



# ST PIUS X COLLEGE

CHATSWOOD

## 2018 ANNUAL REPORT



EDMUND RICE EDUCATION  
AUSTRALIA

Submitted on 30 June 2019 to NESA (NSW Education Standards Authority) according to the requirement to provide information about the educational and financial performance measures and policies of the school.

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**Registered:** 1st January, 2016 to 31st December, 2020

**Accredited:** Higher School Certificate



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## SECTION 1

### MESSAGES FROM KEY SCHOOL BODIES

#### I a) FROM THE PRINCIPAL

Once again the College has experienced a remarkably rewarding, varied and busy year. Our theme for 2018 was Stewards of Creation following the Papal encyclical letter, *Laudato Si*. As the Catholic Earth Ministry states: “Caring for creation is as old as Genesis, as clear as the Sermon on the Mount, as transformative as St. Francis.” We enacted many initiatives to ensure that the school actively acknowledged our shared responsibility to respect and recognise God’s presence in all parts of the Earth. Our program focused on environmental sustainability through encouraging all to recycle, reuse and reduce waste. We worked to integrate these ideas across curriculum and sponsored a range of school projects for environmental sustainability. In addition we improved our own physical environment in sustainable ways. All this occurred within the four EREA Touchstones of Liberating Education, Gospel Spirituality, Inclusive Community and Justice & Solidarity, which frame our endeavours here at the College.

**Gospel Spirituality:** Gospel values shape everything we do at the College. The Gospel is given practical manifestation in the many liturgical and prayerful experiences offered to the community. To this extent Junior School students are given the Bibles they will use at school in a special ceremony early in the year.



A particular feature of the Gospel is the inclusion of Indigenous Spirituality in our life here. On 19 November the student and College Leadership Team visited our shared (with Christian Brothers Lewisham) Retreat Centre at Terrigal. Previously known as Huntington House, the Centre was rededicated as Workul Koo, which means “One God” in the Darkinjung language. The Darkinjung people are the traditional owners of the Wyong and Gosford regions. Our Aboriginal ambassador who is based at Christian Brothers Lewisham, Kaleb Taylor, performed the very important smoking ceremony to mark the occasion. Kaleb is a great friend of the College and was one of our much valued presenters at Founder’s Day. Father Paul Finucane presided at Mass at the Centre, which was attended by Mr Peter Leuenberger (Deputy Executive Director of EREA), Board Members, student leaders from both schools as well as staff.

An important part of the extended College community is the long, close relationship we have enjoyed with Chatswood Parish. Fr Jim McKeon was appointed the new Parish Priest of Our Lady of Dolours Chatswood

in 2018. We are delighted to welcome him as our Pastor to the school. Fr Jim is a great friend of the College. He led our opening school Mass on Tuesday 13th February and has attended many formal and informal functions over the year. We also farewelled Bishop Comensoli who has taken up the demanding Ministry of Archbishop of Melbourne. We thank him for his great support and presence at so many important liturgies and events involving the College over the years.

**Inclusive Community:** The College serves the Catholic community of the lower North Shore and surrounds. It remains a school of choice and College enrolments are strong.

The College explores a number of ways to engage with the wider community. We always commemorate Anzac Day within the College and greatly value that members of the extended College community often attend our Remembrance Day service on 11 November in honour of the Fallen in all wars. The College also sends students to Remembrance Ceremonies at the local RSL and at Hyde Park in the city.



To facilitate our connection with the wider community the College launched its App in February this year. This has allowed us to communicate quickly and effectively with people both near and far. The College is well aware of the great opportunities for communication which are available via IT. We are in the process of upgrading our website, student reports are now available online as are many other school related resources. It is a constantly developing field.

On Friday 16th March St Pius X College joined with schools across the nation in unity through the National Day of Action Against Bullying and Violence to build a stronger community where we care for each other and the students support their peers. On 21 March the College acknowledged Harmony Day. As part of this initiative we prayed for peace in our world and tolerance and acceptance of all difference and much more, we pray for the richness that springs from diversity.

There are so many interesting opportunities for connection with the with community in the College over the year. In May the Ubuntu African Children's Choir (pictured) shared their stories through song, dance and drums.



The very successful Founder's Day was one of the final whole school events for the year. It was held at the Treacy Centre at Oxford Falls on Friday 23 November. While the skies were clear, the outside activities were made difficult by a howling wind that blew papers, tables and bins onto the ground. Year 11 coped wonderfully well under trying circumstances. The day featured an excellent presentation on Mental Health and Resilience by Steve Smith, former Australian Cricket Captain. Steve spoke very effectively about the challenges he has had to address and stayed afterwards to talk with the students. He was very willing to also have a knock around bat-and-bowl with the students, effortlessly sending the ball flying across the field as one would expect of an international cricketer. The final session of Founder's Day involved a very entertaining concert put on by staff and students. The Teachers' Band is always a favourite but there were also some other excellent performances by students and teachers in a variety of forms and costumes. It was a great way to celebrate the community.

There are many people to acknowledge in the successful conduct of the school, which is essentially a partnership between staff, parents and students. All play their part. I want to particularly acknowledge the assistance I receive from the College Executive who provide a constant source of advice and ideas for the betterment of the school. Also, the Board, so ably led by Mr Brian Populin are a group of wise caring people who oversee the governance of the College.

Another great source of support for the College has come from the Old Boys' Association, led by Mr Jeffrey Clarke. The College offers sincere thanks to all the teachers, students, parents and other members of the College community for their great support. I am particularly grateful to the College Leadership Team with whom I share so many key activities and decisions. They provide a rich source of ideas and support for the many and varied issues involved in running a modern school.

The College is grateful for the efforts of its staff. We were also pleased to acknowledge at Founder's Day the following staff members who have served the College so well for over 20 years - Judy Black, Melissa King, Rick Russo, Kiaran O'Byrne, Maxine Hunt, Steve Quilty, Patrick Cogan, Tracey Bates, Marianne Erickson, Sue Cheney and Leisa Proc.



A number of staff have left the College after giving great service. Ms Tracey Bates has been passionate in encouraging boys to achieve their very best and oversaw many initiatives in the Performing Arts Department. Ms Leonie Miller was a stalwart in the Senior Resource Centre and the world of IT for many years. Ms Sarah-Jane Grove resigned after being our inaugural Head of Staff Services. Ms Donna Dempsey left the position of Assistant Principal Mission and Identity after overseeing the spiritual life of the College. Ms Raheb-Mol had worked hard in leading the Learning Support and Enrichment Department. Ms Anne Gripton had been our Innovation Coordinator. Mr David Blake was our Social Justice Coordinator. Others to leave included English Teacher, Ms Alex Foord, who had acted in a number of positions around the College, as well as Primary Teacher and Mass Server, Ms Deb Cummins and Math teacher, Ms Suzanne Pence. I sincerely thank them all for their service and wish them well for the future.

The College values all members of its extended community – past and present. We were saddened to hear of the passing of a number of members of this community. The year started with the sad news of the tragic death of Lachlan Ridley, a very popular member of the newly graduated Year 12 class of 2017. Many ex-students and staff attended his funeral at Our Lady of Dolours in Chatswood. In April John Chaplin died. He was the younger son of Mr Arnold Chaplin who surveyed the original Chaplin Oval in Mars Road Lane Cove. John Chaplin attended the college from 3rd Grade until completing the Leaving Certificate in 1952, He became a successful lawyer and a long term stalwart of Rotary. The Chaplin family have taken a great interest in the College for decades. John's brother Phil is a regular attendee at College events. The College shares in the grief of all those in its community who have suffered loss in their lives.

Another sad loss of Brother Don Connell, who was Head of the Junior School here from 1984 to 1995. He was always known by his nickname, Cappie, which was a shortened form of his Religious name, Capistran. Brother Connell was passionate about producing Musicals during his time here and cajoled many members of staff, as well as boys in the Junior School, to perform on stage. Former Principal, Brother Michael Walsh's performance as Fagan in Oliver was a classic of the period.

There are many people who contribute to the life of the College. The P&F Cocktail Party on 6 April was a real community success. Special thanks to our P&F President, Mrs Braelen Zwart. I am always very grateful to the way parents work to provide practical support to the College through the various committees and support networks, the tuck shop in the College and at the Treacy Centre, as well as the much appreciated generous food supplied to the Year 12s on the final study day as well as to staff in their breakfast supplied by the P & F.

**Liberating Education:** This Touchstone guides our holistic approach to education at the College. As such we aim to educate students spiritually, academically, socially and physically. An important aspect of this aim is to ensure all people, staff and students have an opportunity to extend themselves.

The 2018 HSC results were particularly impressive. Joshua Rayner, an outstanding all round student was Dux with the ATAR of 99.45. He was one of six boys in the prestigious All Rounder Achievers list. The others were Hunter Clark, Phillip Cullen, Isaac Fong, Daniel Hall and Nikita Papastamatis.

	2018	2017	2016	2015	2014
BAND 6	15.7	10.3	9.9	11.3	14.5
BAND 5	38.3	39.6	42.4	46.6	45.6
BAND 4	28.9	36.8	32.7	30.2	30.4
BAND 3	13.3	10.8	12.3	8.4	7.6
BAND 2	3.6	2.1	2.1	3.4	1.0
BAND 1	0.2	0.4	0.4	0.2	0.0

Jasper Choi, gained First Place in New South Wales in History Extension Course. Hunter Clarke's HSC performance was of such a high standard that he was invited to present it on stage at the prestigious ENCORE concert to be held in the Concert Hall of the Sydney Opera House on Monday 18 February 2019. In addition Jack Moran was nominated for ARTEXPRESS and Callum Stephen was also shortlisted for OnSTAGE as a result of his fine presentation in Drama.



The results were very strong at the top end of the range with 17 students achieving ATARs above 95, and 28 students with ATARs over 90. The College had 127 mentions in the Distinguished Achievers Lists.

It is particularly pleasing to note that so many of the boys balanced their academic achievements with a high level of involvement in the College's extra-curricular program, or were active as student leaders. The College Captain, Daniel Hall, who achieved a very respectable ATAR of 98.7, was a state level athlete and a fine leader who was highly involved in College life. Nikita Papastamatis, another Distinguished Achiever was a tireless worker around the College ensuring that so many activities proceeded well, with his trademark enthusiasm. Isaac Fong was a keen sportsman while Hunter Clarke and Phillip Cullen were very talented musicians.

Our students have been successful in many outside forums and competitions. There are many activities in the College that connect us to the world and elite programs I pay great credit to the two boys , Michael Currington and Marcus Rossetto, who had a great experience at the London Science Forum. It is testimony to the Science department here at the College, especially the Science Coordinator, Ms Judy Black who works very hard to enter students into these wonderful programs. The benefits of such high level activity extend throughout the entire department and to the wider College community.

There have been a number of other successes in a range areas. For example, Alex Freehan won the Primary section of the Dorothea Mackellar Poetry Competition and Luke Forwood (Year 11) received a North Sydney Community Award. James Baldock competed in the Grand Final of the CDSA Public Speaking Competition.

The College performed well in NAPLAN in Years 5, 7 and 9. The results showed our continued efforts in Literacy and Numeracy are developing students well. There is a continued priority around Literacy and Differentiation in our teaching and learning programs.

The annual Twilight Concert featured our own musicians, supported by many staff. This year was enhanced by the wonderful Drama performances which were offered on the same night. This was the final performance conducted by our energetic Performing Arts Coordinator, Ms Tracey Bates who has resigned her position at the College.

Life in the College is remarkably varied. On the same night of the Twilight Concert, our Snowy Mountains Hiking expedition departed for their adventures in the Australian Alps – the 35th such expedition since the experience was founded by Ms Anne O'Donovan in a combined activity with Mercy College. Nearly 1,000 students have tested themselves in this challenging but exhilarating environment.



I give particular thanks to our Outdoor Education Coordinator, Mr Paul de Silva, for the excellent preparation and conduct of this, and other, expeditions. This year saw 60 students and ten staff trek 100 kilometres through the Alpine Area. It is a credit to the organising teachers that such a comprehensive experience can proceed safely, but also significantly for Boys Education quite a number of students performed as musicians at the concert then left to participate in the hike – a wonderful example of holistic education.

The College is always seeking ways to expand the scope of the education offered to the students. There have been developments in Gifted and Talented education as well as the establishment of a Philosophy course in Year 8. Also, it is encouraging to see teachers continue to work to extend their own knowledge. History teacher, Ms Sophie Allington, attended a study tour in Israel focusing on the Holocaust. In addition, Ms Frances Doyle, Mr Glenn Carroll and Mrs Donna Dempsey completed their studies and were awarded their Masters' Degrees.

**Justice and Solidarity:** At the beginning of September, I attended the EREA Congress in Melbourne. This meeting of representatives from across Australia stressed the way St Pius X College is part of a world-wide network of educational institutions connected by the common themes of service to God through education, justice, sensitivity to global issues and the vision of Edmund Rice.

A number of initiatives gave practical form to our Touchstone of Justice and Solidarity. The very successful Drought Appeal in October which raised \$30,000 for the Coonabarabran community, with whom we have a close relationship. The aim of this appeal was to raise funds for people in drought affected areas but also to promote a sense of community between the mainly city based students at the College and those who live in the harsh condition of the outback. At Founders Day, four students from St Ignatius Riverview spoke about their families' experience of drought. This presentation and a later video were part of the College's awareness campaign regarding the wider community. The Drought Appeal was example of community in action in a number of ways: it gave practical help to people in the country; it included boys from a school with whom we have had a long relationship and include the wider community, especially Bowerhaus Jewellers which provided \$10,000 worth of prizes for the raffle.

In other Social Justice initiatives the boys sold items on behalf of Legacy and other charities. The bi-annual Kokoda expedition supported Callan Services in New Guinea as part of their experience. The idea of fostering right relationships is an important part of College life. The annual RUOK Day in September was a practical operation brought everyone together, and included a friendly game of Dodgeball between staff and students.

