising two fully maintained turf wickets, tennis courts, cricket nets, hospitality areas, indoor basketball courts, a gymnasium, small and large groups workrooms and numerous other facilities.

The College was founded by the Christian Brothers in 1937 at the invitation of the Parish Priest to provide a reasonably priced education for the increasing number of local Catholic boys. The College is named after Pope Pius X who was canonised in 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 Tracey Complex, Oxford Falls



(IV) COLLEGE VISION STATEMENT

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

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

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

FAITH, RESPECT, OPPORTUNITY, EXCELLENCE



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 1144 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 |
|--------|--------|--------|--------|--------|---------|---------|---------|-------|
| 97 | 128 | 159 | 160 | 158 | 157 | 146 | 139 | 1144 |

(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 2014

| | Years 5-6 | Years 7-10 | Year 11-12 | Years 7-12 | Years 5-12 |
|-----------------|------------------|-------------------|-------------------|-------------------|-------------------|
| Apparent | 96.88% | 97.79% | 97.54% | 97.71% | 97.55% |
| Actual | 96.88% | 97.00% | 97.54% | 97.17% | 97.11% |

| Years | Year Start | Year End* | Leavers | Enrollees during 2013 |
|------------------|-------------------|------------------|----------------|------------------------------|
| 5 & 6 | 225 | 218 | 7 | 0 |
| 7 – 10 | 634 | 620 | 19 | 4 |
| 11-12 | 285 | 278 | 7 | 0 |
| 7-12 | 919 | 898 | 26 | 4 |
| 5-12 | 1144 | 1116 | 33 | 4 |

**including enrollees during 2014*

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

(VIII) STUDENT ATTENDANCE

(a) 2014 Rates

| School Year | Attendance Rates |
|--------------------|-------------------------|
| 5 | 97.2% |
| 6 | 97.3% |
| 7 | 97.0% |
| 8 | 95.9% |
| 9 | 96.0% |
| 10 | 97.3% |
| 11 | 96.7% |
| 12 | 98.0% |

For Years 5 – 12 the average student attendance rate was 96.9%. The percentage includes all absences and represents an improved attendance rate on 2013. These figures exclude official leave granted by the Principal to students. The attendance rate and high participation in College activities suggests a high degree of student and parental engagement with the College.

(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 Counsellors and appropriate outside agencies when necessary.

(IX) TEACHER QUALIFICATIONS

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

| TEACHER STANDARDS CATEGORY | NO. OF TEACHERS |
|--|------------------------|
| (i) Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines. | 89 |
| (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 97.6% in 2014 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 2013 to 2014 was approximately 94%. A small number of teachers left at the end of 2013 and others left during 2014 as is the usual pattern. Those who left did so for the following reasons:

- Moving closer to home or for personal/family reasons
- Retirement
- Relocating intrastate or interstate
- Following a career outside of teaching.

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



(XII) TEACHER INVOLVEMENT IN PROFESSIONAL DEVELOPMENT

(a) General Professional Development

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

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

Regular Professional Development occurred during Staff Development Days, Faculty Based Professional Development sessions (held fortnightly), Guidance Coordinator and Studies Coordinator meetings, weekly staff briefings, Faculty meetings (held fortnightly) and full staff meetings held twice each term. In 2014, there was a focus on the following areas for internal professional development:

- Spirituality in an Edmund Rice school
- Literacy – Mapping Text Types
- Web 2 Applications in the classroom
- Preparing for Registration and Accreditation – Understanding Assessment Policy
- Disability Discrimination Standards in Education.



Training was provided in First Aid, CPR, Evacuation Procedures and Anaphylaxis.

Teachers were encouraged to apply for HSC Marking.

Teachers on application, attended other professional development opportunities provided by the following organisations:

ACE, ACSA, ACU, AHISA, AIS, AIS NSW, APPA, ASLA, ASPECT, Association of Science Education Technicians, BOSTES, Broken Bay CSO, CEC, CIVICA, English Teachers Association, EREA, GENERATION NEXT, HTA, Human Connections, Independent PRIMARY Schools Head of Australia, Inspiriti, IPSHA, UNSW, ISRA, Knox Grammar School, Library Network, MAQU, MINDMATTERS, Monte Sant' Angelo, NESLI, Northern Sydney Institute, NSW TAFE, Oxford Education, PEARSON, PETAA, Reach, Science Teachers Association of NSW, Seven Steps, Sydney Children's Hospital, Sydney Water, The Alannah and Madeline Foundation, Training Choice and TTA.

In 2014 the average expenditure per teacher on professional learning, inclusive of teacher replacement salaries, was approximately \$1578.



(XII) (b) Teacher Induction

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

Internal Processes include:

- Information/ Induction 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, Code of Conduct and WHS requirements
- Staff Handbooks providing relevant information
- Provision of Mentors including Domestic Buddies and Leadership Team Reference persons
- Information Sessions for all staff new to the College on the College processes for assessing and reporting student achievement
- Specific Information sessions for New Scheme teachers
- Time release for New Scheme teachers to meet requirements for Accreditation
- "Week 12" Progress Interviews
- Celebration Morning Teas and Social Gatherings
- Ongoing mentoring and support from the Head Staff Services 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 Services (BOSTES).

(XIII) WORKFORCE COMPOSITION

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



SECTION 2

(I) LITURGY, PRAYER AND LIFE

The Mission and Identity Team comprising of the Assistant Principal - Mission & Identity, the Religious Studies Coordinator, the Assistant Religious Studies Coordinator and the Social Justice Coordinator has provided the leadership for innovation in the Religious Education Curriculum, the liturgical and prayer life of the College and the development of the social justice initiatives within the College in 2014.



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 2014 the College embraced the Touchstone of **Justice and Solidarity** as our theme for the year. "We are committed to justice and peace for all, grounded in a spirituality of action and reflection that calls us to stand in solidarity with those who are marginalised and the Earth itself". (EREA Charter 2007) Our hope for 2014 was for each of us to embrace the opportunity to really make a difference in everything we do.

We launched the year with the unveiling of our Indigenous Artwork, titled, "Act of Reconciliation" painted by Mr Sean Ryan. We met with Sean over a period of meetings as he wished to embrace and blend our Pius identity with the indigenous culture of the Cameraygal people. Sean has entwined our Pius totems within the

artwork and articulately explained its connection to our theme for the year, Justice and Solidarity.

This set the tone culminating with our Reconciliation Liturgy that presented our Rugby Touring Team with their Reconciliation Jersey as our first Ambassadors of Reconciliation. Sean Ryan conducted a special smoking ceremony which saw all members of our College commit to be Ambassadors of Reconciliation.

These are just some of the activities our young men are involved in that really help them to learn and develop a genuine social conscience that fulfils the truly holistic education that was the key to our new Mission and Vision Statement that was launched at our Commencement Mass.

In 2014 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.



*Social Justice Day
at Oxford Falls Campus*

Key developments in 2014 included:

- The Edmund Rice Society 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.

- Across the curriculum, each Key Learning Area continued to integrate Social Justice teaching into its programs. Staff were continually encouraged to incorporate Social Justice awareness into lessons. The English Department were a “light house” department in incorporating the theme of Justice & Solidarity 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 follow:

YEAR 12 Lenten Program/Project Compassion/Red Shield Appeal

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

YEAR 10 Bowraville/Red Shield Appeal/Edmund Rice Camps

YEAR 9 St Vincent de Paul Winter Appeal and Christmas Appeal

YEAR 8 “Day” Collections in Chatswood CBD such as Pink Ribbon, Legacy, Red Shield Appeal and other similar worthwhile initiatives

YEAR 7 Christmas Giving Tree, St Joseph's Walgett



Christmas Giving Tree 2014

YEARS 5 & 6 Walkathon: St Joseph's Walgett, St Mary's Bowraville and World Vision/Christmas Giving Tree

The Edmund Rice Society organised a most successful blood donation from Senior Students and Staff at the local Blood Bank in Chatswood. This initiative resulted in the College's donations, throughout the year, being ranked the top donators in the Annual Schools "Dracula Shield" with a total of 103 donations.



Together with the Blood Bank initiative the Edmund Rice Society organised and operated a "Cake Store" in support of Year 7 student, Luke Forwood, who undertook the initiative to raise money for Cancer Research in support of his younger brother being treated for this disease.

In 2014 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
- Edmund Rice Camps
- McGrath Foundation
- Pink Ribbon
- Red Shield Appeal
- St Joseph's School, Walgett
- St Mary's School, Bowraville
- World Vision



Immersion Experience at St Mary's Bowraville

Again in 2014 the Year 12 cohort was successful in promoting *Project Compassion*. The outcomes from the appeal were extremely pleasing. One important aspect was raising awareness of the students' social conscience.

The Charities Committee, overseen by a member of the teaching staff, promoted and provided opportunities for predominantly Year 8, 9 and 10 students to be

actively involved in appropriate community support. A major initiative for these younger students in 2014 was volunteer door-knocking for the Salvation Army in their annual Red Shield Appeal.

In Year 10 and Year 11, boys were selected to represent the College at various Social Justice Youth Forums organised by the Broken Bay Diocese, Caritas Australia and the EREA network. Students also attended the Global Dignity Day and 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.



(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 2014 the entire school community commenced and concluded the College year with the celebration of a Mass of Thanksgiving. Masses were also celebrated at the Year 11 and Year 12 Graduations and senior retreats.

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

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

All Religious Education classes, 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 Breakfast in the Sarto Centre on the eve of Mother's Day.