In conclusion, it is hard to summarise the achievements of a school community of over 1100 students over 100 teaching and support staff and the thousands of carers, parents, grandparents, siblings, ex-students and friends of the College. In its 81 years the College has grown from a modest six classrooms tucked in behind the church to becoming a thriving Catholic Boys' School in the Edmund Rice Tradition. Thank you to all who continue to make this possible.



Mr John Couani  
**Principal**



## I b) FROM THE BOARD

The College Board has a strategic and advisory role of supporting the College's authenticity as a Catholic school in the Edmund Rice tradition. The Board has particular responsibilities for the oversight of faithfulness to the Charter and Touchstones; Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity. We work collaboratively with the Principal and Edmund Rice Education Australia (EREA) to provide quality stewardship aimed at offering the best possible learning environment for the students at the College.

This year there was a special focus by the College on Environmental Stewardship, reflecting the theme of the Papal encyclicals *Lumen Fidei* (of 2013) and *Laudato Si'* (of 2015). This theme encouraged our students to realise that global influence derives from positive local actions of caring for all life on earth as part of our daily lives. During the year the College's Sustainability and Environmental Management Plan was developed providing for the implementation of key operational initiatives as well as progress on the planning for upgrades to facilities to incorporate environmentally sustainable deliverables such as solar cells.

Under the leadership of our Principal Mr John Couani, the Board and the College community contributed to the ongoing development of the Strategic Improvement Plan 2018-2020 and implementation of its strategic priorities, founded on the College's Vision and Mission statements and the EREA touchstones and values which remain our constant.

The College is very much dependent on Commonwealth and State funding to help keep fees affordable. The outcome of the Commonwealth Government's decision in May 2017 will result in a significant decline in Commonwealth funding in real terms for our College over the next 10 years. While the commencement of the Commonwealth Government's funding cuts has been delayed by a year while the Education Department reviews the basis upon which the funding is determined, the Board remains committed to ensure the fees remain as affordable as the College can sustain while allowing for increases in education costs and the ongoing need to maintenance and upgrade of buildings and resources.

We thank the Principal, Mr Couani and the College Staff for their commitment to educating the students in the Edmund Rice tradition, striving as they do to promote their academic, pastoral and faith development as part of an inclusive community.

This year, we welcomed Father Jim McKeon as our Parish Priest at Our Lady of Dolours. We thank and are indebted to Father Jim for his spiritual guidance and willingness to support the College for liturgical celebration.

We also acknowledge the wonderful contribution to College life of the Old Boys Association lead by Jeffrey Clarke and the Parent & Friends Association lead by Braelen Zwart.

As Board Chair, I would like to thank our Board and Committee members for their generous service to successful College governance over 2018. I particularly like to thank Peter Hughes, who retired as Board Chair at the end of 2017, for his valued contribution, leadership and service during his many years of service.

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

Brian Populin  
**Board Chair, 2018**

#### **2018 COLLEGE BOARD**

**Back row:** Mr John Couani, Mr Jean-Paul Wallace,  
Mrs Therese Maclaine, Mrs Catherine Ephraums,  
Mr Brian Populin (Chair), Mr David Kennedy,  
Br Jeff Regan

**Front row:** Mr Tony Masone, Ms Martha Maiorana,  
Mr Greg Wilson



## I c) FROM THE PARENTS AND FRIENDS ASSOCIATION

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

1. Provide opportunities for social engagement among the parent body.
2. Provide liaison between parents and the College.
3. Assist the College with all its undertakings, including financial support of targeted initiatives outlined below.

In terms of opportunities for social engagement, we hold a series of events throughout the year including a Welcome Mass, Mother's & Father's Day Breakfasts, Teachers Breakfast, Cocktail Party and Trivia Night which provide a fun and relaxed way for parents to catch up and meet each other. To build year group networks, the P&F coordinates the year group representatives and funds year group social events throughout the year.



*The P&F hold various events during the year including a Cocktail Party and a Teachers' Breakfast.*

The P&F assists with co-ordination of the Trivia Night which is an important fundraiser for the five main clubs: Rugby, Football, Cricket, Basketball, Performing Arts and Robotics. Not only is it a fundraiser but it helps build the profile of Club Committees and showcases the many ways parents can engage and participate in the school.

Apart from financial assistance to the clubs and the College, the P&F also assists the College with College Open Day and the New Student Orientation Day. Having current parents assisting at such events showcases our strong St Pius community spirit to prospective and new families, and facilitates answers to many new parents' questions.

In terms of providing liaison between the College and the Parents, through the P&F meetings held each term we facilitate presentations from Staff to the parents on topics such as Technology, College Campus upgrades, Staff Learning and Development focuses, and Student Enrichment programs such as the Kokoda Expedition and immersion experiences.

In 2018 the P&F made contributions to the College in a number of areas, including but not limited to: new instruments and HSC music tutoring support; Robotics kits; Boxercise kits; jackets for the annual Snowy Hike; Junior School Library writer project; Year 12 selected students' attendance at the International Youth Science Forum in London along with contributions towards campus upgrades such as the Sarto Gym and Kitchen and C Block airconditioning.

The P&F at St Pius X College runs extremely smoothly because of the dedication and commitment of the members of the P&F executive, and those who volunteer to assist with particular events. All members of the Parents and Friends Association are to be thanked for their contribution throughout 2018.

Braelen Zwart  
**P&F President 2018**



#### **I d) FROM THE STUDENT LEADERSHIP TEAM 2018**

2018 was a very successful year for St Pius X College. Strong academic results, continually developing social outreach programs and an ever-growing sense of community characterised a rewarding period for students and staff in the college community.

Following on from the fantastic work of students in previous years, awareness of mental health and inclusivity continued to be a strong focus of the student leadership team in 2018. In combination with staff, a large cohort of peer support leaders and peer mentors contributed to building a sense of community at the college, while events such as R U OK Day and the National Day of Action Against Violence and Bullying were again a great success.

2018 brought opportunity for students to continue to develop their sense of social justice. The college community's response to Project Compassion was again fantastic, as was support for the Vinnie's Winter Appeal, Edmund Rice Camps and the Salvation Army Red Shield Appeal. Especially impressive in 2018 was the staff and student's response to the Drought Appeal fundraiser for farmers affected by severe drought.

The college also continued to strengthen partnerships with St Edmund's Wahroonga, St Mary's Primary School in Bowraville and St Joseph's Primary School in Walgett, offering Year 10 students the opportunity for incredibly rewarding immersion, as well as other partners through Edmund Rice networks around the world.

The college welcomed the arrival of Father Jim Mckeen to Our Lady of Dolours Parish in 2018. His enthusiasm and vitality was well received within the student body, and facilitated the continued development of student's faith and spiritual identity.

Extracurricular achievement continued to be an area of success within the college. From cricket to chess, and rugby to robotics, the college was represented in good numbers and with competitive results. St Pius X spirit was on full show at a number of supporters' days during the year, with students and families in full support of teams from the junior school right through to opens.

Away from the sporting field, other events throughout the year provided opportunity to display the talent and hard work of students. The multiple Twilight Concerts, which showcased the college's bands and orchestras, were well received as always by friends and family. Market Day put the hard work and business acumen of Year 9 students on display, while the Write-A-Book-In-A-Day competition provided opportunity for St Pius's best writers to show their creativity. The 2018 edition of 'Splinters, Splashes, Stage and Sound' was again a great success, and allowed the fantastic efforts of HSC Visual Arts, Industrial Technology, Music and Drama students to be appreciated by the college community.

In their HSC studies, the Year 12 cohort of 2018 achieved great success. The hard work of students was rewarded with outstanding individual results, culminating in an overall result that brought great pride to themselves as well as teachers and the college community. The HSC brought with it challenges, but through them, the student body grew closer. Through early mornings and late nights spent studying in pursuit of a common goal, bonds were made that will last a lifetime.

The Year 12 cohort of 2018, like the entire student body, was supported by an exceptional body of staff. While the College ethos encourages independence and initiative in learning, the dedicated support of teachers brings out the best in each student, and truly makes the college a supportive environment for success.

Daniel Hall

**College Captain 2018**



## II GOVERNANCE OF THE COLLEGE

In 1996 a College Board was established by the Christian Brothers to have a role in the collaborative governance of the school. Since that time the Board has operated under an advisory/consultative model. 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 the Congregation of the Christian Brothers (as Trustees of the Christian Brothers) delegated to Edmund Rice Education Australia (as Trustees of EREA) the governance, management and operation of its schools, while maintaining proprietorship. Proprietorship of St Pius X College (initially for the purpose of school registration) was formally transferred from Trustees of the Christian Brothers to Trustees of EREA in 2017.

The Council (as Trustees of EREA) now has full authority for the governance, management and operation of St Pius X College. The Council appoints the EREA Board to develop and oversee the strategic directions of EREA and the Board appoints the EREA Executive Director to operationalise these strategic directions, in collaboration with the Principal of the school. After consultation with the Principal, the Executive Director appoints the St Pius X College Board.

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 two consecutive terms.

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

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

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

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

The Board considers a diverse agenda including Strategic Improvement, Annual Improvement Plans, Mission and Vision Statements, Annual Budget, Master Plan and Capital Development. The Board has a range of sub-committees. These include: Governance and Formation Committee, Finance and Risk Committee, Property Committee, Strategic Planning Committee and Nominations Committee.



## RESPONSIBLE PERSONS ST PIUS X COLLEGE, CHATSWOOD 2018

Name	Role	Commenced
<b>EREA COUNCIL</b>		
Br Paul Oakley cfc	President	1 September 2006
Dr John Honner	Deputy President	1 January 2013
Mrs Kathy Freeman	Council Member	1 January 2017
Mr David White	Council Member	1 January 2018
Ms Philomena Billington	Council Member	1 July 2018
<b>EREA BOARD</b>		
Mr Graham Goerke	Board Chair	1 January 2013
Mr Anthony Arnel	Board Member	24 March 2014
Mrs Vicki Clark	Board Member	1 January 2015
Mr Peter Ryan	Board Member	1 January 2014
Mrs Fleur Hannen	Board Member	1 January 2015
Mr Alan Rix	Board Member	1 July 2017
Mr Mark Anderson	Board Member	1 January 2018
Mrs Bobby Court	Board Member	1 January 2018
<b>EXECUTIVE DIRECTOR</b>		
Dr Wayne Tinsey	EREA Executive Director	October 2007
<b>PRINCIPAL</b>		
John Couani	Principal X College	January 2011

### III LOCATION

St Pius X College is an independent, high-achieving Catholic school in the Edmund Rice tradition providing a comprehensive education with a strong pastoral and academic focus, as well as an extensive cocurricular program. 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.

The education campus is located in the Chatswood CBD on the lower North Shore of Sydney and has approximately 1150 students from Years 5 to 12. The playing fields and related educational facilities are located at Oxford Falls, just off the Wakehurst Parkway and is known as the Treacy Education Complex, comprising the Treacy Centre and the Christian Brothers' Centre. There are four ovals incorporating a fully maintained turf cricket wicket, tennis courts, cricket nets, hospitality areas, three indoor basketball courts, a gymnasium, small and large group workrooms as well as numerous other facilities.

*Photos: The College's Chatswood Campus*



*Photo right: The Treacy Centre at Oxford Falls*



The College shares a retreat facility at Wamberal on the NSW Central Coast in conjunction with Christian Brothers High School Lewisham. This facility contains accommodation for approximately 30 people, a full industrial kitchen and outdoor education resources.

#### IV COLLEGE MISSION AND VISION STATEMENTS

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

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

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

**FAITH, RESPECT, OPPORTUNITY, EXCELLENCE**



*College Opening Mass 2018*

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 1142 students.

- 90% of students are Roman Catholic
- 1% of students have a language background other than English
- English as the first language is spoken by 99% of students

YEAR 5	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	TOTAL
96	128	160	156	158	154	144	146	1142

## 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; Our Lady Help of Christians, Epping. Catholic students attending Our Lady of Perpetual Succour, West Pymble and Sacred Heart, Pymble are given priority for Year 7 only.
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-Catholic 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 and West Pymble.

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 continuing enrolment into Year 11/12 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 co-curricular activities.

*\* A full text of the Enrolment Policy can be found in Section 10 – Attachment #1.*

## VII STUDENT RETENTION RATES 2018

	Years 5-6	Years 7-10	Year 11-12	Years 7-12	Years 5-12
<b>Apparent</b>	99.55%	96.02%	96.90%	96.30%	96.94%
<b>Actual</b>	99.11%	97.13%	96.90%	97.06%	97.46%

Years	Year Start	Year End*	Leavers	Enrollees during 2018
<b>5 &amp; 6</b>	224	223	2	1
<b>7 – 10</b>	628	603	18	4
<b>11-12</b>	290	281	9	0
<b>7-12</b>	918	884	27	4
<b>5-12</b>	1142	1107	29	5

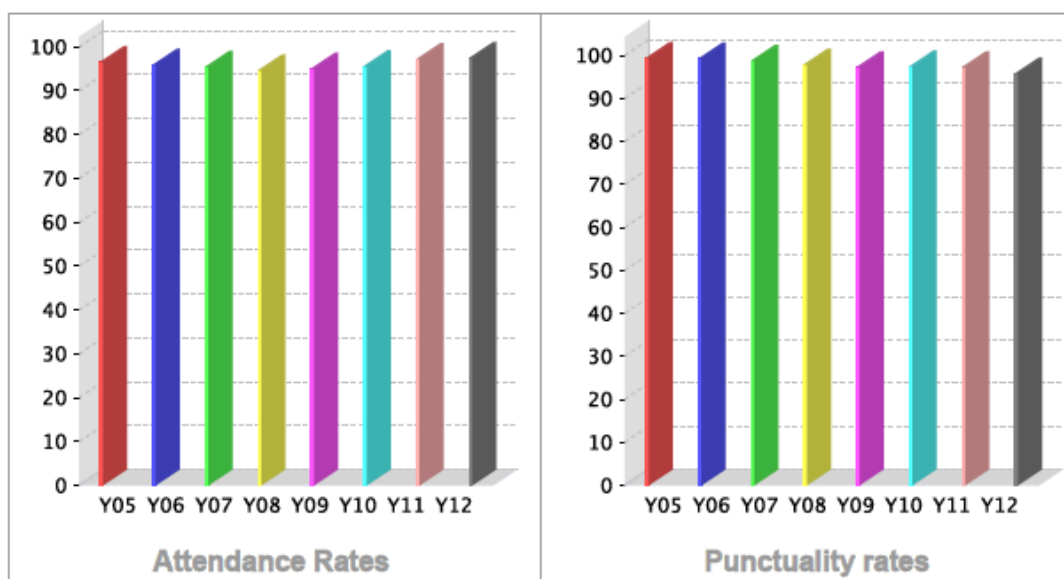
*\*including enrollees during 2018*



## VIII STUDENT ATTENDANCE

### a) 2018 Rates from 31/01/2018 – 20/12/2018

School Year	Students	Days	Attendance rate
Y05	97	184	99.3%
Y06	128	184	99.2%
Y07	160	184	98.7%
Y08	158	184	97.8%
Y09	159	184	97.2%
Y10	154	184	97.4%
Y11	144	184	97.2%
Y12	146	184	95.7%



For the 2018 school year, cohorts from Years 5 to 12 recorded an average student attendance rate of 95.9%. This percentage includes all absences excluding official leave granted by the Principal to students. The attendance rate and high degree of participation in College activities are general indicators of a culture of positive student and parental engagement with the College. These rates were attained in the wider educational context of an increasing and concerning phenomenon of periodical refusal or challenges in attending school by a small minority of students, as reported by family, counsellors and case managers.

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

The College manages non-attendance through its Pastoral Care processes. In the event of a student absence where there has been no communication from the home, parents are emailed daily with a request to communicate with the College in an effort to explain the absence satisfactorily. The Homeroom Teacher, Year Coordinator or College Reception facilitate further contact with the parents on / after the third consecutive day of an unexplained absence. This system is easily manageable due to the relatively minimal number of students involved.

Any student with a chronic problem regarding attending school is referred to the College Counsellors for consultation, and appropriate outside agencies when necessary. Case managers are appointed, compulsory case conferences and other trigger point interventions are employed where regular school attendance becomes problematic for some students and their families.



## IX TEACHER QUALIFICATIONS

### Teacher Accreditation 2018

Graduate/Provisional	5
Prof 1	2
Prof 2	5
Prof 3	1
Prof 4	6
Prof 5	70
Highly Accomplished	2
<b>Total</b>	<b>91</b>

*No teacher is identified as LEAD.*

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.	91
(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 in 2017 was 84% 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 2018 to 2019 was approximately 90%. Some teachers left the College during 2018, having completed short-term placements in order to replace existing staff on leave or others to take up positions elsewhere. Those teachers who left at the end of the school year did so for the following reasons:

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



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

Publications and direct (confidential) support offered through 'AccessEAP' is regularly referenced to ensure that staff know how they can be supported in personal and professional contexts.



## XII TEACHER INVOLVEMENT IN PROFESSIONAL DEVELOPMENT

### a) Teacher Professional Development

In 2018 there was a total of 214 external professional learning events. These were attended by 82 individual members of teaching staff, representing 90% of teachers applying for professional learning opportunities and fulfilling Standard 6 of the Australian Standards for Teachers 'Engage in professional Learning'. These learning events were provided by the following organisations/agencies:

Australasian Problem Solving Mathematical Olympiads	ETA English Teachers Association of NSW	NESA
16th Street Acting School	GATSTA	NSW Ombudsman
ACEL (Australian Council for Educational Leaders)	GTA NSW	Orff Schulwerk Association of NSW Inc
ACSA	HALT Network with AITSL	PDHPE Teachers Association
AISNSW	HTA NSW	PETAA
AITSL	IEU	Q Station Sydney Harbour
Australian College of Commerce And Management	Innovative Education and Training	Resource Factory
Australian Psychological Society	Institute of Positive Education	Resource Factory
Bosch Communications	IPSHA	RIDBC
Brigidine College St Ives	ISRA	Science Alliance
CAA	LAN Network	Science Teachers Association of NSW
Catholic Schools Broken Bay	Law Sense	Spectrum Education
Catholic Schools NSW	Learning Difficulties Coalition	SPELD
Catholic Secondary Schools Association (CSSA)	Legal Studies Association	St James College
Children's Hospital Education Research Institute	Mathematics Association of NSW	St John Ambulance
CLTANSW, NESA	Microsoft	Sydney Opera House
Drama NSW	Minds Wide Open	Sydney Symphony Orchestra
Ebsco Publishers	MultiLit (Macquarie Uni)	Sydney University Novel Network
Economic Literacy Centre	Musical Futures	TTA (Teacher Training Australia)
Epilepsy Action Australia	NAN TIEN INSTITUTE	University NSW
EREA	NCN Science	University of Sydney
EREA Eastern Region Staff Services Network	Nelson - A cengage company	Northern Curriculum Network (NCN)

Examples of the type and range of learning events attended by Teachers of St Pius X College is shown in Table 1 below.

**Table 1 Examples of Professional Learning Events Attended by St Pius X College Teachers.**

7-10 PDHPE and Wellbeing Tool kit	Leaders of Accreditation Network Meeting
A guide for preparing to teach Preliminary PDHPE	Learning how to identify and help students who are suffering from mental health issues.
ACEL - Visible Learning Workshop - How students learn - Symposium	Legal Studies Association Commerce Legal Activity
ACSA Conference	Loud and clear: for consultants, integrators, live sound professionals and production providers.
AIS History Conference 2018 - Re-animating History	Macquarie Ancient History Conference
AIS Teacher Librarian Network Meeting	Maintenance of Accreditation requirements
AIS Visual Arts Conference	Making Literacy Visible
AISNSW Middle Leaders Program	Meet the Music Seminars
AITSL HALT Steering Committee	Microsoft STEM
Assessment and Feedback	Mindfulness: Theory and Practice for Schools
Australian Psychological Society Event. Emotional Health in Schools- From science to practice.	Movement and Meditation for student and staff Health and wellbeing.
Better Assessment : Improving Feedback, Reducing Correction	MultilLit Reading Tutor Program
Broken Bay Bible Conference 2018 - St Paul Persecutor to Preacher	Museum of Human Diseases Prof develop day
Broken Bay careers network annual meeting	Music Teachers Conference
Broken Bay Cultures of Thinking	Musical Futures - Music Professional Development for Stages 2-4.
Building the capacity of Australian teachers and educators to improve their teaching practice	Musical Futures- JUST PLAY Workshop
Business Report Writing in HSC Business Studies	NCCD GAP ANALYSIS PROJECT
Catholic Schools HSC Data Analysis	NCN NETWORK MEETING
Cert 2 Bus Assess	NESA Course Development
Cert IV IT Networking	NESA HSC Music Composition Marking Day
Chemistry Teachers' Conference	New Mathematics HSC Standard and Advanced course
Completing strategies for Teaching Problem solving in Mathematics.	New Modern History Core PD run by the HTA
CONASTA Conference for Australian Science Teachers Association	New Modern History Stage 6 course - Year 12 sequencing and assessment for the HSC year.
Conference - Enhancing Student Well-being: CHERI conference	Notifying and Reporting Allegations of Child Abuse in Schools.
CSNSW - Disability Support Congregational Network Meeting	NSW Drama Conference
CSSA Curriculum Forum	Orff Schulwerk Teacher Training Courses Level 4 Course
Data Analysis Network Meeting	PDHPE Teachers Association New Syllabus
Design Thinking & PBL Workshop	Physics Teachers conference
Deus Ex Photos Photomedia Conference	Project Chinese: collaboration, creativity, classroom practice
Digital Literacy	RAP Analysis, HSC Moderation and Standards Setting
Discovering Positive Education-Geelong Grammar School	Remote First Aid training
Ebsco Training session at Ravenswood School for Girls.	Science Network Meeting
Engaging Boys in Writing	Spell_it
English Teachers Association Conference	STANSW - Meet the markers
Epilepsy Training	STANSW BEEINS Teachers' Conference 2018
EREA Congress 2018- Charting New Horizons	Steppenwolf theatre company from the USA work

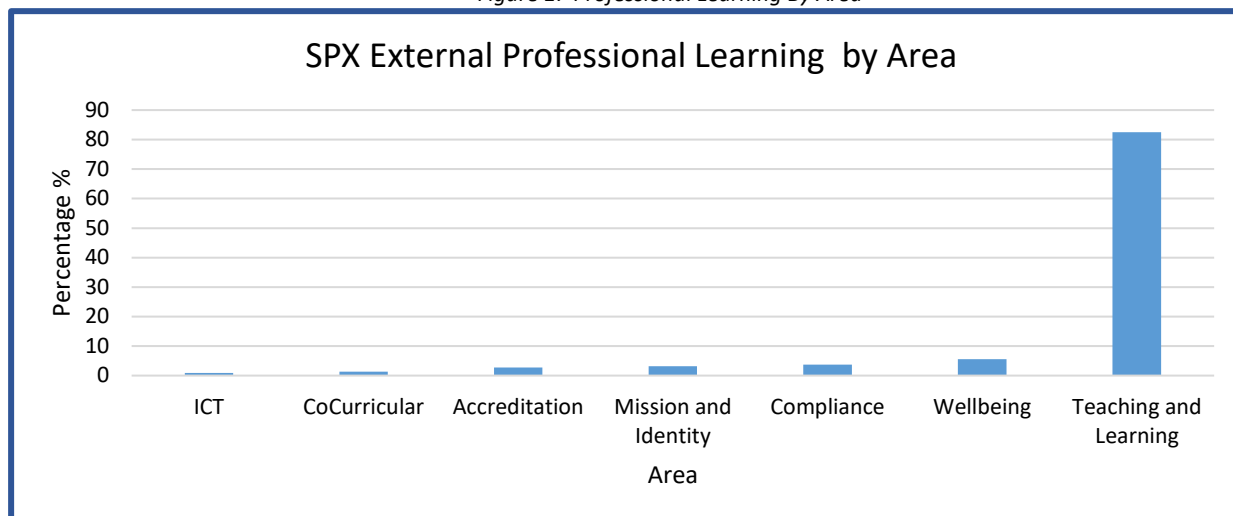
EREA Leaders of Learning Meeting
EREA Library Network Conference held in Conjunction with St James College's Sesquicentenary.
Evidence Based teaching Strategies
Extension Science Planning Day
Familiarisation Workshops on new Chinese K-10 syllabus
GATSTA AGM
Geography Teachers Association Annual Conference
Going through the Science and Technology syllabus
Grammar and Teaching. A twelve-week program
Helping students to think critically, creatively, ethically and philosophically in their classes.
Highly Accomplished and Lead Teacher Summit.
History Teachers Association
HSC Study Day - Ancient History Seminar
HTA Year 12 Syllabus overview
Improving HSC Business Studies Examination performance
IPSHA Debating Workshop - Adjudication
IPSHA NSW meeting and Professional Development-
ISRA: SOR in Focus Conference 2018: Religion as integrated systems
Lab Technicians Network Meeting 2018
Language, Literacy and Learning Conference
Law in Schools Seminar

Studies in Catholic Thought PD Day
Successful Learning Conference Sydney 2018
Sweeter than Honey- engaging students with the word of God.
TAE40116 Certificate IV face to face Training
Teachers Matter Conference
Teaching English Grammar and Vocabulary for Writing and Reading
Tertiary Update day for Careers Advisors at UTS - run by the Career Advisors Association
The 2018 Economics Conference
The Agile Learner: Growth Mindset + Habits of Mind + Practice
The AIS English Conference
THE AIS HEADS OF SPORT CONFERENCE 2018 - AROUND THE GROUNDS
THE AIS PDHPE CONFERENCE 2018 - THE STATE OF PLAY IN PDHPE K-10
The Legal Studies Association (LSA) 'Essential Criminal Law Update'.
The Legal studies Association (LSA) Conference
The School of Physics at the University of Sydney.
Understanding Anxiety for Students with Learning Challenges
UNSW Teachers Professional Development Program
Using digital pedagogy effectively in the science classroom
Writing in NAPLAN: Raising the BAR 2018. (WEbinar)
Writing the Future
YARC assessments (Early Reading, Passage Comprehension and Passage Comprehension)



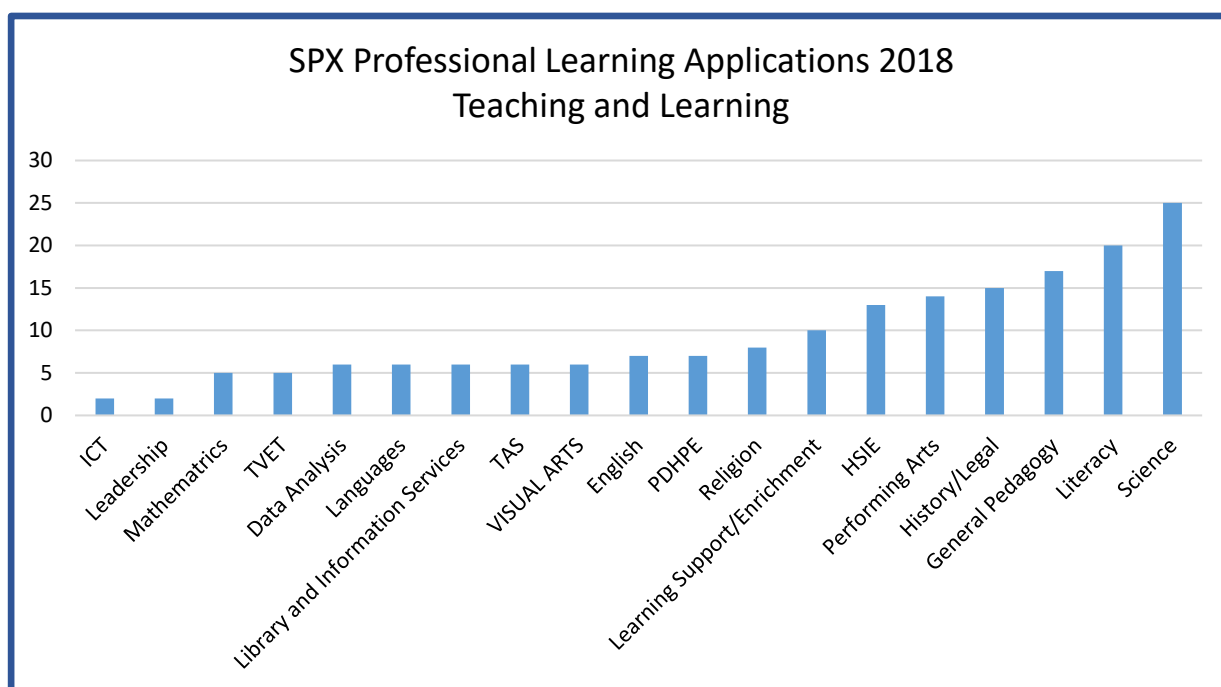
Professional learning was undertaken in ICT, Co-curricular, Teacher Accreditation, Mission and Identity, Compliance, Wellbeing and Teaching and Learning. The proportion of events for each of these areas is shown in Figure 1 below:

Figure 1: Professional Learning By Area



The majority of professional learning was undertaken in the core area of Teaching and Learning. This can further be subdivided into categories as shown in Figure 2.