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



(II) (b) YEAR GROUP

Liturgy for the Year cohorts included:

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

(II) (c) COLLEGE

The College participated in the following major Eucharistic liturgies throughout 2014:

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

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

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



(III) SACRAMENT OF RECONCILIATION

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

(IV) OTHER LITURGICAL AND COMMUNAL PRAYER EXPERIENCES

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

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



(V) CLASS PRAYER

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

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

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

(a) Student Participation in Parish Liturgies

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

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



Year 12 Graduation Mass

(b) Resource Sharing

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

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

(c) Sacramental Programs

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

(VII) FAITH DEVELOPMENT PROGRAMS

- Our year's theme of **Justice and Solidarity** culminated with our Founders Day Festival on the 22nd November as we embraced our "First Australians and Last Australians" with an entertaining cultural experience from Mr Walangari Kantawarra and a very moving story from Afghanistan Refugee, Zaki, who shared his story of struggle with us. 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 Edmunds, Wahroonga.



- The Eucharistic Ministers' Course was completed by eight Year 10 students at the end of the year. Boys attended the course conducted by the Parish Priest of Our Lady of Dolours, Chatswood and the Assistant Principal, Mission and Identity.

- The Year 10 Immersion Program continued to grow in 2014, 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 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 undertook its first International Immersion with a group of 34 staff, students and parents visiting Callan Services in Port Moresby PNG, before completing the Kokoda Trail Trek. This visit was followed up in October, 2014 by the Principal and Assistant Principal – Mission & Identity, forging strong links with the work of the Christian Brothers running Callan services in PNG with a fact-finding visit.

- 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 2014 the College continued its weekly visits by Year 11 students to Willowood Nursing Home, Chatswood. Groups of students accompanied by staff spent each Monday afternoon with the residents, who enjoyed the weekly interaction with the young men. Once a term, students performed a Musical Soiree to entertain the residents.



- In 2014 the College took on the responsibility to serve 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' "Prayer Room" Program embraced the pastoral and spiritual dimension of the students. The Bully Busters presentation from the previous year was further developed through the performance group "Class Act".

STAFF SPIRITUALITY DAY

In the year of embracing our touchstone of **Justice and Solidarity**, our Staff spent the day growing in their awareness of the social justice issues that we are confronted with in our society today.

Our Staff visited the Edmund Rice Centre at Homebush West where we gained a great insight into the plight of the first Australians, our indigenous people and our last Australians, the refugees, hoping to therefore, solve the problems for all future Australians. The Director of the Edmund Rice Centre, Mr Phil Glendenning, certainly opened our eyes to stories and the plight of these people, certainly dispelling myths and misinformation.

The second half of the day our Staff took part in practical activities of either "The Urban Walk" or "Wrapped in Love". The Urban Walk saw members of our Staff explore Kings Cross from a different perspective. We entered into a range of different spaces and places exploring and seeing: - Inclusion/Exclusion; addiction; alternatives to violence; and hearing stories from the homeless in our city. Wrapped with Love was a very practical task of knitting squares to provide warmth and comfort for people in need.

(IX) RELIGIOUS EDUCATION CURRICULUM

In 2014, we invited the external agency of Hopkins Ministries to review the newly developed Religious Education curriculum embracing the objectives from the Broken Bay Diocese. The new Religious Education Stages 4 and 5 programs together with the Stage 6 Board of Studies Year 11 and 12 Program were evaluated with strong commendations and recommendations for 2015.



The program balances the key elements of Scripture, Sacrament, Prayer, Outreach and Church History as it emphasises the Catholic traditions of the College. These traditions are designed to develop the values of compassion, integrity, honesty, trustworthiness and excellence. In 2014 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 2014, 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.



Altar Cloth

SECTION 3

(I) STUDENT AND FAMILY PASTORAL CARE

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

Pastoral and Reflection Days, Camps and Retreats for students took place as is the usual practice. These days help develop personal responsibility, respect for self and respect for others. They were well received by students and parents. Each is evaluated and refined annually. The Year 7 students attend the Snowy Mountains skiing trip. This excursion emphasises the need to develop personal and interpersonal strengths and skills including tolerance, respect and trust of others. Year 8 attended an arduous Camp Somerset on the Colo River, while Year 9 attended the Great Aussie Bush Camp at Tea Gardens. Year 11, under the Reach Foundation, had three Reflection Days at the Treacy Complex. For Year 12, simultaneous retreats were conducted at Mulgoa with College staff facilitating and at Tallows Beach as an 'Outward Bound' style retreat.

These camps and retreats are placed just after the Trial Higher School Certificate. They were most successful in achieving their aims, promoting respect and responsibility, as well as other desired outcomes in faith development among the cohort prior to their HSC examinations and imminent departure from the College



The Community Involvement Program (C.I.P.) involves Years 10 and 11 and aims to develop the ideals of service, compassion and responsibility. Students are required

to contribute 25 hours in C.I.P in Year 11 as a Social Justice initiative, building on the 20 hours required to move into Year 11 from Year 10.

Building on the application to the Federal Government for a Chaplaincy grant in 2012 and 2013, the College maintained its counselling services in 2014. With the College financially supporting the increase of part-time counsellor time for student wellbeing purposes. These services were well deployed to the advantage of students and families.

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



Parent/Teacher nights for the review of Years 7-12 student progress were conducted late in Term 1 and early Term 2 and were strongly attended. There was one night designated for each year cohort and Interim Reports were the catalyst for discussions about progress. Details of Parent/Teacher interviews for Years 5 and 6 may be found in the Junior School Report (Section 7). Parental comments indicated a high level of appreciation of the staff and their dedication to the teaching of their sons. These structures will be reviewed looking forward to 2015.

An integral part of Pastoral Care is the recognition of students' effort/success in the academic, sporting and cultural aspects of College life from Merit Cards through to prestigious Colour Awards for sports and 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 PART B.

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 that responsibilities come with privileges.

These are excellent lessons in the formation of young men. Staff and students observe the “hands off rule” and all other mandated Child Protection and Anti-Discrimination, Harassment and Workplace Health and Safety requirements. The College prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons. We are “junior” partners with parents of the boys and young men in our care and the focus is on each individual growing to be an independent, mature and selfless learner. We follow the Edmund Rice Education Charter and all appropriate values and processes of procedural fairness.”

The College has a zero tolerance towards bullying and strong anti-bullying policies and procedures. In 2014 the focus was on social justice 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 Deputy Principal. Refer to the Student Diary about which person to contact within the College.
- After the Deputy Principal or Assistant Principal – Teaching and Learning, the next level is the Principal.
- Further representations can be made to the Eastern Region Office of Edmund Rice Education Australia in Waverley, Phone (02) 9369 0600.

During 2014 the grievance and dispute handling policy and processes were reviewed as part of the review cycle. All College policies are in line 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 and RACI Australian National Chemistry Quiz.



As well as attending formal classes, students have a variety of opportunities to extend their talents through strong Performing Arts, Chess, Robotics, Debating and Public Speaking Programs. In 2014, students were able to demonstrate their outstanding public speaking and debating skills by competing in the Catholic Schools Debating Competition and the Macquarie Cup. Our Gifted and Talented students participated in the da Vinci Decathlon.

As in previous years, the boys in Years 10, 11 and 12 in 2014 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 2014, communication between parents and teachers was enhanced with the introduction of the Parent Teacher Meeting online booking facility. There were further significant developments that will see an increase in the flow of information from the classroom to home.

Technology continues to be an integral element of contemporary teaching and learning. This year, the College's first eLearning Plan was completed with the successful roll out of Personal Learning Devices (PLD) for all students in Years 5 to 11. Next year, the second roll out of new devices will commence and for the first time, all students will have their own PLD. Much effort has been placed towards teachers continually improving their understanding and application of technology.



An exciting development of 2014 was the implementation of the Student Academic Forum, led by our Academic Prefects. This group of students became pioneers in providing feedback regarding their learning as well as being a useful group for consultation. They played an important role in the selection process of the next generation PLD. From small steps, the Student Academic Forum will continue to grow to become an important process for constantly seeking improvement in our learning environment.

In 2014, the Australian Curriculum in English, Mathematics, Science and History was successfully implemented in Years 7 and 9. 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) 2014 HIGHER SCHOOL CERTIFICATE RESULTS

In 2014, 153 students sat for 33 examinations.

Two students achieved 'First in State' for the subjects of Business Studies and Chinese Beginners.

Three students attained 'All Rounder' awards and it was pleasing to see variation in the subjects they studied.

| MERIT LISTS | 2014 | 2013 | 2012 |
|-------------------------|------|------|------|
| First in State | 2 | | |
| All Rounders | 3 | 3 | 2 |
| Top Achievers | 2 | 1 | 2 |
| Distinguished Achievers | 129 | 142 | 113 |

One student completed a Vocational Course in Electrotechnology, studied through TAFE.

In 2014 the College issued three Records of Student Achievement (RoSA).

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

- Nearly 30% of students achieved an ATAR of 90 or higher.
- More than half (55% of students achieved an ATAR higher than 80.
- Over the past four years there has been an increase in the proportion of students achieving Bands 4, 5 and 6 with the corresponding decrease in the number of students in the lower bands.
- This represents an overall increase in students achieving higher standards.

| | 2014 | 2013 | 2012 | 2011 |
|---------------|------|------|------|------|
| Bands 5 and 6 | 60% | 55% | 54% | 54% |
| Bands 4 and 3 | 38% | 40% | 44% | 43% |
| Bands 2 and 1 | 1% | 3% | 3% | 3% |

In 2014, 73% of courses were 5% or more above State Average. This is an increase of 15% from the previous year. In total, 97% of all courses were above State Average.

| | 2014 | 2013 | 2012 | 2011 |
|--|------|------|------|------|
| Courses above State Average | 27 | 25 | 24 | 22 |
| % of Courses above State Average | 96% | 86% | 89% | 81% |
| Courses above State Average by 5% | 22 | 18 | 17 | 12 |
| % of Courses above State Average by 5% | 79% | 62% | 63% | 44% |

Student enrolment in subjects has varied. English and Mathematics have maintained their numbers as expected. There has been an increase in the number students studying Science which is against state trends. Geography is one particular subject that is in decline.



| HSC RESULTS | No. of Students | | | SPX Average and State Average | | | | | |
|-------------------------|---------------------|---------------------|---------------------|-------------------------------|-------|------|-------|------|-------|
| | 2014 | 2013 | 2012 | 2014 | 2014 | 2013 | 2013 | 2012 | 2012 |
| Subject | No of Students 2014 | No of Students 2013 | No of Students 2012 | SPX | STATE | SPX | STATE | SPX | STATE |
| Ancient History | 24 | 28 | 15 | 83 | 72 | 81 | 72 | 80 | 69 |
| Biology | 30 | 25 | 18 | 77 | 72 | 78 | 74 | 74 | 72 |
| Business Studies | 61 | 56 | 55 | 81 | 74 | 77 | 74 | 80 | 74 |
| Chemistry | 28 | 23 | 27 | 84 | 76 | 81 | 76 | 80 | 76 |
| Chinese Beginners | 3 | | | 95 | 78 | | | | |
| Design and Technology | 12 | 7 | 15 | 78 | 76 | 80 | 76 | 78 | 76 |
| Economics | 21 | 29 | 29 | 82 | 76 | 77 | 74 | 81 | 75 |
| Engineering Studies | 5 | | 10 | 79 | 73 | | | 83 | 75 |
| English Standard | 58 | 56 | 69 | 73 | 67 | 69 | 65 | 75 | 68 |
| English Advanced | 80 | 84 | 69 | 82 | 81 | 81 | 79 | 83 | 80 |
| * French Beginners | | 1 | | | | | | | |
| *French Continuers | | 3 | | | | | | | |
| Geography | 18 | 31 | 41 | 78 | 74 | 73 | 73 | 77 | 74 |
| Industrial Technology | 5 | 15 | 8 | 75 | 71 | 80 | 72 | 76 | 72 |
| Info Processes & Tech | | 13 | 17 | | | 76 | 74 | 78 | 71 |
| General Mathematics | 55 | 70 | 62 | 78 | 69 | 76 | 67 | 77 | 69 |
| Legal Studies | 12 | 12 | 11 | 87 | 73 | 85 | 75 | 84 | 74 |
| Mathematics | 77 | 67 | 72 | 82 | 78 | 82 | 77 | 80 | 78 |
| Modern History | 38 | 45 | 39 | 81 | 75 | 83 | 76 | 82 | 76 |
| *Music 1 | 3 | 5 | 2 | | | | | | |
| *Music 2 | 2 | 1 | 3 | | | | | | |
| PDHPE | 36 | 31 | 40 | 79 | 73 | 77 | 71 | 77 | 73 |
| Physics | 36 | 35 | 38 | 80 | 73 | 80 | 74 | 79 | 74 |
| Software Design & Dev. | 14 | 9 | | 78 | 73 | 81 | 74 | | |
| SOR (1 unit) | 94 | 85 | 94 | 40 | 38 | 40 | 38 | 38 | 37 |
| SOR (2 unit) | 20 | 24 | 18 | 85 | 75 | 84 | 76 | 79 | 74 |
| Visual Arts | 30 | 20 | 20 | 78 | 78 | 79 | 79 | 76 | 79 |
| English Extension 1 | 7 | 9 | 5 | 43 | 41 | 45 | 40 | 45 | 40 |
| English Extension 2 | 1 | 3 | 3 | | | | | | |
| Mathematics Extension 1 | 48 | 43 | 51 | 81 | 81 | 83 | 80 | 81 | 81 |
| Mathematics Extension 2 | 13 | 10 | 12 | 83 | 82 | 88 | 82 | 87 | 83 |
| History Extension | 7 | 10 | 9 | 40 | 39 | 43 | 38 | 40 | 37 |
| *Music Extension | 1 | 1 | 2 | | | | | | |

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

Total Achievement Across all Bands

| BAND 6 | | | BAND 5 | | | BAND 4 | | | BAND 3 | | | BAND 2 | | | BAND 1 | | |
|--------|------|------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|--------|------|------|
| 2014 | 2013 | 2012 | 2014 | 2013 | 2012 | 2014 | 2013 | 2012 | 2014 | 2013 | 2012 | 2014 | 2013 | 2012 | 2014 | 2013 | 2012 |
| 124 | 136 | 113 | 380 | 328 | 346 | 253 | 247 | 277 | 63 | 97 | 102 | 8 | 17 | 22 | 0 | 9 | 1 |
| 15% | 16% | 13% | 45% | 39% | 41% | 30% | 29% | 32% | 8% | 11% | 12% | 1% | 2% | 3% | 0% | 1% | 0% |

(III) 2014 NAPLAN RESULTS

In May 2014, all Years 5, 7 and 9 students participated in National Assessment Program for Literacy and Numeracy (NAPLAN). The test results provide valuable information about student achievements in literacy and numeracy. Students in all relevant cohorts achieved excellent results, significantly above the State average in all areas. Most pleasing was the significant level of improvement shown by students at the College from Years 5 to 7 and from Years 7 to 9.

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

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 who commence at the College at the start of Year 5.

A constant area of focus is 'writing' particularly in the higher years, continues to be an area the College seeks improvement. A strategy implemented to address this was the mapping of text types across subject areas to evaluate students' exposure to a variety of texts.

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



| | | STANDARDS | | | | | | | | | | | | | | | | | |
|-----------------------|---|---------------------------|--------------|---------------|--------------|---------------|--------------|----------------------------|--------------|---------------|--------------|---------------|--------------|------------------------------------|--------------|---------------|--------------|---------------|--------------|
| | | 2014 | | 2013 | | 2012 | | 2014 | | 2013 | | 2012 | | 2014 | | 2013 | | 2012 | |
| | | 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 % |
| YEAR 5 | | Below Min (Band 3) | | | | | | At Minimum (Band 4) | | | | | | Proficient (Bands 7 and 8) | | | | | |
| READING | 1 | 7 | 0 | 3 | 0 | 9 | 5 | 18 | 1 | 11 | 2 | 18 | 49 | 35 | 68 | 37 | 57 | 35 | |
| WRITING | 1 | 9 | 0 | 8 | 0 | 7 | 5 | 17 | 3 | 15 | 6 | 14 | 23 | 18 | 39 | 23 | 30 | 23 | |
| SPELLING | 3 | 7 | 0 | 7 | 0 | 5 | 8 | 13 | 2 | 14 | 1 | 15 | 41 | 43 | 53 | 38 | 64 | 41 | |
| GRAMMAR & PUNCTUATION | 0 | 7 | 0 | 6 | 3 | 9 | 3 | 16 | 2 | 14 | 5 | 21 | 54 | 45 | 58 | 42 | 56 | 35 | |
| NUMERACY | 0 | 7 | 1 | 7 | 0 | 7 | 4 | 19 | 1 | 20 | 1 | 17 | 39 | 28 | 52 | 28 | 57 | 31 | |
| YEAR 7 | | Below Min (Band 4) | | | | | | At Minimum (Band 5) | | | | | | Proficient (Bands 8 and 9) | | | | | |
| READING | 0 | 5 | 1 | 6 | 2 | 6 | 1 | 16 | 5 | 19 | 6 | 18 | 63 | 31 | 52 | 31 | 55 | 34 | |
| WRITING | 0 | 10 | 2 | 10 | 1 | 9 | 4 | 32 | 15 | 30 | 19 | 30 | 42 | 19 | 33 | 21 | 21 | 23 | |
| SPELLING | 0 | 7 | 3 | 7 | 1 | 7 | 3 | 17 | 7 | 14 | 4 | 14 | 59 | 38 | 46 | 38 | 50 | 37 | |
| GRAMMAR & PUNCTUATION | 0 | 8 | 3 | 12 | 0 | 5 | 4 | 22 | 7 | 24 | 3 | 15 | 62 | 34 | 49 | 35 | 40 | 34 | |
| NUMERACY | 0 | 4 | 1 | 4 | 0 | 6 | 1 | 18 | 2 | 19 | 3 | 22 | 72 | 31 | 61 | 31 | 54 | 30 | |
| YEAR 9 | | Below Min (Band 5) | | | | | | At Minimum (Band 6) | | | | | | Proficient (Bands 9 and 10) | | | | | |
| READING | 1 | 9 | 0 | 6 | 1 | 8 | 6 | 23 | 3 | 22 | 10 | 24 | 41 | 27 | 49 | 25 | 36 | 24 | |
| WRITING | 6 | 20 | 1 | 19 | 4 | 20 | 25 | 40 | 8 | 37 | 12 | 38 | 22 | 16 | 33 | 19 | 31 | 20 | |
| SPELLING | 3 | 9 | 0 | 7 | 3 | 10 | 9 | 19 | 1 | 17 | 6 | 20 | 27 | 27 | 38 | 25 | 44 | 29 | |
| GRAMMAR & PUNCTUATION | 3 | 12 | 1 | 13 | 0 | 9 | 13 | 30 | 4 | 26 | 7 | 28 | 34 | 24 | 35 | 23 | 39 | 23 | |
| NUMERACY | 0 | 4 | 1 | 9 | 0 | 5 | 3 | 20 | 3 | 25 | 3 | 24 | 51 | 29 | 69 | 30 | 61 | 28 | |

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.

The Year 7 Cohort of 2014 displays strength across all testing areas.