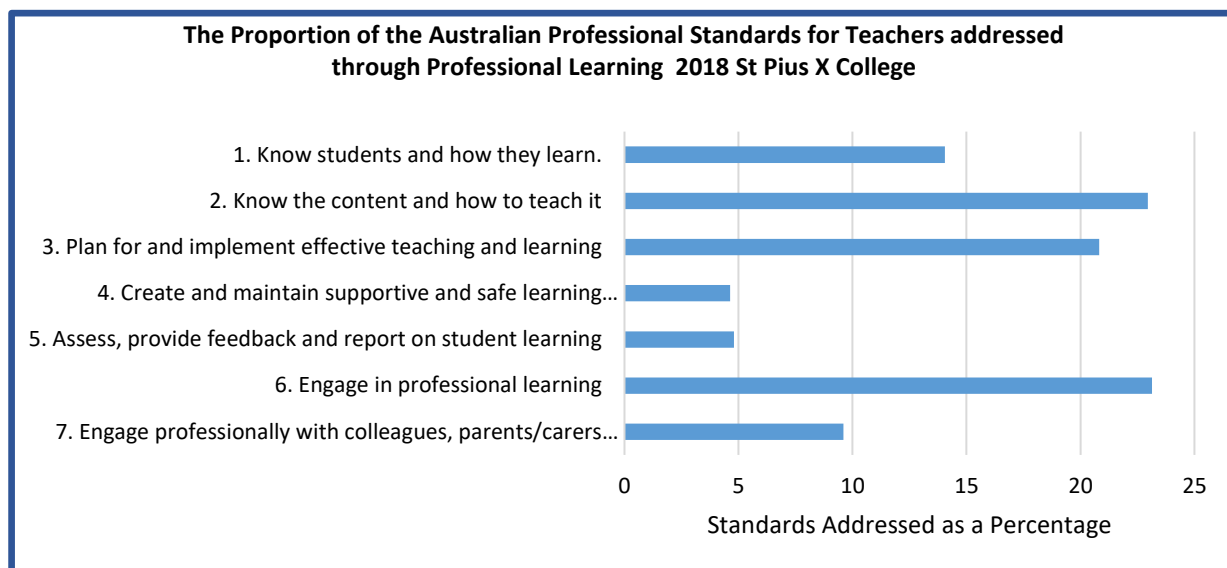
Figure 2: Professional Learning Applications



## Teaching Standards

In analyzing the extent to which each Teaching Standard was addressed in the professional learning undertaken by Teachers in 2018, obviously Standard 6 'Engage in Professional Learning' is most predominant. Standard 2, 'Know the Content and How to Teach It' and Standard 3, 'Plan for and Implement Effective Teaching and Learning' were the next most predominant as shown in Figure 3.

Figure 3: Professional Learning and Teaching Standards



### b) Teacher Induction

The College has its own internal 'Year One Induction Program' and also promotes external opportunities for staff formation in supporting staff become more aware of the context of the Edmund Rice Tradition in which they work. Induction applies to all new members of staff, not only graduate teachers. Support staff also access induction at the most suitable points, as relevant to their role.

#### Internal Induction Processes include: Prior to commencement at College

- A 'Welcome Letter' from Head of Staff Services outlining the features of an Orientation Day for all new staff including lunch with College Leadership Team;
- Introductory session to the effective use of ICT at the College, Child Protection Policy, Code of Conduct and WHS information provided;

- Staff Handbooks providing relevant information;
- Provision of support through linking with a relevant colleague as a 'Go to Buddy' and with a member of the Leadership Team as a reference person;
- Participation in a Welcome Mass for New Staff to the Broken Bay Diocese, supported by Leadership Team.

### **At the commencement of Term 1**

#### A Formal New Staff Induction Program of 5 fortnightly sessions:

- Information Sessions for all staff new to the College on the College processes for assessing and reporting student achievement;
- Pastoral Care approaches at the College – the role of the Homeroom Teacher, pastoral activities;
- Information for new staff on the College Policy for the Co-curricular Program;
- Specific support sessions for Early Career Teachers in the first weeks of teaching – particularly referencing and promoting online tools from AITSL and NESA;
- Staff collegiality – new staff welcome event with whole staff;
- NESA Accreditation – outlining and sharing documentation on the College procedures and policies regarding St Pius X College as a TAA;
- Processes regarding structures for Professional Learning for all staff;
- Introduction to Library Services;
- Staff Formation – opportunity to ask questions regarding Catholic rituals and traditions in the context of being a faith-based community and a school in The Edmund Rice Tradition;
- Information on accessing online and face-to-face staff compliance training – First Aid, Evacuations and Child Protection and WHS;
- End of Term 1 Celebration - Morning Tea with Coordinators, Buddies and Leadership Team.



### **Ongoing support in the ‘Year One Induction Program’:**

- Time release of up to 2 school days, for New Scheme teachers to meet requirements for NESA Proficient Teacher Accreditation
- Opportunity for feedback from Studies Coordinators on classroom practice with a class observation during Term 1 or 2 – depending on the needs of the teacher
- Workshops conducted to support teachers in their application for Proficient Teacher
- “Week 12” Progress Interviews with Head of Staff Services
- A delayed start to staff involvement with the Co-curriculum Program – no allocations in Term 1.
- Continued social gatherings encouraged with whole staff
- Ongoing mentoring and support from the Head Staff Services and relevant College Leaders.

### **For Early Career Teachers:**

In addition to the ‘Term 1 College Induction Program’ that all new staff complete, ‘New Scheme Teachers’ (graduates or teachers new to NSW, since October 2004) are provided with formal, time-tabled mentoring support from the Head of Staff Services and their respective Studies Coordinators. Targeted professional development opportunities suited to this career stage are also promoted. Accreditation support meetings and workshops are offered in accordance with NESA requirements.

### **External Resources and Agencies include:**

- CSO, AITSL, AIS, Edmund Rice Education Australia (EREA) and DET Network Induction Programs and Resources.

## **XIII WORKFORCE COMPOSITION**

The teaching staff ranges from mature, experienced practitioners to recently qualified graduates. In 2018, 22 of the 91 teaching staff were identified as having 10 years or less teaching experience. 69 of the 91 teaching staff were identified as being senior and experienced teachers, given their years in the profession. All of these teachers were accredited as ‘Proficient Teachers’, in the context of NESA Accreditation at the beginning of 2018.

In 2018 the ratio of male to female members across the entire staff of 130 persons was 67:63. There are no known staff who have identified themselves as being Aboriginal or Torres Strait Islanders.



## SECTION 2

### I LITURGY, PRAYER AND FAITH LIFE

The Mission and Identity Team, comprising of the Assistant Principal - Mission & Identity, the Religious Education Coordinator, the Social Justice Coordinator and the Youth Ministry Coordinator, has provided the leadership for innovation in the Religious Education Curriculum, the liturgical and prayer life of the College and the development of the social justice initiatives within the College in 2018.

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.

#### **Stewards of Creation**

As stewards of creation  
we recognise that we are called  
into relationship with all living things.

This is a responsibility that beckons us to  
nurture, protect, transform and unite  
humanity and the natural world.

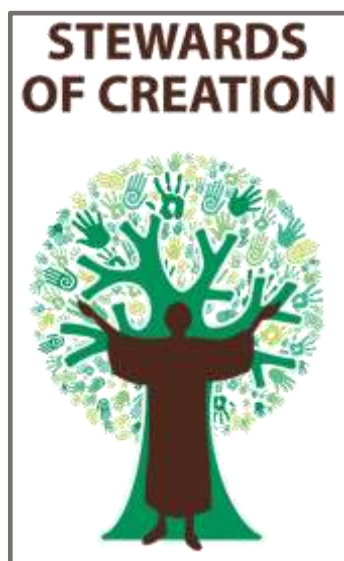
Through our relationships we demonstrate  
inclusion, understanding and compassion  
and allow creation to truly find its balance.

In following Jesus' lived values of justice and peace  
as well as the liberating example of Edmund Rice,  
we are invited to be stewards  
who keep sacred God's presence in all creation.

*Blessed Edmund Rice – Pray for Us*  
*St Pius X – Pray for Us*  
*Live Jesus in Our Hearts – Forever*  
*Amen*

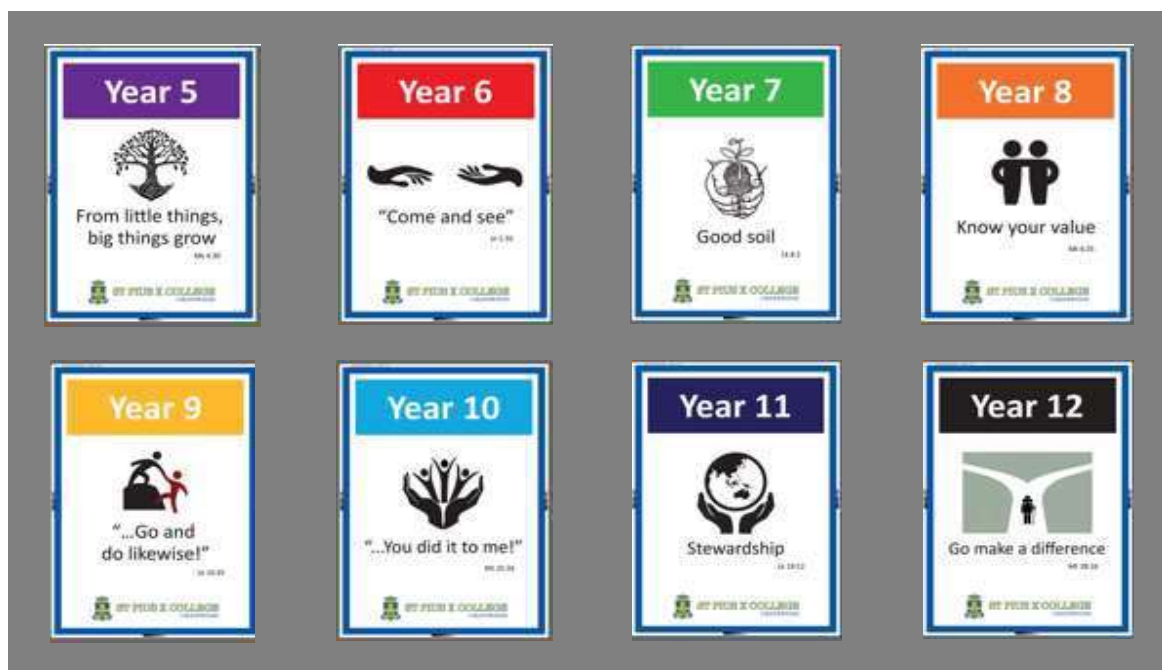
In 2018 the College continued to be guided by the Touchstone of Gospel Spirituality as our theme for the year, based on the Papal Encyclical 'Laudato Si'. This encyclical served as a compass, directing all College formation opportunities. One key biblical passage that was used included 'The earth is the Lord's, and everything in it, the world, and all who live in it.' Psalm 24:1.

We created the Stewards of Creation prayer to give us direction on how we should explore and live this touchstone. This prayer was launched at the first 2018 Assembly and was used in worship on various occasions such as College assemblies, class prayer and meetings. Gospel spirituality is built upon the story of Jesus and strive to make his message of compassion, justice and peace a living reality within our community (EREA Charter 2007).



In 2018, as we embraced the values associated not only with our theme of Stewards of Creation but also with the teachings of 'Laudato Si', as a community we explored our understanding of the Earth as our common home. We learned that our inaction to serve and protect God's creation affects the most disadvantaged and vulnerable on this planet. Following in the tradition of Blessed Edmund Rice, we continue creating opportunities for awareness and personal action for those in need through the programs we run and the various partnerships we support.

In 2018, we continued to use the Gospel quotes and symbols which had been allocated to each year group in 2017. This ensures that across the eight years of education at St Pius X College, students will be intensely exposed to eight scripture quotes.



In 2018, consolidation of the College's role in the education process of Reconciliation continued to embrace the connection established through the College's indigenous artwork, "Act of Reconciliation".

At our Reconciliation Liturgy in May the College extended its identity as Ambassadors of Reconciliation with the Senior Rugby squad presenting in their indigenous touring strips. Kaleb Taylor, Indigenous Liaison Officer at CBHS Lewisham, and Indigenous students from CBHS and St Pius X College conducted a Smoking Ceremony and dance which was integrated into the Reconciliation liturgy.