It is important to note that in Writing Band 9, there is nearly triple the state average.

| YEAR 5 2014 | Scores | | | |
|-----------------------------------|-------------------|--------------------|---------------|------------------|
| | State Mean | School Mean | % Diff | Result |
| READING | 504.7 | 537.2 | 6.4 | Above state |
| WRITING | 474 | 496.8 | 4.8 | Above state |
| SPELLING | 507.1 | 515.1 | 1.6 | Within state |
| GRAMMAR & PUNCTUATION | 512.4 | 534.9 | 4.4 | Above state |
| NUMERACY | 494.3 | 528.7 | 7.0 | Above state |
| NUMBERS PATTERNS & ALGEBRA | 495.2 | 536.1 | 8.3 | Above state |
| MEASUREMENT DATA SPACE & GEOMETRY | 493.1 | 521.7 | 5.8 | Above state |
| YEAR 7 2014 | State Mean | School Mean | % Diff | Result |
| READING | 549.4 | 599.1 | 9.0 | Well above state |
| WRITING | 512.6 | 564.7 | 10.2 | Well above state |
| SPELLING | 552.8 | 590.8 | 6.9 | Above state |
| GRAMMAR & PUNCTUATION | 549.8 | 601.6 | 9.4 | Well above state |
| NUMERACY | 552.3 | 624.5 | 13.1 | Well above state |
| NUMBERS PATTERNS & ALGEBRA | 551.9 | 633.3 | 14.7 | Well above state |
| MEASUREMENT DATA SPACE & GEOMETRY | 552.2 | 615.2 | 11.4 | Well above state |
| YEAR 9 2014 | State Mean | School Mean | % Diff | Result |
| READING | 586.4 | 614.8 | 4.8 | Above state |
| WRITING | 548.7 | 582.3 | 6.1 | Above state |
| SPELLING | 590.5 | 609.1 | 3.1 | Above state |
| GRAMMAR & PUNCTUATION | 578.6 | 602.8 | 4.2 | Above state |
| NUMERACY | 597.7 | 638.6 | 6.8 | Well above state |
| NUMBERS PATTERNS & ALGEBRA | 599.4 | 643.5 | 7.4 | Well above state |
| MEASUREMENT DATA SPACE & GEOMETRY | 595 | 632.3 | 6.3 | Above state |

(IV) OPPORTUNITIES AND SUPPORT

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

Students at risk are provided with the necessary support. One full-time and two part-time College Counsellors work closely with the Learning Support Department and the Pastoral Care Teams headed by the Guidance Coordinators in all years. Boys are encouraged to seek help when in need. Regular meetings are held between the Learning Support 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 support and encouragement.

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



(V) KEY CURRICULUM INITIATIVES

There have been significant developments in the curriculum throughout 2014. 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 2014, 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.

The importance of this initiative was demonstrated through the provision of one eLearning professional development lesson for each teacher each fortnight.

Literacy is a key area for continued development with mapping of Text Types a particular strategy employed to improve students 'writing'.

(VI) POST SCHOOL DESTINATIONS

Of the 137 students who attained the HSC in 2014, 90% received an offer for University study.

The popular areas of study:

- Business/Commerce 35%
- Science 15%
- Engineering 14%
- Health Industry 14%

It is interesting to note that all offers were from Sydney based tertiary institutions.

SECTION 5

(I) COLLEGE COCURRICULAR PERFORMING ARTS

The Performing Arts Department is vibrant, hard-working, continually evolving and re-inventing itself. In 2014, the reintroduction of Drama into the co-curricular offerings available to students at the College saw a renewed interest in all things creative.

Many of the students participating in co-curricular performing arts are involved in multiple activities, across the two disciplines of Music and Drama. In 2014 there were approximately 250 students undertaking private instrumental tuition and 282 students involved in Music and Drama Ensembles. This level of engagement is a hallmark of the enthusiasm, drive and commitment shown by all students in the program.

The numerous Ensembles and solo performances make a major contribution to the life of the College. The Twilight Concerts remain a great favourite in the Performing Arts calendar, as they showcase the numerous music ensembles. However, this year, "Honest Iago", a play written specifically for the College by Mr Joshua Combes was a much anticipated and heralded event.



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 and Instrumental Tutors. Additionally, the support of the Performing Arts Parents' Association is an integral part of the program. Not only do they provide financial assistance (classroom keyboards, concert xylophone, bass clarinet and Digital Music Studio) but they also work behind the scenes at the many events which are staged during the year.

Performing Arts Calendar 2014

Term 1

Commencement Mass
Academic Awards 1
Ash Wednesday
Meals on Wheels Chatswood
Campus Inspection

Easter Liturgy
ANZAC Ceremony Bunnings Artarmon
ANZAC Ceremony Shute Shield Rugby
Union Match

Senior Choir
Intermediate Percussion Ensemble
Senior Choir
Year 11 Elective Music Class
Senior Jazz Band, Senior String Trio,
Intermediate String Quartet
Junior Choir, Year 11 Drama Class
Year 10 Trumpet Student
Year 12 Trumpet Student

Term 2

ANZAC Day
Founder's Day Liturgy
Junior School Mother's Day Mass
Senior School Mother's Day Liturgy
Twilight Concert 1

HSC Performance Workshop, Brigidine
College
Gordon Waterhouse Memorial
Scholarship Concert
Summer Sports Colour Awards
Drama Production – Honest Iago

Studio Concert
McDonalds Sydney Eisteddfod

Senior Choir, Year 12 Trumpet Student
Senior String Ensemble, Orchestra
Junior Choir
Vocal Ensemble
Senior, Intermediate, Junior Concert and Jazz
Bands; Senior & Intermediate Guitar
Ensembles; Senior & Junior Percussion
Ensembles; Senior Choir; Vocal Ensemble;
Senior String Ensemble; College Orchestra;
Year 12 Soloists
Year 12 Music 1, Music 2, Music Extension
Students
Christian Sharpe (Year 12)

Intermediate Jazz Band
Year 9 Elective Drama, Year 11 Preliminary
Course Drama, Auditioned Students
Voice Students - Chris Richardson
Intermediate and Senior Jazz Bands

Term 3

Assembly Performance
Academic Awards 2
Junior School Academic Awards
IPSHA

Year 10 Performance Night
PAPA Event- Live @ the Studio
Proclaim 2014
National Deputy Principals
Conference
Poetry Reading Chatswood Library
Splinters Splashes and Sounds
Twilight Concert 2

Intermediate Jazz Band
Intermediate Concert Band
Junior Choir
Junior Choir, Selected Junior School Concert
Band Performers
Year 10 Elective Music
Year 12 Trumpet Student
Senior String Quartet
Senior String Quartet

Year 11 and Year 9 Drama Students
Year 12 HSC Music Class
Senior, Intermediate, Junior Concert and Jazz
Bands; Senior, Intermediate Junior Guitar and
Percussion Ensembles, Senior Choir, Senior

HSC Music Exams
Winters Sports Colour Awards
Father's Day Breakfast

Year 12 Internal Graduation
Year 12 Graduation Mass
Manly Jazz Festival

Term 4

Performing Arts Festival
Senior Leaders Investiture
Orientation Morning
Remembrance Day

Christmas Twilight Concert

Junior Prize Giving and Sports Awards

Years 5 – 10 Closing Mass

String Ensemble, College Orchestra
Year 12 Music Class
Senior Jazz Band
Junior, Intermediate and Senior Guitar
Ensembles
Senior Concert Band
Year 12 Music 2 Students
Senior Jazz Band

Strings, Voice, Woodwind
Percussion, Brass
Piano, Guitar
Music Production
Theatre Sports
Senior Concert Band
Intermediate String Quartet
Senior Choir, Senior String Ensemble, Senior
String Quartet
Senior, Intermediate, Junior Concert and Jazz
Bands; Senior Guitar Ensemble; Senior,
Intermediate and Junior Percussion Ensembles;
Senior and Junior Choirs; Vocal Ensemble;
Senior and Junior String Ensembles; College
Orchestra
One Year Five and One Year Six Class – Drama
Presentation, Junior Choir
Junior Choir



ENSEMBLES 2014

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
Junior String Ensemble
Senior String Trio
Senior String Quartet
Intermediate String Quartet

Senior Guitar Ensemble
Intermediate Guitar Ensemble
Junior Guitar Ensemble

Senior Percussion Ensemble
Intermediate Percussion Ensemble
Junior Percussion Ensemble

Drama Ensemble

Instrumental Teaching Staff

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

Conductor

Ms Stella Talati
Ms Stella Talati
Mr Jonathan Dollin

Mr Geoff Power
Mr Geoff Power
Mr. Jonathan Dollin

Ms Tracey Bates
Ms Tracey Bates (Terms 1 & 2)
Ms Natalie Rawle (Terms 3 & 4)
Ms Natalie Rawle

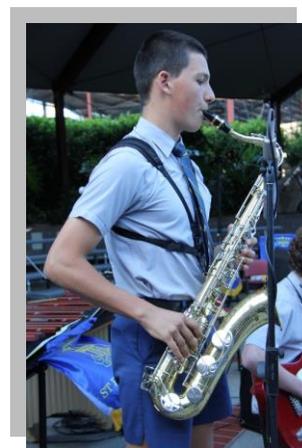
Ms Tracey Bates
Ms Tracey Bates
Ms Stella Talati
Ms Tracey Bates
Ms Tracey Bates
Stewart Ross (Year 10)

Mr Shane Cranney
Mr Shane Cranney
Mr Shane Cranney

Mr Ian Talati
Mr Ian Talati
Mr Ian Talati

Mr Joshua Combes

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



(II) COLLEGE CURRICULAR PERFORMING ARTS

The Performing Arts Department continued to grow and flourish in 2014, with the introduction of Drama into the curriculum across all stages. Consequently, there was a significant increase in the number of students involved in the arts.

In 2014 three courses were offered in Year 12. These were Music 1, Music 2 and Music Extension. In the Music 1 course, the three students selected diverse performance programs and one composed a work for an "unconventional string trio" consisting of acoustic guitar, electric guitar and bass guitar. It was entitled "A Desert Mirage" and in this work, the student explored and exploited the interesting tone colours of each of the instruments.