The Cammeraygal people are the custodians of the land on which our College stands. This is just one of the activities our young men were involved in to further their educational awareness of our indigenous people.

In 2018, the College continued to identify strongly with all aspects of Social Justice teaching as outlined in the Charter.

Key developments in 2018 included:

- The Edmund Rice Society (ERS) Edmund Rice Badge was awarded to students in Year 10 2017. Throughout Years 10 and 11 Society members follow a set criteria to earn their badge and, if successful, will receive a formal certificate at the end of Year 11
- Across the curriculum, each Key Learning Area (KLA) integrated Stewards of Creation teaching into its programs where appropriate.
- Year Groups were again involved in supporting allocated charities and Social Justice organisations or initiatives.

Years and their charitable foci are:

**YEAR 12** Caritas Project Compassion Lenten Appeal

**YEAR 11** Founders Day Festival  
Callan Services, PNG  
St Mary's Bowraville  
St Joseph's Walgett,  
White Knight Foundation  
The Haven Education Centre  
St Edmund's Wahroonga



**YEAR 10** Edmund Rice Camps  
Exodus Foundation  
Willowood Nursing Home (*pictured*) and Matt Talbott

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



*Photo: The College supports Callan Service in PNG*

**YEAR 8** “Day” Collections in Chatswood CBD for Legacy, Daffodil Day etc.

**YEAR 7** Christmas Giving Tree

St Joseph’s Walgett

St Mary’s Bowraville

**YEARS** Walkathon - St Joseph’s Walgett

**5 & 6** St Mary’s Bowraville

World Vision Christmas Giving Tree

In 2018, \$47,569 was raised and donated to the following list of charities and welfare groups:

- Callan Services PNG
- Caritas – Project Compassion
- Edmund Rice Camps
- McGrath Foundation
- St Gabriel’s Castle Hill
- St Edmund’s School, Wahroonga
- St Joseph’s School, Walgett
- St Mary’s School, Bowraville
- World Vision



Again in 2018 the Year 12 cohort was successful in promoting Project Compassion. The outcomes from the appeal was \$11,824 and raised much awareness about the work of Caritas.

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

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

## 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. The College hosts a Chapel Mass every fortnight through the generous support of the Our Lady Of Dolours Clergy.

In 2018 the entire school community commenced and concluded the College year with the celebration of a Mass of Thanksgiving, with generous support with Father Jim McKeon Parish Priest of Our Lady of Dolours Chatswood.

The College Leadership Team and all new members of Staff attended the Diocesan Staff Commencement Mass at Our Lady of the Rosary Cathedral, Waitara in Term 1. An informal dinner celebration was held afterwards.

Students in Years 5 and 6 participated in a Bible and Leadership Liturgy where Year 5 students received the gift of a Bible and the Year 6 students made the Year 6 Leadership Pledge.



On Thursday 18 October, a number of students represented the College at the Broken Bay Diocese Mission Mass at Our Lady of the Rosary at Waitara. Before the Mass, Kathryn Endicott-Allen, who works with the dioceses of Broken Bay, Parramatta and Sydney, gave student and teachers an overview of the work of the Catholic Mission and the people that they help. Catholic Mission is the international mission agency of the Catholic Church in Australia and operates in 160 countries, including remote centres in Australia. The background story laid the foundation for an uplifting Mass and moving homily by the Very Rev Dr David Ranson.

On Monday 19 November 2018, the opening and blessing of *Workul Koo* was held on site in Terrigal. The ceremony was conducted in collaboration with the leadership team and student leaders of Christian Brothers High School Lewisham. Br Carl Sherrin told the gathering that 150 years ago, to the day, Br Patrick Ambrose Treacy set foot on Australian shores for the first time. Over the next 30 years, Br Ambrose established 30 Christian Brothers' schools around Australia. Ultimately, over 120 schools were established or staffed by the Christian Brothers in Australia.

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 Year 6 Representatives attended the Diocesan Primary Schools' Mass.



Many mothers and grandmothers, together with their sons and grandsons, attended a Mother's Day Liturgy and morning tea in the College Gymnasium on the Friday before Mother's Day.

#### **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 and Parent Meetings.
- The Sacraments of Eucharist were offered to the students where and when appropriate, including the celebration of the Eucharist at the various year camps or retreats.

#### **c) College**

The College participated in the following major Eucharistic liturgies throughout 2017:

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



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

- Ash Wednesday
- Easter/Holy Week
- Anzac Day
- Founders Day
- Reconciliation Assembly
- Feast of St Pius X
- Remembrance Day
- Advent/Christmas Liturgy for Staff



### **III 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 departed loved ones. Prayers were led by Staff, the Mission and Identity Prefects as well as the Eucharistic Ministers.



### **IV CLASS PRAYER**

All Religious Education classes and many other classes began with prayer. The Year 9 Religious Education program offered “Prayer Room” experiences for all classes once a cycle.

## **V THE COLLEGE IN THE LIFE OF THE PARISH AND DIOCESE**

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

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

In conjunction with Fr Jim McKeon, the senior students of St Pius X College and Mercy College combined to stage a monthly “takeover” of the parish’s Sunday night Mass, with over 40 students participating in the first Mass on Sunday 25<sup>th</sup> November. All students and their families from both schools (and others) were invited to come and participate in as many of the ministries of the Mass as possible.

This included students taking roles such as ministers of the Word, ministers of Communion, Altar servers and musicians. Students were also invited to speak during the Mass about social justice projects, retreats and other events in the life of their colleges.



The Year 12 Graduation Mass was conducted at Our Lady of Dolours, Chatswood, as the College continues to maintain its relationship and involvement with various local Parishes.

### **b) Resource Sharing**

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

The College maintained valuable associations with both the National and EREA Eastern Region and the Catholic Schools Office of Broken Bay Diocese through networking and resource sharing.

### **c) Sacramental Programs**

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

## VI FAITH DEVELOPMENT AND SOCIAL JUSTICE PROGRAMS

Boys in Years 5-9 were given information about the work of the Flexi Learning Centre and Liam Knight (SPX old boy 2013) from the White Knight Foundation ran a workshop on safe partying.

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. Their combined efforts ensured we were able to raise over \$37,000 to continue to support our partners at St Mary's, Bowraville, St Joseph's, Walgett, Callan Services in PNG as well as St Edmund's, Wahrenonga.

The Eucharistic Ministers' Course was completed by 14 Year 10 students at the end of the year as well as 3 Year 6 students who completed the Altar Servers Course. Boys attended the course conducted by the Parish Priest of Our Lady of Dolours, Father Jim McKeon and Adrian Brannan the St Pius Youth Minister.

The Year 10 Immersion Program continued to grow in 2018, with 26 Year 10 students being actively involved in outreach and service in a number of venues such as St Edmund's, St Gabriel's, Bowraville, Walgett, and the Central Coast.

The College continues its work at St Mary's Primary School, Bowraville (2 staff and 7 students) and St Joseph's Catholic School, Walgett (2 staff and 4 students). The purpose of these two rural immersions is to achieve a greater understanding and appreciation of Aboriginal people as well as an awareness of rural life.

The third Immersion saw 6 Year 10 students spend four days with our fellow EREA School, St Edmund's School at Wahrenonga (4 students) and St Gabriel's Castle Hill (2 students). St Edmund's School is a co-educational secondary school for students Years 7 to 12 and St Gabriel's is a Primary School with a wide range of disabilities including sensory impairment, intellectual disability and autism. This immersion provided an excellent opportunity for students to grow in their awareness of young people living with a disability.

The College continued to grow its links with Callan Services in PNG with the continuation of a Letter Writing Program in Year 7 through Religion classes. Students were able to exchange letters about what it means to be in an EREA school.

The Community Involvement Program involved all Year 10 and 11 students completing a minimum of 20 hours and 15 hours respectively of community service, with students opting for work at a wide range of outreach centres including St Edmunds School, Wahrenonga; St Vincent de Paul Society; Willowood Retirement Village and Matthew Talbot Hostel for Homeless Men.

In 2018 the College continued its weekly visits by Years 10 and 11 students to Willowood Nursing Home, Chatswood. Groups of students accompanied by staff spent each Monday afternoon with the residents, who enjoyed the weekly interaction with the young men. Once a term, students performed a Musical Soiree to entertain the residents.

Similarly, the College continued the responsibility of serving the guests of the Matthew Talbot Hostel for Homeless Men in Woolloomooloo every Wednesday night. A group of staff and students complete this most rewarding task each week. Continuing the theme of support for the wider community, the Drought Appeal in October raised \$30,000 for the Coonabarabran community, with whom we have a special connection. Our thanks to Bowerhaus Jewellers who donated \$10,000 worth of prizes.

Year 8 students, through their PD/H/PE Program, worked collaboratively with the Year 8 students from St Edmund's School, Wahroonga. This project continues to strengthen 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.

The annual College Founder's Day Festival is held in November and theme in 2018 was centred on the idea of 'Resilience, Solidarity & Community'. Students were given opportunities to reflect on building resilience within the context of a community and in solidarity with friends and family.

Students were treated to a number of guest speakers telling their very human stories about dealing with adversity - facing it alone or with others but handling it together, with solidarity and in community. Guest speakers included the former Australian Cricket Team Captain, Steve Smith, who reflected on his journey after the ball-tampering incident which made news headlines around the world. Kaleb Taylor gave an indigenous perspective to theme, in the 20 year anniversary of the first Sorry Day, when millions of Australians marched in solidarity with our Aboriginal brothers and sisters, to apologise for the historical mistreatment of Aboriginal people. Four senior students from Saint Ignatius' College, Riverview spoke about the impact of the drought on their farming communities in western and northern NSW.

*Photos:  
Founder's Day 2018*



## VII 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 Tallows Beach. These experiences deepened the spiritual awareness, respect, tolerance and inclusiveness of each student. The Eucharist and a Reconciliation Liturgy were celebrated at most of the retreat venues.

Year 11 had a total of three Reflection Days held at Oxford Falls, one per term.

Year 10 held three Reflection Days in Terms 1, 2 and 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 and 9 had Pastoral Days addressing the varying issues surrounding the students’ needs based on the MindMatters Program. The Year 7 students attended the Snowy Mountains Skiing Trip. This excursion emphasised the need to develop tolerance, respect and trust of others.

Year 8 students participated in three Pastoral Days at Oxford Falls with the themes of MindMatters, Building Connections and *Bully Busters*. The Year 9 students’ the *Bully Busters* presentation from the previous year was further developed through the performance group “Class Act”.

*Photos: Year 12 Retreat at Tallows Beach*



## VIII STAFF SPIRITUALITY DAY

In the year of embracing our touchstone of **Stewards of Creation**, our Staff spent the day participating in a workshop run by Mark Walsh of EREA, himself a past Principal of the College. This day was based around Pope Francis' *Laudato Si* encyclical. Staff then chose to attend workshops on wellbeing and craft- related activities presented by various staff members.

## IX RELIGIOUS EDUCATION CURRICULUM

In 2018 the Religious Education curriculum continued alignment with the Broken Bay Diocese programs. These involved the Religious Education Stages 3, 4 and 5 programs as well as the Stage 6 Catholic Studies Program which was taken up by a small number of senior students. The overwhelming majority of students in Stage 6 completed the NESA Year 11 and 12 Studies of Religion Syllabus.

The programs balance the key elements of Scripture, Sacrament, Prayer, Outreach and Church History as they emphasize the Catholic traditions of the College. These traditions are designed to develop the values of compassion, faith, respect and excellence. In 2018 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 2017, St Pius conducted two 2 Unit Studies of Religion courses, four 1 Unit Studies of Religion classes and one Catholic Studies class.
- HSC students in the 2 Unit Studies of Religion course achieved results above the state average with many ranked in the Band 5. Students in 1 Unit Studies of Religion were above the state average with 12 students achieving Band 6.
- The Catholic Studies Course was offered to accommodate the interests and talents and curriculum needs of some students. The Catholic Studies Course is a Board Endorsed Course developed by the Broken Bay Diocese.
- In Stage 3 the Junior School Curriculum Coordinator again implemented the two cross curricular units of work on Aboriginality. The Year 5 theme was *The Dreamtime* and the Year 6 theme was based around the story behind *The Stolen Generation*.

## SECTION 3

### I STUDENT AND FAMILY PASTORAL CARE

The College continues to review and refine its Pastoral Care and Wellbeing policies and practices. The structural basis of Pastoral Care is the Year Groups, functioning under the direction of Year Coordinators and Pastoral Care Teams of ten to twelve teachers. Two teachers supervise each Homeroom from Years 7 – 10. In Years 11 and 12 there is the addition of a Senior Studies Coordinator but only one teacher per Homeroom. Years 5 and 6 are similarly supported by one member of staff per Homeroom or Pastoral Care base group.

Regular Pastoral/Reflection Days and Periods, Camps, and Retreats for students provide opportunities for reflection concerning personal responsibility and respect for self and others in a holistic context. These activities focus on the principal that students, staff and community wellbeing underpins higher order learning and performance. These interventions were well received by both students and parents. Each activity is evaluated and refined annually.

Our Year 7 students attended the Snowy Mountains Ski Expedition in August. This excursion emphasises the use of positive psychology growth mindset principles in the development of personal and interpersonal strengths and skills. Organisation, responsibility, tolerance, respect, teamwork and trust of others in community are key elements of focus in this activity.



Year 8 attended the Great Aussie Bush Camp at Tea Gardens for a sequenced, progressive program of educational experiences in the outdoor environment while Year 9 utilised the College's shared Retreat Centre "Wookul Koo" (or Huntington House) on the Central Coast. They engaged in a program of activities and experiences designed to challenge and elicit growth in a sense responsibility, connection, willingness to listen to story and reflection on their role as the core of our student body, and the future and present leaders of our shared culture and organization.



*Year 9 Camp on the Central Coast*



*Year 8 Aussie Bush Camp at Tea Gardens*



Year 11, under their Pastoral Care and Mission and Identity Teams, had three Reflection Days at the Treacy Complex at Oxford Falls. For Year 12, College staff facilitated simultaneous retreats at Mulgoa Retreat Centre, at Tallows Beach as a “bush’ style retreat and our aforementioned shared Retreat Centre at Wamberal. Timed strategically, following the HSC Trial Examinations, these experiences facilitate an opportunity for pause, reflection and transition to the next phase of the students’ lives and education.

At different points across the student cycle there are opportunities for cultural, spiritual and sporting Immersions including Language Study Tours to China, New Zealand Rugby Tour, the Biannual Kokoda Track expedition and Immersion to work with Callan Services and other schools in Papua New Guinea. Year 11 have the opportunity to participate in an Annual Snowy Mountain 6-day hike. Duke of Edinburgh Awards Scheme activities are available for students from Year 8 to post school.

These Pastoral growth activities were highly successful in achieving their aims: promoting respect, responsibility and reflection on the contribution of family and peer connections as well as faith development among our Senior cohort prior to their HSC examinations and progression from the College.

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

A strong focus exists across the College to encourage positive links between our students and the wider community.. Activities such as local community celebrations and commemorations, the Kokoda Expedition, local, national and international interactions as well as Social Justice Outreach programs connect our students to people, events, and learning, in concert with those in the extended global community.

Our counselling support services have been bolstered in recent years, with the College financially supporting the increase of part-time counsellor resources for student wellbeing. There is currently a 1.8 load allocation of Counselling Staff. These services are well deployed to the advantage of students and families throughout the College Community, with a range of support and proactive programs proving beneficial to our community.

Peer Support programs linked Years 5, 7 students and 11 student leaders during first term. Year 10 students were trained and upskilled in Term 4 in preparation for their responsibilities in the New Year.



Leadership initiatives incorporated the appointment of portfolio focused Prefects, Transport Monitors, House Captains and Senior Mentors, acting on a one-to-one basis supporting younger students experiencing difficulty in their journey through the College. Semester House Vice-Captains and Summer/Winter Sport Captains, and Junior Class Captains, were elected and supported to broaden distributed leadership opportunities and skills development, especially in the middle school.

Parent/Teacher interviews for the review of Years 5-12 student progress were conducted with each reporting period. They were strongly attended. There was one night designated for each Stage 6 cohort while a day was set aside for Years 5-10 Interviews, at the commencement of Term 2 and 3, with a follow up opportunity in Term 4. Reports and learning measures are the catalyst for discussions about student learning and individual development as learners. Summative interviews and meetings are also catered for at the conclusion of Term 4. Details of Parent/Teacher interviews for Years 5 and 6 may be found in the Junior School Report (Section 7). Parents who are unable to attend scheduled Parent interview periods are able to contact the staff for meetings outside these times. Parental feedback indicated a high level of appreciation of the staff and specifically their dedication to the care and teaching of the students. These structures and adjustments will be further evaluated and reviewed over the 2019 school year.

An integral part of Pastoral Care is the recognition of students' effort and achievements in the academic, sporting and cultural components of College life, with Merit Cards, Awards, Certificates and highly regarded Colour Awards presented in recognition of performance in Learning, Sports and Co-curricular activities, at Assemblies periodically convened throughout the year.

## II STUDENT WELFARE POLICIES

School welfare, anti-bullying, student discipline, restorative justice procedures, and grievance/complaints policies are available on the College website [www.spx.nsw.edu.au](http://www.spx.nsw.edu.au) or in the College Staff Handbook. These policies are best summarised in their preambles:



**Pastoral Care:** *"Pastoral care is the total climate of care which exists in the College. It must reflect the broad Christian ethos of individuals caring for and respecting one another. It is a complex web of human interactions and witness and needs to be reflected through all major aspects of the College. It is permeated by the Charism of Blessed Edmund Rice and guided by the Charter and Code of Conduct of Edmund Rice Education Australia, and the College's Vision and Mission Statements."*

**Student Management and Discipline:** *"Good order and management in the classroom stems from well-prepared and presented lessons and units of work. Classroom teachers are initially responsible for discipline in their classroom, or on any duty they may have in the Yard, Sport, or College Excursions. Positive reinforcement (e.g. see Awards System - Student Diary) is preferable to negative consequences. Nevertheless, students need to be educated that actions or inactions have consequences, and that with any privilege comes responsibility. 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 WH&S requirements. We are "junior" partners with parents in the education of the young men in our care, and the focus is on each individual growing to be an independent, mature and self-directed 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. The school partook in the National Day of Action Against Violence and Bullying In 2018 a College focus emphasised our role as "Stewards of Creation" and continuing to develop an Inclusive Community based on the values modelled in the Gospels as a vehicle of positive social change and improved bystander and socially responsible interactions.

### III GRIEVANCE/COMPLAINTS PROCEDURES

Members of the College Community who have a grievance concerning the College's operations 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 or marker for more useful feedback.
- In the event of unsatisfactory resolution or non-resolution, move to the next level within the school's hierarchy – often either a Year or Studies Coordinator.
- If such contact is unsatisfactory in bringing resolution, then curriculum issues should be addressed to the Assistant Principal – Teaching and Learning, and pastoral issues to the Assistant Principal – Pastoral Care and Wellbeing. (Refer to the Student Diary regarding facilitating contact with the College staff and Leadership Teams).
- After the Deputy Principal as the subsequent contact, the next level of hierarchical operation and leadership is the College Principal.
- Further representations, if required, can be made to the Edmund Rice Education Australia Deputy Executive Director and Eastern Regional Consultant, Mr Peter Leuenberger at the EREA offices on 03 9426 3200.

In 2015 the grievance and dispute handling policy and processes were reviewed as part of the then NSW BOSTES review cycle. All College policies have been evaluated and developed to comply with statutory and mandated requirements of the NSW NESA Registration and Accreditation for Non-Government Schools Manuals.



## SECTION 4

### I 2018 HIGHER SCHOOL CERTIFICATE RESULTS

In 2018, 143 Year 12 students and 20 Year 11 Mathematics Accelerant students sat for 33 examinations for courses offered by the College.

The HSC Class of 2018 can be genuinely proud of their outstanding achievements. Their results are the culmination of many years of learning at St Pius X and the combined efforts of both students and teachers. Forty Five percent of the cohort were acknowledged as Distinguished Achievers by attaining a Band 6 in one or more courses. Joshua Raynor, Phillip Cullen, Daniel Hall, Isaac Fong, Hunter Clarke and Nikita Papastamatis achieved the prestigious status of 'All Rounder' by achieving Band 6 in 10 or more units. Jasper Choi was a Top Achiever through his wonderful attainment of first in State in History Extension. What is most pleasing about these results and aligning with our Edmund Rice Touchstone of Inclusive Education is the fact that all students were able to choose their preferred course of study. Intake into courses was not limited or selective and students were encouraged to choose courses that suited their interests and provided challenge.

	2018	2017	2016	2015	2014
No. of Courses	33	30	30	32	28
No. of Students	805	839	907	835	833
Courses above State Average	24	23	24	26	26
% of Courses above State Average	72.7	76.7	80.0	81.3	92.9
Courses above State Average by 5%	10	6	12	10	14
% of Courses above State Average by 5%	30.3	20.0	40.0	31.3	50.0

In 2018, 72.7% of courses were above State Average. This is again lower than the previous year and is a trend the College is determined to address. Areas for improvement have been identified and appropriate resources and strategies deployed. The percentage of courses above state average by more than 5% had increased from 20% to 30%.

MERIT LISTS	2018	2017	2016	2015	2014
First in State	1				2
All Rounders	6	2	2	1	3
Top Achievers	1			3	2
Distinguished Achievers	126	86	90	94	121

In 2018, there were 6 students who attained 'All Rounders' which is the highest number for the past five years. A total of 126 Band 6's were achieved, an increase of 46.5% from 2017 and again the highest level in five years.

### Total Achievement Across all Bands

There was a significant increase in the total number of Band 6 results; the highest in five years. The proportion of Band 5 and 6 has also increased from 49.8% in 2017 to 53.9 in 2018. Despite these pleasing increases for our higher achieving students, the College does need to continually support our lower ability students as the proportion of lower Bands is gradually increasing. This has become an area of further focus in 2018.

	2018	2017	2016	2015	2014
BAND 6	15.7	10.3	9.9	11.3	14.5
BAND 5	38.3	39.6	42.4	46.6	45.6
BAND 4	28.9	36.8	32.7	30.2	30.4
BAND 3	13.3	10.8	12.3	8.4	7.6
BAND 2	3.6	2.1	2.1	3.4	1.0
BAND 1	0.2	0.4	0.4	0.2	0.0

### *Bands Achieved as a Percentage of Students*

HSC RESULTS SUMMARY BY COURSE	2018	2017	2016	2018	2018	2018	2017	2017	2017	2016	2016	2016
	Students	Students	Students	Average SPX	Average STATE	Diff	Average SPX	Average STATE	Diff	Average SPX	Average STATE	Diff
Ancient History	10	20	15	74.2	72.8	1.5	80.44	71.67	8.8	78.03	71.2	6.9
Biology	23	29	27	81.7	74.1	7.6	76.70	74.30	2.4	79.89	73.7	6.2
Business Studies	64	51	64	76.8	73.6	3.2	77.66	73.17	4.5	76.08	73.2	2.9
Chemistry	14	25	26	81.2	74.8	6.4	80.71	75.28	5.4	79.89	75.6	4.3
Design and Technology	18	5		75.4	77.9	-2.5	80.68	76.75	3.9			
Drama	5	8	11	78.8	77.7	1.1	79.78	77.68	2.1	79.96	77.83	2.13
Economics	28	30	36	79.1	76.3	2.8	74.27	76.60	-2.3	74.10	76.6	-2.5
Engineering Studies	7	6	9	83.1	74.6	8.5	78.97	74.21	4.8	81.56	75.3	6.3
English (Advanced)	98	103	84	80.9	80.6	0.3	79.45	80.96	-1.5	80.53	80.7	-0.2
English (Standard)	36	38	68	69.0	68.7	0.3	69.44	69.19	0.3	74.86	68.7	6.2
English Extension 1	8	11	8	44.6	42.1	2.5	39.32	41.26	-1.9	42.54	41.9	0.6
Geography	16	16	33	78.2	74.7	3.5	75.85	74.87	1.0	75.12	74.7	0.4
History Extension	14	13	7	38.1	38.9	-0.7	35.91	38.74	-2.8	40.61	38.9	1.7
Industrial Technology	17	13	14	64.5	68.0	-3.5	70.43	67.54	2.9	75.93	69.0	6.9
Info Process & Technology	9	8	2	77.4	73.3	4.1	74.00	71.71	2.3	76.40	71.4	5.1
Legal Studies	11	17	20	84.1	75.1	9.1	84.31	75.86	8.5	84.66	75.0	9.6
Mathematics	80	74	61	83.6	78.2	5.4	81.48	77.96	3.5	77.79	77.8	0.0
Mathematics Extension 1	49	31	34	77.9	79.3	-1.4	84.14	81.09	3.1	80.41	79.7	0.7
Mathematics General 2 BDC	63	66	69	74.6	69.9	4.7	77.33	68.51	8.8	75.20	68.5	6.7
Modern History	47	49	47	78.9	73.9	5.0	78.80	73.73	5.1	78.81	74.5	4.4
Personal Dev,Health & PE	26	30	26	71.1	72.3	-1.2	77.44	71.03	6.4	79.38	72.1	7.3
Physics	26	40	40	80.5	73.2	7.3	75.85	73.45	2.4	75.46	72.7	2.8
Software Design & Develop	7	9	7	78.3	74.1	4.1	72.11	73.67	-1.6	80.59	74.6	6.0
Studies of Religion I	58	90	116	37.8	37.0	0.8	39.46	38.77	0.7	38.67	38.3	0.3
Studies of Religion II	37	30	27	82.0	74.6	7.4	78.63	76.27	2.4	86.30	75.6	10.7
Visual Arts	20	16	32	78.7	79.8	-1.1	82.66	79.74	2.9	79.68	79.6	0.1

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

Chinese Continuers	3	3		
English Extension 2	1	1	2	
French Beginners	2			
French Continuers	1	4	3	
Mathematics Extension 2	1	3	16	
Music 2	4		2	
Music Extension	2		1	

Significant effort by all teachers was directed in analyzing data from the previous 2017 HSC so as to identify areas for improvement for 2018. This data was obtained from the NESA RAP along with the HSC Analysis provided by the NSW Catholic Education Commission. Upskilling teachers in data analysis is a continued area of focus. Teachers were required to undertake an item analysis of their individual class and focus on questions that were below state average. They then evaluated their teaching on these particular focus areas in search for continued improvement.

Following their analysis of their HSC results, each department formulated SMART goals to address identified areas for improvement. These included strategies aimed to assist the 2019 HSC cohort as well as junior years to ensure appropriate foundations of learning in each subject area are being strengthened.

The College has identified the need to continue to develop our students' critical and creative thinking. Specifically, the following areas require further improvement and strategies are being formulated to address them:

- Interpretation of and drawing inferences from graphs/visual literacy
- Deeper understanding of subject matter
- Problem solving ability
- Formulating opinions/ making a judgement based on evidence
- Interpretation of texts
- The ability to compare and contrast material.

### **Enrolment in Courses**

With a relatively modest cohort size, there continues to be variation in enrolments for some courses whilst other courses maintain relatively stable in numbers from year to year.

## Changes in Enrolments

<i>Within + or -10 %</i>		<i>Greater than + or -10%</i>	
Mathematics		Design and Technology	260
History Extension		Mathematics Extension 1	58
Geography		Industrial Technology	31
Chinese Continuers		Business Studies	25
English Extension 2		Visual Arts	25
Modern History		Studies of Religion II	23
Mathematics General 2 BDC		Engineering Studies	17
English (Advanced)		Info Process & Technology	13
English (Standard)		Personal Dev, Health & PE	-13
Economics		Biology	-21
		Software Design & Develop	-22
		English Extension 1	-27
		Physics	-35
		Legal Studies	-35
		Studies of Religion I	-36
		Drama	-38
		Chemistry	-44
		Ancient History	-50
		Mathematics Extension 2	-67
		French Continuers	-75

## TVET

The number of students who attained a TVET qualification in 2018 significantly increased particularly in Construction. In 2018, 9.8% of the cohort achieved a TVET qualification an increase from 6.4% in 2017.