The Music 2 candidates each had to compose a mandatory composition, representative of Australian Art Music from the last 25 years. Two very different works were presented; "Lucid Dreams" was written for two electric guitars and a string quartet, whilst the second, "Battle of Ares" was written specifically for the Willoughby Brass Band. However, performance was the area in which both Music 2 students excelled.

The performance prowess of the single Music Extension candidate Christian Sharpe was recognised when he was awarded the Chatswood Rotary Club's Gordon Waterhouse Memorial Music Scholarship.

The final Higher School Certificate results for all Year 12 candidates were excellent. The three Music 1 candidates all attained Band 5. Both Music 2 candidates achieved Band 6 and the Music Extension candidate Band E4.

Assisting the students in their endeavours were members of the College Instrumental staff; Mr Peter Clark (bass guitar and composition), Mr Shane Cranney (guitar), Mr David Sismey (Trumpet) and from outside the College Aidan Blythe (guitar) and Mr Jim Coyle (composition).



In addition to the rigorous academic program undertaken by the HSC candidates, all continued to participate fully in the College's co-curricular Performing Arts program. The College named and badged a Performing Arts Captain for the first time.

In Stage 6 Year 11 Preliminary Course studies, the inaugural Drama class saw a small, yet enthusiastic and talented group of students develop their skills across acting, improvisation and playbuilding, in addition to learning about the elements of production in performance. The Music class focused their energies on the demanding mandatory topic of Music 1600 – 1900 and the additional topic of Music 1900 – 1945.

In Stage 5, the Music classes explored different genres and styles through listening, performing and composing, whilst the Drama class focussed their efforts on the topics of improvisation, scripted drama, Ancient Greek Theatre and Commedia Dell'Arte. Excursions to concerts and plays added to student exposure to the arts as a performing subject.

The Stage 3 and 4 classes in both Music and Drama also had students heavily involved in practical work and activities. Whilst theoretical studies are also important, it is imperative that the performing arts are seen as hands on, where students are active participants in their studies.

The following staff were responsible for teaching the academic Music and Drama programs at the College in 2014: Ms Tracey Bates (Years 12, 10 and 5 Music), Ms Natalie Rawle (Years 11, 9, 8, 7, 6 Music), Ms Natalie Rocca (Years 7 and 8 Music), Br Chris Rafferty (Year 8 Music) and Mr Joshua Combes (Years 11, 9, 7, 6, 5) Drama.

(III) DEBATING AND PUBLIC SPEAKING

(a) Catholic Schools Debating Association

We need to acknowledge the spectacular efforts of all of our debaters during the 2014 season. Their results in 2014 were exceptional. The coaches are extremely proud of all of our teams and we look forward to working with you all again next year. In 2014 the College fielded two teams in each of Years 7 to 10 and four senior teams.

We also need to acknowledge the leadership of our three Year 12 debaters: Vice Captains; Ryan Leigh and James Entwisle and our Debating Captain for 2014, the outstanding James Gibson. Our Debating Captain and his Vice Captains are all inspired men of purpose, capable, courageous and generous and we are lucky to have had their leadership in 2014.

We are indeed very fortunate to have a unique and highly prized nurturing culture in the St Pius X debating community where ex-student adjudicators mentor, coach and support senior students and where senior students coach and guide junior students.

This culture extends to our amazingly supportive parents. We have cherished your guidance and amazing sense of humour during the 2014 CSDA Competition. We are nothing without the support of the parent body and on behalf of all of the coaches: Ms Easton, Ms Sumner, Mr Hodges, Mr Webster, ex-Captain Stuart Maclaine and ex-Debate Senior Leader Tim Manners (our two Senior Grade adjudicators and coaches) we extend our heartfelt gratitude to you all for making this year a success.

(b) Macquarie Schools' Cup

In 2014 College students were involved in the Macquarie Schools' Cup competitions at Macquarie University. Students attend with the Debating Convenor or their coach.

There are three separate events: Senior (Year 11) in Term 1; Intermediate (Years 9 and 10) early Term 3; Junior (Years 7 and 8) usually late in Term 3; however it was held in December 2014 and St Pius X was therefore unable to be involved.

The Macquarie Schools' Cup provides a unique debating opportunity to students, as it is one of the few debating tournaments in the Sydney Metropolitan region that is run without prejudice to religious, government or non-government school affiliations. In 2014 nearly 200 teams participated in the three divisions of the tournament.

The tournament is made up of three preliminary rounds of debating and a grand final between the two best teams at the end of these rounds.



(c) Public Speaking

(i) Catholic Schools Debating Association Public Speaking

The CSDA Public Speaking Competition operated on Friday evenings in February and March consisting of Round 1 Public Speaking, Zone Finals Public Speaking and Public Speaking Final. St Pius X contestants made it to Zone Finals in 2014

(ii) Legacy Senior and Junior Public Speaking

The Legacy Junior Public Speaking Award is a competition in which St Pius competes when we have contestants who are 14 years and younger. The adjudicators look for the manner, matter and method the contestants employ in presenting their speeches. In this competition there are both prepared and impromptu speeches given.

On Thursday, 24th July, our Public Speakers, Keenan Smith (Year 10) and Andrew Jackson (Year 9) competed in the Legacy Junior Public Speaking Competition at North Sydney Boys' High. Hans Lee (Year 11) was the Northern Sydney Finalist for the senior division of this public speaking competition. Keenan and Andrew competed against 20 students from: Queenwood School for Girls, The Hills Grammar School, Abbotsleigh, St Augustine's College, St Leo's Catholic College, North Sydney Boys' High, Cheltenham Girls' High and Ku-ring-gai High. All speakers are assessed on both their prepared speech and an impromptu speech. Andrew Jackson gained a 'highly commended' nomination and was invited to proceed to the regional final.

(iii) The Plain English Speaking Award

The Plain English Speaking Award aims to encourage the use of clear and effective spoken English. It is open to NSW government and non-government secondary schools and each year St Pius X registers two speakers to compete. The competition has provided an opportunity for NSW senior students to improve their confidence and to develop their speech-writing and public speaking skills.

(IV) SPORT - 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 Australia at National 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 at the recent 20/20 World Cup.

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

(V) COCURRICULAR ACTIVITIES

The following were offered at inter-school and/or club level in 2014: 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, Silver and Gold Colours of the school. Sportsmanship and fair play are encouraged and expected, enabling all students to develop physically, mentally and morally throughout their time at the College.

(VI) 2014 SPORT

Currently we have 158 teams and various individual entrants participating in 15 different activities. In 2014 the College fielded the following sporting teams and was involved in other cocurricular activities:

- **Rugby:** 17 teams
- **Football:** 23 teams
- **Basketball:** 38 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 2014 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

2014 Team Achievements

In 2014 the College First XI Football team had a superb season and ended as CIS Champions. The U13C, U15A, U15B, U16B and 4ths Football teams finished as ISA Premiers.

Of the basketball teams, the U13A, U14E and 4^{ths} teams were Premiers.

The 2nd XI Cricket finished runners up in ISA Division Two.



Representative honours were achieved by students in the following:

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

Staff Achievements

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



(VII) FACILITIES AND STAFFING DEVELOPMENTS

(a) Overview

The Christian Brothers Centre development at Oxford Falls has proven its value and allowed the College to extend its Basketball and sports program generally. The College now has 38 Junior and Senior Basketball teams, a significant increase from the 16 teams in 2007.

Oval drainage completed in 2012 once again resulted in a more consistent Winter program in which no games were lost as a result of poor weather.

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

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



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

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

(b) Outdoor Education Program

The Outdoor Education programs were extended with the 2014 Snowy Hike again involving over 60 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 Education programs and included Climbing, Bushwalking and Paddle Boarding, Boxercise and Self Defence. All activities have provided greater opportunities for leadership development in the boys.

In 2014 preparations continued for a "Parent and Sons" Expedition and Social Justice Immersion Program Kokoda Hike which was undertaken in June 2014 and was an unqualified success.



SECTION 6

(I) STRATEGIC INITIATIVES

The College's Strategic Improvement Plan 2012-2016 was developed during 2011. In 2014 the third 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 2014 Annual Improvement Plan included:

1. CATHOLIC LIFE

VALUE

| | | VALUE |
|---------|---|-------------------|
| 1.1.2.1 | Launch the renewed College Mission and Vision and embed it into the College life. | Faith |
| 1.1.2.2 | Extend music and drama into liturgical life of the College. | Faith |
| 1.1.2.3 | Involvement with Broken Bay Diocese in "Proclaim 2014" conducted by National Office for Evangelisation. | Faith |
| 1.1.2.4 | Expand upon the Year 9 Sacrament of Reconciliation experience. | Faith |
| 1.1.2.5 | Increase frequency of Junior School's attendance at Parish Masses and Reconciliation. | Faith |
| 1.1.3.1 | Conduct the Kokoda Trail Expedition for father (or significant adult and son). | Opportunity |
| 1.1.3.2 | Provide opportunities for parents to experience Justice and Solidarity Programs within the College. | Opportunity |
| 1.2.3.1 | Adopt the Touchstone <i>Justice and Solidarity</i> as the central theme for 2014. | Respect |
| 1.2.3.2 | Extend student and staff knowledge and understanding of the Story of Edmund Rice. | Faith |
| 1.3.1.1 | Complete all mapping of the RE curriculum against the Diocesan curriculum. | Faith |
| 1.3.1.2 | Conduct a review of the College's Stages 4 & 5 RE Curriculum by external RE Consultant, Mr Chris Hopkins. | Faith |
| 1.3.2.1 | Professional Development Grants allocated to staff undertaking further training and accreditation, particularly in RE. | Faith |
| 1.3.2.2 | Invitation to Staff (particularly support staff) to partake in the various EREA Formation Programs. | Faith |
| 1.3.2.3 | Provide opportunities for Staff Formation through the Broken Bay Institute. | Faith |
| 1.3.2.4 | Induction process for new staff. | Faith |
| 1.3.5.1 | Conduct a review of all College retreat and student spirituality programs and experiences. | Faith |
| 1.3.5.2 | Provide staff development in conducting Spirituality experiences for students. | Faith |
| 1.4.2.1 | Continue growth of relationship with EREA ministries, in particular, St Edmund's Wahroonga. | Faith |
| 1.4.2.2 | Embrace "Dare to Lead" Program with Indigenous Reconciliation initiatives. | Faith/ Respect |
| 1.4.2.3 | Investigate the Overseas Immersion Experience to Callan Services PNG with Edmund Rice Foundation. | Faith/ Respect |
| 1.4.2.4 | Expand initiatives for specific Chapters of Edmund Rice Society. | Faith |
| 1.4.2.5 | Review of the College Community Involvement Program in Years 10 and 11. | Faith |
| 1.4.2.6 | Introduce two cross curricular English units on Aboriginality. Year 5 is the Dreamtime and Year 6 is the Stolen Generation. | Faith/ Respect |
| 1.4.3.1 | Broaden the range of local opportunities for students to engage in Social Justice initiatives. | Opportunity |

2. TEACHING AND LEARNING

| | | |
|---------|---|-------------|
| 2.1.1.1 | Utilise Cross Curricular Professional Development periods to in-service staff on the inclusion of eLearning in all teaching areas . | Excellence |
| 2.1.1.2 | Plan a two day Professional Development program for UbD group in the Understanding by Design pedagogical model using expert presenter. | Opportunity |
| 2.1.1.3 | Develop new programs/ units of work for Years 7 and 9 in using the Understanding by Design pedagogical model. | Excellence |
| 2.1.2.1 | Continue to implement the Key Future Directions from the eLearning Plan (2013 – 2015). | Excellence |
| 2.2.1.1 | Develop a cross curricular map of when (ie. which term) and where (ie which course) each text type will be taught across Years 5 – 10. The map will identify the course and term in which each text type will be assessed across Years 5 – 10, and will ensure that each text type family is assessed multiple times from Years 5 - 10. | Excellence |
| 2.2.1.2 | Plan Professional Development for all staff that is designed to improve teachers' knowledge of the text types and associated structures (whole text, paragraph, sentence and word level) with a specific focus on Description, Explanation and Exposition. | Opportunity |
| 2.2.1.3 | Plan subject specific professional development designed to improve teachers' subject specific skills in teaching writing on the relevant text types in their subject area. | Excellence |
| 2.2.1.4 | Develop a Windows 8 App that provides staff and student resources on the three text types Description, Explanation and Exposition. | Excellence |
| 2.4.1.1 | Integrate differentiated units of work into classroom programs Years 5 to 12. | Opportunity |
| 2.4.1.2 | Track student progress and growth of reading levels for targeted students. | Excellence |

3. CURRICULUM AND COCURRICULAR PROGRAMS

| | | |
|---------|--|-------------|
| 3.1.1.1 | Develop high quality teaching programs for the new syllabuses in Year 8 and 10 English, Mathematics, Science and History. | Excellence |
| 3.1.1.2 | Implement the Stage 3 English curriculum with a focus on immersion in literacy and cross curricular priorities. | Excellence |
| 3.1.1.3 | Develop high quality teaching programs in 2014 for the new Stage 3 syllabuses in Year 5 and 6 Mathematics and Science to be implemented in 2015. | Excellence |
| 3.1.3.1 | Conduct a feasibility study on the introduction of a Stage 6 Vocation Course in 2015 - 2016 (as per Key Future Direction 8 from the Broadening the Curriculum Plan). | Opportunity |
| 3.1.3.2 | Implement Drama into the Stage 6 curriculum. | Excellence |
| 3.1.4.1 | Project: Develop a comprehensive whole school plan for Gifted and Talented Education at the College with a particular focus on Years 7 – 10. | Excellence |
| 3.4.1.1 | Evaluate the newly introduced Drama and Photographic and Digital Media courses. | Excellence |

| | | |
|---------|---|-------------|
| 3.4.1.2 | Develop plans for a high quality learning space for Drama. | Excellence |
| 3.4.1.3 | Perform a student Drama Presentation. | Opportunity |
| 3.4.2.1 | Extend Year 10 and Year 12 careers programs. | Opportunity |
| 3.4.3.1 | Utilise the services of specialist coaches in the College sporting and cocurricular program including holiday skills camps. | Excellence |

4. PASTORAL CARE AND WELLBEING

| | | |
|---------|--|-------------|
| 4.1.1.1 | Emphasise with teachers all elements of positive reinforcement – Merit cards, awards etc. | Respect |
| 4.1.1.2 | Revitalise the Student Diary, especially regular signing as a significant tool in College/Home communication. | Opportunity |
| 4.2.3.1 | Improve/strengthen better bystander behaviour. | Respect |
| 4.2.3.2 | Finalise and implement the procedures on students of serious concern. | Respect |
| 4.2.3.3 | Further explore the possibility of the appointment of a Parent Liaison Person. | Opportunity |
| 4.2.3.4 | Utilise new Iwise Professional and IGLU programs to keep better PC records and facilitate better reporting and communication in pastoral care. | Excellence |
| 4.2.4.1 | Record/summarise the activities and events within these programs. | Excellence |
| 4.2.4.2 | Seek to involve more staff in the provision of programs and individual events. | Opportunity |
| 4.2.4.3 | Explore the nature of staffing and alternate possibilities (eg. Voluntary vs cocurricular). | Excellence |
| 4.2.4.4 | Formally evaluate programs' effectiveness and refine them based upon outcomes of such assessment. | Excellence |

5. HUMAN RESOURCES DEVELOPMENT

| | | |
|---------|---|-------------|
| 5.1.1.1 | Build teamwork through staff faculty teams sharing best practice, sharing resources, developing aps for PLD use in teaching, professional dialogue. | Excellence |
| 5.1.2.1 | Develop structured opportunities for professional dialogue, mentoring and supervision as appropriate. | Opportunity |
| 5.1.2.2 | Facilitate and extend new staff induction and professional support. | Excellence |
| 5.1.2.3 | Prepare a document on 'The Role of Teacher at St Pius X College' to be used as a basis for teacher performance review. | Excellence |
| 5.3.3.1 | Through PD committee implement further PD grants and courses focussed on national curriculum and pedagogy. | Opportunity |
| 5.3.3.2 | Continue seeking PD for Support staff to broaden skills and enhance job satisfaction. | Opportunity |
| 5.3.3.3 | Implement strengthened procedures relating to self-reviews and action plans. | Excellence |
| 5.3.3.4 | Workplace Equity Committee to monitor and report on WBE Agency requirements and input College policy development accordingly. | Excellence |
| 5.4.1.1 | Develop & implement a detailed complaints & grievance protocol & communications procedures. | Excellence |
| 5.4.1.2 | Develop a comprehensive set of integrated policies and procedures covering operational, finance & educational aspects of College life. | Excellence |

6. INFORMATION COMMUNICATION TECHNOLOGY

| | | |
|---------|--|-------------|
| 6.1.2.1 | Further develop iWise into Finance and iGloo functions. | Excellence |
| 6.1.2.2 | Continue to develop the College Helpdesk to support new technologies and enhanced volume of devices. | Excellence |
| 6.2.1.1 | Continue investment in a financially sustainable and reliable infrastructure. Maintain affordable access to a sustainable PLD Rollout Program. | Excellence |
| 6.2.1.2 | Reform the eLearning Taskforce to commence investigations into eLearning direction beyond the PLD rollout. | Opportunity |
| 6.4.1.1 | Provide Year 12 with access to BYOD. Continue second year of PLD rollout. Maintain strong relationships with suppliers. | Excellence |

7. FACILITIES AND RESOURCES

| | | |
|---------|--|-------------|
| 7.1.1.1 | Further develop the Educational Brief to inform the Master Plan. | Opportunity |
| 7.1.1.2 | Create a longer term Master Plan. | Excellence |
| 7.1.2.1 | Improve functionality and aesthetics of Chatswood campus through green spaces, drama areas, student reception and student toilet block refurbishments to achieve contemporary & sustainable physical learning environment. | Excellence |
| 7.1.3.1 | Investigate and develop plans for Increased access to technology at Oxford Falls in conjunction with Master Plan development. | Excellence |
| 7.4.1.1 | Implement LED lighting for Gym and grounds. | Excellence |
| 7.4.1.2 | Implement LED lighting across Chatswood campus. | Excellence |
| 7.4.1.3 | Enhance paper tracking through Uniflow & reduce paper consumption. | Excellence |

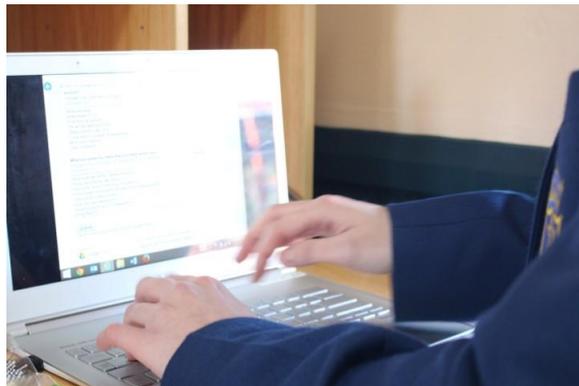
8. PARTNERSHIP, CONSULTATION AND COMMUNICATION

| | | |
|---------|---|-------------|
| 8.4.3.1 | Prepare for the implementation of a parent portal. | Excellence |
| 8.4.3.2 | Implement series of community forums for review of strategic plan to date. | Opportunity |
| 8.4.3.3 | Organise Board and College Leadership Team to meet informally and formally. | Opportunity |
| 8.5.1.1 | Complete editorial update of Website and launch with community. | Excellence |
| 8.5.1.2 | Monitor and track Parent, Student and Staff Survey results. | Excellence |