VOCATIONAL COURSES	2018	2017	2016
Automotive		3	1
Construction	9	3	
Design Fundamentals		1	
Electro technology	1	2	
Information Design and Technology	1		
Hospitality	2		
Tourism and Events	1		1
Retail Services			1
<b>TOTAL</b>	<b>14</b>	<b>9</b>	<b>3</b>
<b>Percentage of Cohort</b>	<b>9.8%</b>	<b>6.4%</b>	<b>2.1%</b>

## RoSA

- In 2018 the College issued seven Records of Student Achievement (RoSA).
- At the conclusion of Year 10, four students left the College to begin apprenticeships.
- During Year 12, three students left to enroll in TAFE or for medical reasons.

## II 2018 NAPLAN RESULTS

### Student Outcomes in Standardised National Literacy and Numeracy Testing

The NAPLAN results provide valuable information about student standards in literacy and numeracy. They will be used to develop future teaching and learning strategies with the overall aim of improving students' learning outcomes. Students' NAPLAN achievements are also compared to their school based assessments to identify any discrepancies. It is very pleasing to see that our overall scores are above state averages.

Assessment	SPX Average	State Average	% Diff from State
Year 5			
Writing	491.9	457.3	8%
Spelling	541.3	503.1	8%
Reading	563.3	507.1	11%
Numeracy	557.6	504.6	11%
Grammar and Punctuation	544.8	501.4	9%
Year 7			
Writing	534.1	496.6	8%
Spelling	577.2	544.2	6%
Reading	579.1	539.7	7%
Numeracy	601.2	560.1	7%
Grammar and Punctuation	587.1	541.0	9%
Year 9			
Writing	589.7	534.9	10%
Spelling	614.7	581.6	6%
Reading	628.4	584.4	8%
Numeracy	647.8	608.2	7%
Grammar and Punctuation	612.4	576.5	6%

## Bands

### Year 5 SPX compared to State

A student's standard of achievement is reported in Bands. In Year 5, Bands range from Band 3 to Band 8. Students attaining Band 3 are below National Minimum Standards. Students at Band 4 are At Minimum Standards. Students at Bands 7 and 8 are at Proficient Standard. The following table shows the percentage of students within the three sectors of Bands for Year 5 compared to State levels.

Year 5	Top 2 Bands		Middle 2 Bands		Lower 2 Bands	
			5 and 6		7 and 8	
	Proficient				At or below Minimum Standards for Year 5	
	SPX	STATE	SPX	STATE	SPX	STATE
Writing	17%	13%	82%	61%	1%	26%
Spelling	55%	36%	44%	48%	1%	16%
Reading	68%	39%	30%	43%	2%	19%
Numeracy	67%	36%	33%	49%	0%	15%
Grammar & Punctuation	50%	35%	46%	45%	4%	19%

### Year 7 SPX compared to State

In Year 7, Bands range from Band 4 to Band 9. Students attaining Band 4 are below National Minimum Standards. Students at Band 5 are At Minimum Standards. Students at Bands 8 and 9 are at Proficient Standard. The following table shows the percentage of students within the three sectors of Bands for Year 7 compared to State levels.

Year 7	Top 2 Bands		Middle 2 Bands		Lower 2 Bands	
	8 and 9		6 and 7		4 and 5	
	Proficient				At or below Minimum Standards for Year 7	
	SPX	STATE	SPX	STATE	SPX	STATE
Writing	21%	15%	64%	44%	15%	40%
Spelling	44%	33%	51%	47%	4%	19%
Reading	53%	30%	44%	50%	3%	20%
Numeracy	59%	36%	39%	51%	1%	14%
Grammar and Punctuation	44%	28%	53%	48%	3%	24%

### Year 9 SPX compared to State

In Year 9, Bands range from Band 5 to Band 10. Students attaining Band 5 are below National Minimum Standards. Students at Band 6 are At Minimum Standards. Students at Bands 9 and 10 are at Proficient Standard. The following table shows the percentage of students within the three sectors of Bands for Year 9 compared to State levels.

Year 9	Top 2 Bands		Middle 2 Bands		Lower 2 Bands	
	9 and 10		7 and 8		5 and 6	
	Proficient				At or below Minimum Standards for Year 9	
	SPX	STATE	SPX	STATE	SPX	STATE
Writing	19%	12%	64%	42%	17%	46%
Spelling	34%	25%	59%	52%	6%	24%
Reading	41%	24%	55%	54%	4%	22%
Numeracy	50%	33%	47%	51%	3%	15%
Grammar & Punctuation	34%	24%	57%	48%	9%	29%

These results indicate that, students in Years 5, 7 and 9 at St Pius X College have achieved significantly higher than the State for the Top 2 bands in Spelling, Reading, Numeracy and Grammar and Punctuation. Writing in all year levels continues to be an area where continued focus is required. The College is also significantly lower in the Bottom 2 Bands.

Despite these pleasing results, the College continues to focus significant attention to improving literacy across all year levels.

### St Pius X College NAPLAN Scores compared to State over time % Difference

Year 5	2014	2015	2016	2017	2018
Reading	6.4	7.3	6.2	9.3	11.0
Writing	4.8	3.9	4.6	5.4	7.5
Spelling	1.6	2.8	3.3	2.5	7.6
Grammar & Punctuation	4.4	5.4	5.9	5.1	8.6
Numeracy	7.0	8.1	8.6	8.3	10.5

Across all sectors of the NAPLAN assessment in Year 5, there continued to be an increase in the difference between the College scores compared to the State.

<b>Year 7</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Reading	9.0	9.9	7.3	7.4	7.3
Writing	10.2	6.6	6.3	5.8	7.5
Spelling	6.9	4.6	3.9	6.6	6.1
Grammar & Punctuation	9.4	5.9	5.3	7.1	8.5
Numeracy	13.1	10.7	10.4	10.4	7.3

In Year 7, the difference between State and the College increased in Writing which was particularly pleasing as there was a dedicated strategy for improvement. There was a noticeable decrease in Numeracy that warranted further analysis. The areas of Reading and Spelling experienced minor decreases in the differences between the College average and State average.

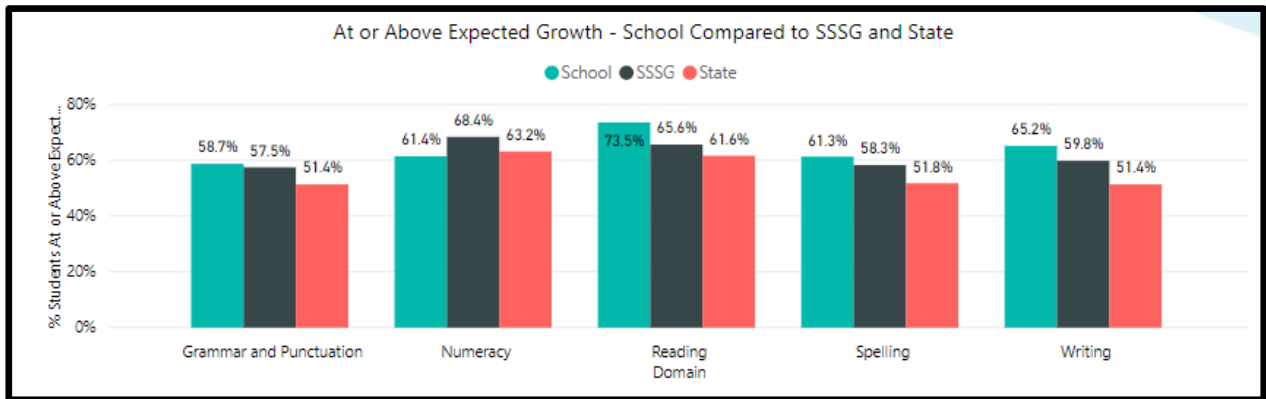
<b>Year 9</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Reading	4.8	5.7	7.9	7.7	7.5
Writing	6.1	8.2	8.7	9.3	10.2
Spelling	3.1	3.9	6.3	4.3	5.7
Grammar & Punctuation	4.2	4.4	9.2	5.7	6.2
Numeracy	6.8	8.2	9.7	9.0	6.5

In Year 9, again there were increases in Writing, Spelling and Grammar and Punctuation and again a decrease in Numeracy, that has also been investigated. There was also a slight decrease in Reading.

### **School Level Growth Compared to State and Statistically Similar School Group (SSSG)**

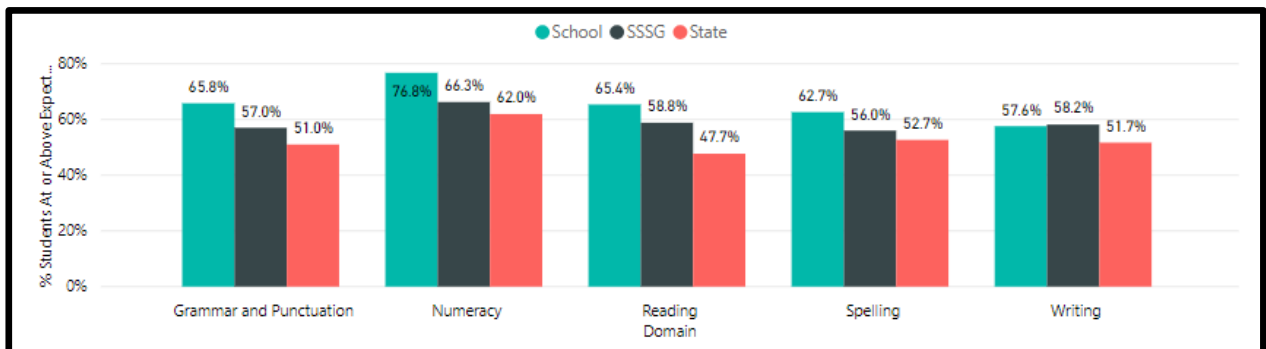
This chart provides the percentage of students whose growth is greater than the Expected Growth and compares with the growth of students in statistically similar schools and the State for Grammar and Punctuation, Numeracy, Reading, Spelling and Writing. It is important to note that students who have achieved high scores in earlier years will generally not demonstrate the same rate of growth in following years.

## YEAR 9



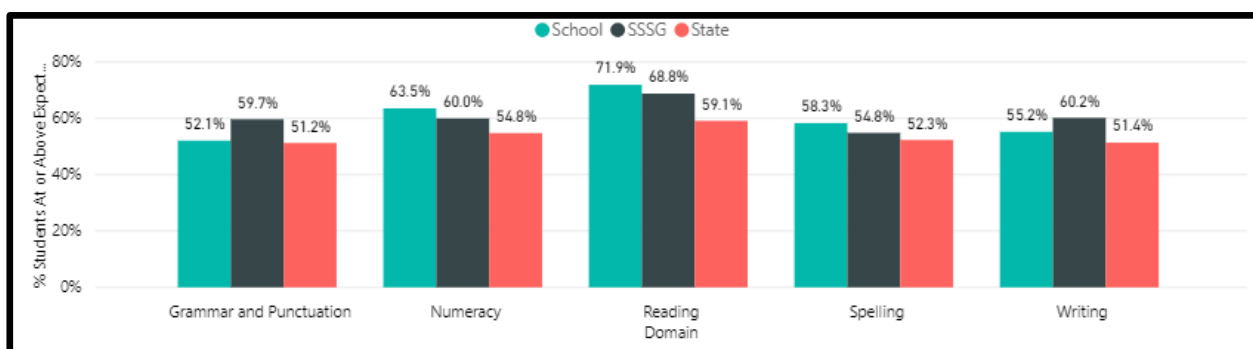
Overall, the current Year 9 cohort has demonstrated a very pleasing level of growth for most of the assessment areas. Growth for Numeracy is below and this is a usual trend as many of our students have already demonstrated excellent growth in NAPLAN when in Year 7.

## YEAR 7



The Year 7 cohort have also demonstrated a very pleasing level of growth for most assessment areas. Writing is an area the College will need to continue to target, whilst Numeracy growth in Year 7 is very high and this has been a consistent trait at St Pius X.

## YEAR 5



The level of growth for our new Year 5 cohort indicates that Writing and Grammar and Punctuation will be focus areas for improvement.

### (III) POST SCHOOL DESTINATIONS

Of the 143 students who sat the HSC in 2018, 75% applied to the Universities Admissions Centre (UAC) for Tertiary entry.

#### UAC Offers for the 2018 Cohort

METROPOLITAN UNIVERSITIES (142)	
Macquarie	58
UNSW	24
ACU	10
UTS	31
USYD	13
WSU	6
Macquarie	58

REGIONAL UNIVERSITIES (8)	
National Art School	2
University of Newcastle	3
La Trobe University	1
ICSM	1
ANU	1

*Of those students who applied to UAC, 35% received more than one offer.*

**General areas of university study for 2017 for the Year 12 cohort:**

Offers by Subject Area	2018	2017	2016
Business/Commerce/Accounting/Economics	62	55	55
Science/Medical/Health/Sport & Exercise	28	56	34
Arts	12	25	18
Engineering	23	19	15
Construction/Property Management	8	3	6
Creative Arts/Architecture/Music	8	7	5
IT	6	9	5
Law/Politics	2	0	5
International/Security Studies	9	6	4
Education	1	0	3
Media	4	7	5
Other	2	1	0

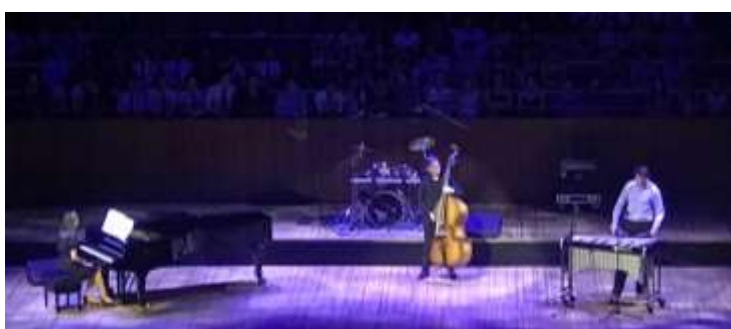
*Photo: 2018 High Achievers at a post HSC BBQ held at the College*



## SECTION 5

### I COLLEGE COCURRICULAR PERFORMING ARTS

Notable highlights of 2018 were the staging of the compelling Drama production of “Paper Cranes” with Mercy Catholic College, the Junior Choir’s performance at the Sydney Town Hall for the IPSHA Festival in September, Callum Stephen nomination for NESA’s OnStage HSC Drama Showcase and Hunter Clarke’s selection for NESA’s HSC Encore Showcase Concert. Additional highlights included our Jazz Bands performing magnificently in the Sydney Eisteddfod and Manly Jazz Festival.