9. STRATEGIC LEADERSHIP

| | | |
|---------|--|-------------|
| 9.1.1.1 | Review the College's Indicators of Effectiveness document to include major features of the National Tool for School Improvement. | Excellence |
| 9.1.1.2 | Participate in the development of the 2014 Annual Plan. | Excellence |
| 9.1.1.3 | Review the progress of the Annual Plan during the year at the College Board Meetings. | Excellence |
| 9.1.1.4 | Participate in the end of year Review of Effectiveness and Indicators of Success. | Excellence |
| 9.2.1.1 | Monitor ongoing developments in areas of Government funding for communication to the community as required. Model possible impacts of College affordability. | Opportunity |

| | | |
|---------|--|-------------|
| 9.2.1.2 | Model the impact of planned and potential government funding changes on College fees and capital development plans. | Opportunity |
| 9.2.1.3 | Expand system of hardship relief and provision of scholarships for existing and prospective students. | Respect |
| 9.3.1.1 | Maintain effective application of the TIKIT and CSOHS systems successfully implemented in 2013. | Excellence |
| 9.3.1.2 | Review risk management as part of regular Board Finance & Risk Management Committee meetings. | Excellence |
| 9.4.1.1 | Strengthen our partnership and relationship with EREA and other EREA schools, OLD Parish and the Diocese of Broken Bay, including active participation by the Board Chair in the Board Chairs Advisory Group and Regional School Chair Gatherings. | Opportunity |
| 9.4.2.1 | Invite community members to attend Formation and Information evenings for those who may wish to submit an Expression of Interest in becoming a Board Member. | Opportunity |
| 9.4.2.2 | Provide new Board Members with formal Induction. | Excellence |
| 9.4.2.3 | Formation of the College Board expanded to depth Mission, Vision, Values and Traditions of the College. New Board members' induction to be developed. | Excellence |



(II) ACHIEVEMENT OF PRIORITIES FOR PREVIOUS YEAR

- Implemented the 2013 Annual Plan of the College's Strategic Improvement Plan
- Introduced Justice and Solidarity as the Touchstone theme for 2014
- 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 an investigation of a proposal to incorporate the National School Improvement Tool into the 2016-2018 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. In 2014 the Year 5 students had individual tablet computers and Year 6 students had access to 64 laptops in the Junior School plus 3 computer spaces with 32 computers in each room. The Junior School will become a 1 to 1 Personal Learning Device school in 2015.

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

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

(III) ACADEMIC ACHIEVEMENT

Every boy in Year 5 participates in the National Assessment Program – Literacy and Numeracy (NAPLAN) test. There are six Bands for each level in Years 3, 5, 7 and 9. For Year 5 the bands are 3 to 8, with 8 being the highest. Below is a table of the averages for the various strands of the NAPLAN testing in Year 5.

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 2014 we were above state for every area of NAPLAN except spelling where we were within state norms.

We had 100% attendance in NAPLAN.

The 2014 Year 5 results in percentages for the top three bands are below:

| Band | | Reading | Writing | Spelling | Grammar & Punctuation | Numeracy | Data, Measurement, Space and geometry | Numbers, Patterns and Algebra |
|------|------------------|-------------|-------------|-------------|-----------------------|-------------|---------------------------------------|-------------------------------|
| 8 | State | 16.9 | 5.6 | 14.7 | 22.7 | 13.8 | 10.5 | 17.5 |
| | St Pius X | 25.8 | 6.2 | 13.4 | 26.8 | 22.7 | 18.6 | 30.9 |
| 7 | State | 18.3 | 12.0 | 28.1 | 21.8 | 14.7 | 13.0 | 13.7 |
| | St Pius X | 23.7 | 16.5 | 27.8 | 26.8 | 16.5 | 12.4 | 19.6 |
| 6 | State | 25.7 | 28.3 | 25.6 | 21.5 | 29.8 | 29.4 | 26.1 |
| | St Pius X | 29.9 | 37.1 | 34 | 20.6 | 40.2 | 41.2 | 25.8 |
| 5 | State | 21.3 | 36.7 | 18.3 | 17.4 | 22.9 | 27.3 | 17.8 |
| | St Pius X | 15.5 | 35.1 | 16.5 | 22.7 | 16.5 | 20.6 | 16.5 |
| 4 | State | 12.4 | 9.7 | 8.1 | 10.8 | 13.8 | 15 | 18.5 |
| | St Pius X | 4.1 | 4.1 | 5.2 | 3.1 | 4.1 | 6.2 | 6.2 |
| 3 | State | 5.4 | 7.8 | 5.2 | 3.1 | 4.1 | 6.2 | 6.2 |
| | St Pius X | 1.0 | 1.0 | 3.1 | 0.0 | 0.0 | 1.0 | 1.0 |

The data shows that the College is significantly higher in the top three bands than the state average. For reading we had 79.4% of the boys in the top 3 bands compared to the state average of 60.9%.

In writing we have 59.8% of the boys in the top 3 bands compared to 45.9% for the state average. In spelling we had 76.8% of our students in the top 3 bands compared to the state average of 68.4 % In Grammar and Punctuation we had 74.2% compared to the state average of 66%

Numeracy is an area that we are traditionally strong in and this year we had 79.4% of the students in the top 3 bands while the state average for numeracy was 58.3%. In Data, Measurement, Space and Geometry 72.2% of our students were in the top 3 bands compared to 52.9% for the state. 76.3% of our Year 5 students were in the top 3 bands for Numbers, Patterns and Algebra while 57.3% 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 receiving 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.



One student in Reading, another in Writing and three in Spelling were below the National Minimum standards. These boys have been 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 64 boys new to Year 7 in 2013 compared to Year 5 in 2011. Hence individual comparisons are the best indication. These comparisons reveal that the 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.

(IV) OTHER ASPECTS OF JUNIOR SCHOOL LIFE IN 2014

- 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

and various competitions run by Willoughby Council.

- The Junior School Choir performed at various venues and in Twilight Concerts.
- Boys' education encourages experiential learning. The boys experienced incursions from:
 - The Colonial Show, which was for a whole day and covered the life and history of gold miners in Australia
 - Book Week illustrator, Tohby Riddle
 - 'A Journey to Antarctica' with Chris Olsen
 - World of Mathematics
 - Life Education – 'Say No to Smoking and Drugs'
 - CSIRO –Planetarium incursion
 - Interrelate – 'Moving into the Teen Years.'
 - Year 6 Guide Dogs Association speaker
- 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
 - Junior School Swimming Carnival
 - Junior School Athletics Carnival
 - Year 5 Swimming Lessons
 - Year 6 Surf Safety Lessons



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

Reporting 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;
- in mid-year when reports are issued and parent/teacher interviews are conducted;
- and at year's end when Yearly Reports are issued and an opportunity for parent/teacher interviews are offered.



(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 go to Reconciliation
- 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 Candelesa 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, road safety 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 \$14 000 from a Junior School Walkathon for charity.
- Awards are regularly conferred. These include:
 - Good Start Awards at the conclusion of Term 1;
 - Merit Awards weekly at the Junior School Assembly;
 - FIDE et LABORE Awards at the end of each Semester
- Respect and responsibility are fostered in the Junior School by a focus on good manners and pride in self-appearance. Boys are constantly reminded about their responsibilities to themselves and others.
- Leadership is encouraged for all. Each term in both Year 5 and Year 6 Class Captains are appointed and fulfil special duties for a term. Year 6 boys also elect Colour House Captains and Vice Captains for the year.
- A Peer Support program operates in Term 1 between the Year 5 boys and selected Year 11 leaders.
- A Buddies Program is provided for some boys. It involves an older student being a mentor/role model for a younger student.
- A 'Getaway Program' operates on Wednesday lunchtimes to assist selected boys with learning appropriate social skills.
- The REACH program was introduced to the Junior School. 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, Softball, Cross Country and Athletics.
- There is also a Swimming Carnival. In Year 5 the boys participate in a 'Learn to Swim' program and in Year 6 the boys participate in a Surf Awareness program.
- A high percentage of the boys also represent the school in the Independent Primary School Heads Association 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

- All the classes to attend the sacrament of Reconciliation
- Continue to review the charities that will benefit from the Junior School Walkathon. The Edmund Rice Society Junior Chapter took ownership of the targeted charities by leading discussions within homerooms.
- Teach the boys through practice to respond to the needs of the less fortunate during Lent, the Walkathon and Christmas Toy Appeal/Giving Tree.
- Continue the practice of Class Captains choosing and leading prayer at weekly merit assemblies and being involved in the Edmund Rice Society Junior Chapter.
- Social Justice and Outreach – Introduction of two cross curricular English units on Aboriginality. Year 5 is The Dreamtime and Year 6 is The Stolen Generation.



(b) Curriculum

- Implementation of the Stage 3 English curriculum with a focus on immersion in literacy and cross curricular priorities.
- Writing of Science programs based on the NSW Australian curriculum.
- Writing new Health unit.
- Development of a pedagogy for utilising the personal learning devices (tablets) that all the Year 5 now have.
- Use of learning enrichment database to track boy's progress.

(c) Pastoral Care and Outreach

- Introduction of an induction day for the new Year 6 students coming into the College
- Continue the College's Indigenous Education Program The new English programs have strong links to cross curricular priorities such as Aboriginal and Torres Strait Islander perspectives. The Junior School walkathon raised money for St Joseph's at Walgett and St Mary's at Bowraville.
- 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 a "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.

(VI) FACILITIES

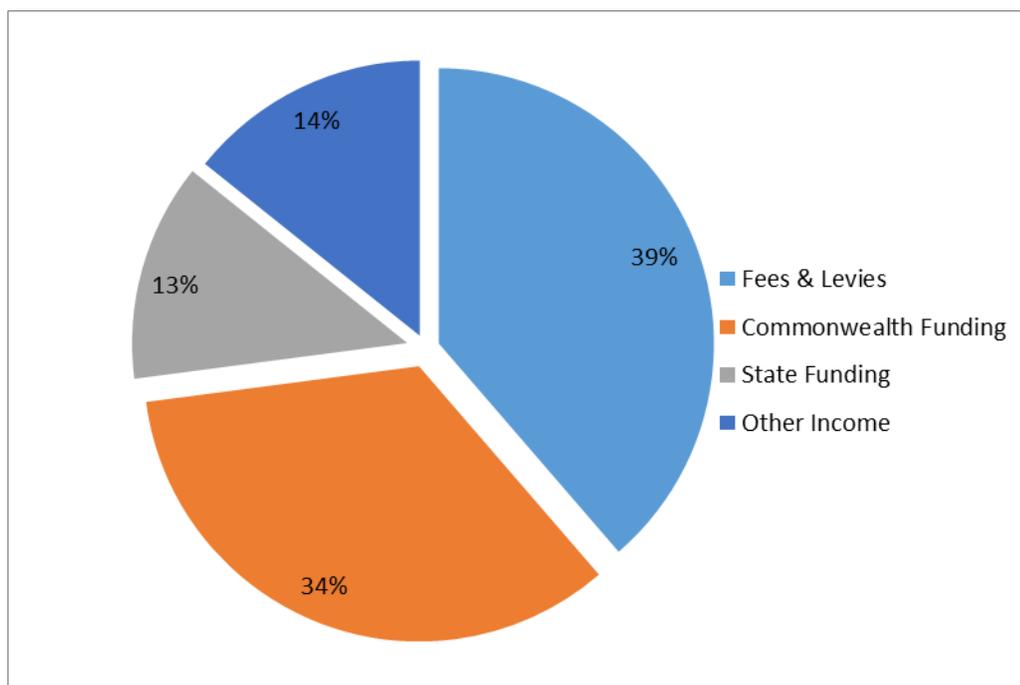
- Introduction of Tablet computers (Personal Learning Devices- PLDs) to all Year 5 students



SECTION 8

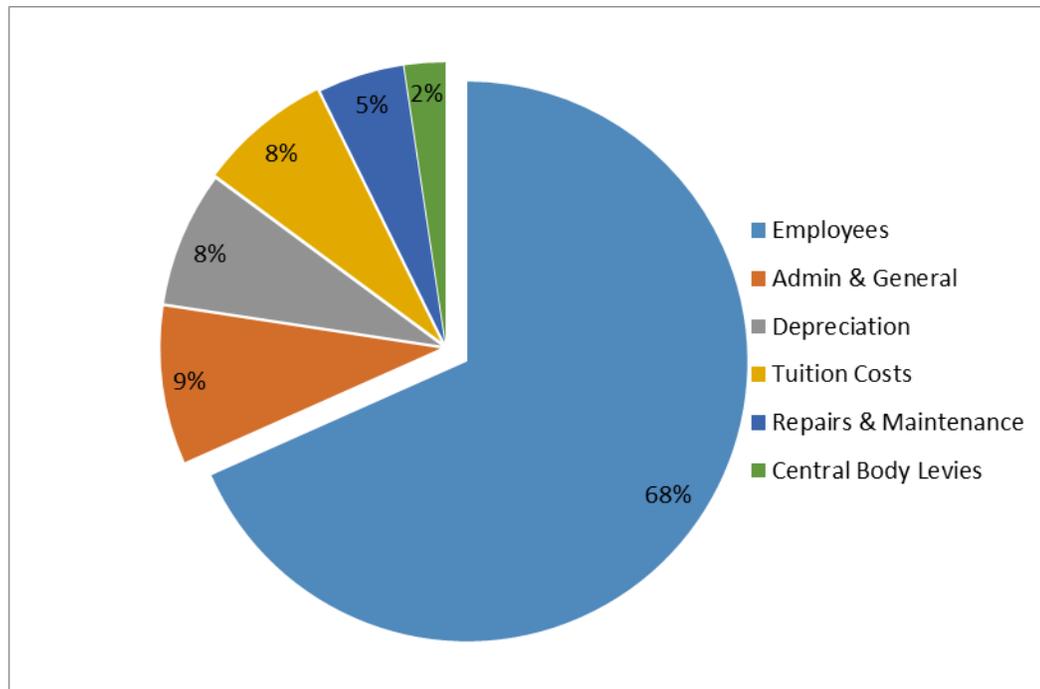
FINANCIAL STATEMENT

Income: The College recurrent income for the year ended 31 December 2014 increased by 3.8% of which Fees and Levies from parents were the most significant contributor. The major income categories can be summarised as follows:



The proportion of income from Government funding fell by 1% to approximately 47% of the College's total income. Due to the "funding maintained" agreement with the Federal Government, the Socioeconomic Status (SES) funding model was not applied. The Education Resource Index (ERI) model was adopted as a basis of funding.

Expenditure: College recurrent expenditure increased by 3.3%. The major expense categories were as follows:



Employee costs, including salaries, wages, superannuation, and co-curricular expenses represent approximately 68% of all outlays and were the category that increased by the greatest amount. The major items in Admin and General expenditure include Communications, Consumables, Recruitment, Review and Professional Development of staff.

Capital Expenditure: The College did not undertake any major capital works during 2014, however, continues with a series of maintenance and minor capital works projects for the ongoing enhancement of the overall learning environment at the Chatswood campus. The College also continues to carry on the replacement of various items of plant, equipment, and classroom furniture.

SECTION 9

(I) FACILITIES

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

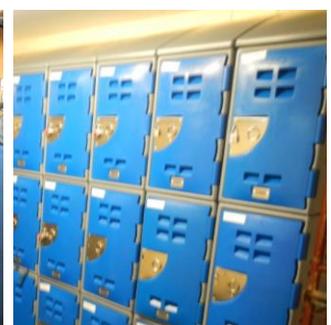
In 2014 the following improvements have been effected:

- Extensive refurbishment of Senior student (Years 7-12) toilets and facilities;
- Refurbishment of the D Wing, Blue Room teaching and learning and common area;
- Addition of air conditioning to staff and student common areas;
- Rollout of 1 to 1 student Personal Learning Devices in all stages;
- Refurbishment of the Sarto Centre and gym roof structures.



Also in 2014, the following occurred:

- Installation of a Student Leader and High Achievement Honour Board;
- upgrades to the Resistance and Cardio Training Facilities in the Sarto Gymnasium;
- conversion upgrade of the Science prep and workroom areas;
- installation and upgrade of Years 8 and 10 lockers.



Continued upgrade and expansion of the general ICT capacities throughout the school have meant a significant increase in student access to computer facilities. In 2014 the College continued the deployment of a 1:1 PLD (Personal Learning Device) Program. Currently all years have a dedicated PLD assigned to them. Years 9 and 11 students are in the process of computer upgrades for 2015.

The College's wireless network has been extensively upgraded to accommodate this increase of devices and to ensure all services are available to students. The College still maintains three computer laboratories with 32 computers in each laboratory to allow specialist software to be run on these devices. This is particularly important for subjects such as Music, TAS and Visual Art. The Junior and Senior Libraries also have computers available for student use. Furthermore, a combination of Smart Boards and ICT-driven data projectors are available in all teaching areas throughout the College both at the Chatswood and Oxford Falls Campuses. Hence every teaching area has a form of multi-media technology installed and ready for everyday use. All College staff have been provided with laptops and training to enhance the quality of teaching and learning opportunities across the curriculum.



In 2014 the ongoing College Maintenance Program also saw extensive internal and external painting of the buildings on campus, and refurbishment and re-carpeting of Stage 5 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 response to student survey identified priorities, both the Senior C and D Wing toilet areas were extensively refurbished and upgraded in the 2014 summer vacation.

In 2012-2014 period, the following developments occurred, mainly at the Oxford Falls Campus:

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

Improvements to the indoor facilities at the Oxford Falls Campus have been complemented by a parallel enhancement of the outdoor facilities. Upgraded grounds maintenance machinery was purchased and a state of the art drainage system to the two cricket pitches was installed in 2011 and upgraded over 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 2013-14 seasons.



(II) CHATSWOOD CAMPUS

PD/H/PE

- Gymnasium at the College
- Covered outside sporting pavilion
- Specialist PD/H/PE room fitted with Smartboard and other course related materials
- Sarto Centre 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.)
- 1100 student PLD's
- 96 student laptops
- 3 labs of student PCs
- 91 staff laptops
- 12 Blade servers with a 18TB SAN (Storage Area Network)
- Staff Common Room HDMI connected LCD presentation projector
- Clickview player (video resource that can be played throughout the school/TV recordings/library provided material)
- AV projection facilities and connections in all Teaching and Learning areas
- 3 designated well-equipped student computer laboratories/laptop trolleys in Junior School area
- Fully equipped Junior and Senior Resource Centres
- Smart Boards /digital cameras/video recorders/multimedia projectors
- Staff and Student email access availability at school and at home
- Staff access to all network files at home on their College laptops
- Internal Staff and Student Intranets
- Wireless internet access throughout the College
- Multimedia projectors in all teaching spaces

SENIOR RESOURCE CENTRE

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

JUNIOR RESOURCE CENTRE

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

LEARY LEARNING CENTRE

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

BLUE ROOM

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



(III) OXFORD FALLS CAMPUS

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



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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