*Hunter Clarke selected for HSC Encore Showcase*



*Callum Stephens Nominated for HSC OnStage*

The performance calendar grew to include: our Sandwich Soiree series, Elective Concerts, Meet the Music Series, Encore at the Sydney Opera House and OnStage at the Seymour Centre.

The dedicated team of Ensemble Directors, teaching staff, as well as Instrumental Tutors, were the cogs which kept our well-oiled Performing Arts machine moving. The additional support of the Performing Arts Parents Association (PAPA) was vital to our success. Sincere thanks to Office Bearers Mrs Odette Shahady (President), Kate Shelton (Vice President), Mrs Ute Appenzeller (Treasurer), Veronica Osborne (Secretary), Carmel Daniels and Gabe Donlevy as well as the many parents who work tirelessly behind the scenes.

*Photo: The Junior Choir’s performed at the Sydney Town Hall for the IPSHA Festival*



## PERFORMANCE AND EXCURSION CALENDAR 2018

### Term 1

EVENT	ENSEMBLE/CLASS
New Parents Orientation Evening	Parent Only event
"On Stage"	Years 10, 11 and 12 Drama
Commencement Mass	Senior Choir
Ash Wednesday	Vocal Ensemble
"Encore Concert"	Years 11 and 12 Music
"Meet the Music Concert 1"	Years 9, 10, 11, 12 Music
Academic Awards 1	Senior Percussion Ensemble, Intermediate Percussion Ensemble
Workshop	Senior String Ensemble and College Orchestra
Campus Inspection	Senior Jazz Band, Snr String Quartet, Snr String Duo, Snr Guitar Ensemble, Intermediate Guitar Ensemble, Vocal Ensemble, Selected Drama students
Physical Theatre Workshop	Year 7 students
Physical Theatre Workshop	Year 7 students
Playbuilding and Physical Theatre Workshop	Years 9 and 10 Drama
Easter Liturgy	Senior Choir, Junior Choir
Performance Night	Year 11 Music
Workshop	Intermediate and Senior Jazz Bands
Performance Night	Years 9 and 10 Music
Seniors Week Lunchtime Concert	Senior String Quartet

### Term 2

ANZAC Ceremony/Assembly	Lachlan Chue (Year 12)
Meals on Wheels Mother's Day Lunch	Senior String Quartet
"Meet the Music Concert 2"	Years 9, 10, 11, 12 Music
Senior School Mother's Day Liturgy	Vocal Ensemble
Junior School Mother's Day Mass	Junior Choir
Twilight Concert	Senior, Intermediate and Junior Concert and Jazz Bands; Senior, Intermediate and Junior Guitar and Percussion Ensembles; Primary Concert Band; Senior Choir; Senior, Intermediate and Junior String Ensembles, College Orchestra
Ubuntu Workshop	Senior and Junior Choirs
Ubuntu Concert	Senior and Junior Choirs
Gordon Waterhouse Memorial Scholarship Concert	Liaam Rao (Year 12)
EREA Deputy Principal's Conference Mass	Senior String Duo
White Knight Fund Raising Dinner	Senior String Quartet
Sydney Eisteddfod	Senior, Intermediate and Junior Jazz Bands
Studio Concert	Voice Students
Zeal Physical Theatre	Year 12 Drama
"Waiting for Godot"	Year 11 Drama
Performance Night	Senior Drama Ensemble
"Meet the Music Concert 3"	Years 9, 10, 11, 12 Music
"A Thousand Cranes"	Luke Thompson, Adam Hawthorne (Year 10), John Paul Shahady, Tim McLachlan, Sam Schyvens, James Bleasdale, Nicholas McKenzie, Lachlan Donlevy, Ky Simpson (Year 11)

### Term 3

Year 12 HSC Drama Showcase	Year 12 Drama
IPSHA Rehearsal Oxford Falls	Junior Choir
Academic Awards 2: A Celebration of Learning	Year 12 Drama, Year 9 Drama (Ashley Johnson and Alec Ramsbottom), Junior Jazz Band, Junior, Intermediate and Senior Digital Music Ensembles
Performance Night	Year 11 Drama
IPSHA Performing Arts Festival	Junior Choir
"Moby Dick"	Years 9, 10, 11 Drama
Workshop	College Orchestra
Father's Day Breakfast	Junior, Intermediate and Senior Guitar Ensembles
Splinters, Splashes, Stage and Sound	Year 12 Music and Drama, Senior String Quartet
Twilight Concert 2	Senior, Intermediate and Junior Concert Bands, Jazz Bands, Percussion Ensemble, String Ensembles, Primary Concert Band, Year 12 Rock Band, Senior and Junior Choir, Vocal Ensemble, College Orchestra
Sports Colour Awards	Intermediate and Senior Jazz Bands
"A Midsummer Night's Dream"	Years 9 and 10 Drama
Performance Night	Year 11 Music
Performance Night	Year 9 Music
"Accidental Death of an Anarchist"	Years 9 and 10 Drama
Year 12 Internal Graduation	Senior String Ensemble/College Orchestra
Year 12 Graduation Mass	Lachlan Gauci (Cantor), Lachlan Chue (Reflection After Communion)
Manly Jazz Festival	Senior Jazz Band

### Term 4

"An Enemy of the People"	Years 10 and 11 Drama
HSC Composition Workshop	Year 11 Music
Performance Night	Year 10 Music
Performing Arts Festival Night 1	Strings, Voice, Woodwind
HSC IP Workshop	Year 11 Drama
Performing Arts Festival Night 2	Percussion, Brass
Performing Arts Festival Night 3	Music Production
Senior Leaders Investiture	Senior Concert Band
Performing Arts Festival Night 4	Guitar, Piano
Performing Arts Festival Night 5	Junior and Senior Drama Ensembles
Workshop	Senior String Ensemble and College Orchestra
Remembrance Day	Senior String Ensemble, Oliver Osborne (Year 11)
2019 Ensemble Auditions Round 1	New and existing students
2018 Ensemble Auditions Round 2	New and existing students
Performance Night	Selected Year 7, 9 and 10 Drama students
Christmas Twilight Concert	Senior, Intermediate and Junior Concert and Jazz Bands; Primary Concert Band; Senior, Intermediate and Junior Percussion Ensembles, Junior and Senior Choirs, Vocal Ensemble, Senior String Ensemble, College Orchestra, Junior and Intermediate String Ensembles; Intermediate and Senior Guitar Ensembles
Years 5 – 9 Closing Mass	Junior Choir
Junior School Prize Giving Day	Junior Guitar Ensemble, Primary Concert Band, Junior Choir

## ENSEMBLES 2018

### Ensemble

Senior Concert Band  
Intermediate Concert Band  
Junior Concert Band  
Primary Concert Band  
Senior Jazz Band  
Intermediate Jazz Band  
Junior Jazz Band  
Senior Choir  
Junior Choir  
Vocal Ensemble  
College Orchestra  
Senior String Ensemble  
Senior String Quartet  
Senior String Duo  
Intermediate String Ensemble  
Junior String Ensemble  
Senior Guitar Ensemble  
Intermediate Guitar Ensemble  
Junior Guitar Ensemble  
Senior Percussion Ensemble  
Intermediate Percussion Ensemble  
Junior Percussion Ensemble  
Senior Digital Music Ensemble  
Intermediate Digital Music Ensemble  
Junior Digital Music Ensemble  
Senior Drama Ensemble  
Junior Drama Ensemble

### Accompanists

Mrs Stephanie Gan  
Mrs Stella Waddington

### Instrumental Tutors

Mr Tom Andrews  
Mr James Blunt  
Mr Shane Cranney  
Mr Stephen Cummins  
Mr Jonathan Dollin  
Mrs Stephanie Gan  
Mr Andrew Goodwin  
Mr Pawel Lewandowski  
Mr Geoff Power  
Mr David Sismey  
Mr Ian Talati  
Mrs Stella Talati  
Mrs Maria Timofeeva  
Mrs Stella Waddington

### Director

Mrs Stella Talati  
Mrs Stella Talati  
Mr Jonathan Dollin  
Mr David Sismey  
Mr Geoff Power  
Mr Geoff Power  
Mr Jonathan Dollin  
Ms Tracey Bates  
Ms Pip Waters and Ms Natalie Rawle  
Ms Pip Waters  
Ms Tracey Bates  
Ms Tracey Bates  
Ms Tracey Bates  
Mr Stewart Ross  
Mr Stewart Ross  
Mr Shane Cranney  
Mr Shane Cranney  
Mr Shane Cranney  
Mr Ian Talati  
Mr Ian Talati  
Mr Ian Talati  
Mr Stephen Cummins  
Mr Stephen Cummins  
Mr Stephen Cummins  
Ms Penny Lindley  
Ms Penny Lindley

Senior Choir  
Vocal Ensemble

Woodwind  
Brass  
Guitar  
Bass Guitar, Guitar and Music Production  
Woodwind  
Piano and Musicianship  
Voice  
Percussion  
Brass  
Brass  
Percussion  
Orchestral Strings, Guitar, Low Brass and Woodwind  
Voice  
Piano



## II COLLEGE CURRICULAR PERFORMING ARTS

The 2018 HSC Drama class consisted of five students, each of whom performed in a Group Project. In this Group Project students' collaborate with their peers to devise and perform a piece of original theatre. Drama allows students to investigate, shape and symbolically represent their ideas, feelings, attitudes and beliefs. In the 2018 Group Project, Ben Ellero, Liam Jackson, Callum Stephens, Nicholas Torresan and Samuel Smith presented "The Platform"; an exploration of our addictions in the online world and its ongoing repercussions in the real world.

The Individual Drama Project highlights students' specialist knowledge, skills and experience acquired through the Preliminary courses. This year four students selected Performance; Ben Ellero: "Captain Everything" from *Captain Everything* by Pete Malicki; Liam Jackson: "Barney" from *The Last of the Red Hot Lovers* by Neil Simon, Callum Stephens: "The Man" from *The Killing Joke* by Alan Moore and Nicholas Torresan: "Timmy" from *The Age of Consent* by Peter Morris.

The final Individual Project presented by Samuel Smith was a Critical Analysis: Director's Folio on the "Toy Symphony" by Michael Gow. Callum's compelling portrayal of a young man who is called to give an important speech, where he is alternately charming and defensive, lifting the lid on a psychosis that he could barely make sense of himself, saw him nominated for possible inclusion in "On Stage", which showcases the most outstanding performances from the 2018 HSC cohort.

The Year 12 HSC Music 2 class consisted of four students who each presented a full performance program. Hunter Clarke showcased his talents as a percussionist: on marimba he played the contemporary Australian works "Flash" and "April Revisited" whilst on the vibraphone he performed the technically challenging "Afro Blue"; Lachlan Chue who is the College's most senior trumpet player, commenced his program with "Homage" by Australian composer Craig Ross. He then followed this up with a popular HSC choice "Sun Conure" and finished with the hauntingly beautiful "Prayer for St. Gregory" by Alan Hovhaness, where he was accompanied by Ms Stephanie Gan on organ. Lachlan also performed this last work as a reflection during the Year 12 Graduation Mass.

Phillip Cullen (pictured right) has been a stalwart of the College's string program for many years. He presented three works on cello; "Scarborough Variations" by Stuart Greenbaum, "Café 1930" from *Histoire du Tango* by Astor Piazzolla and the quirky "Julie-O" by Mark. Liaam Rao who was St Pius' entrant in the 2018 Gordon Waterhouse Memorial Music Scholarship Concert sponsored by Chatswood Rotary. Hunter Clarke's diverse and captivating performances on marimba and vibraphone saw him nominated inclusion in "Encore".



Two candidates presented for Music Extension in 2018. Liaam Rao's program on viola included "Sinfonia Concertante, Movement III" by Mozart, Liszt's "Romance Oubliée" and the fiendishly difficult "Morpheus" by Rebecca Clarke, which truly showcased his exceptional skills. Phillip Cullen's two original compositions "Daybreak: for Solo Oboe and String Orchestra" and "Elegy in E Minor for Cello and Piano", displayed musical sensitivity and an innate understanding of the instruments. Phillip premiered "Elegy" at "Splinters, Splashes, Sound and Stage" where he performed with Ms Stephanie Gan.

I would like to particularly acknowledge the work of Mr Ian Talati, Mr David Sismey and Mrs Stella Talati who tutored this year's HSC cohort and Ms Stephanie Gan, Ms Stella Waddington and Mr Stephen Cummins who accompanied the students.

Stage 5 and 6 Drama students had the opportunity to attend several plays during 2018, exposing them to live theatre: "Waiting for Godot", "Moby Dick", "A Midsummer Night's Dream", "Accidental Death of an Anarchist" and "An Enemy of the People". They also participated in physical theatre workshops with "Zeal Theatre Company", as well as offerings provided by NIDA. These experiences helped the students to develop their skills across acting, improvisation and play building. Students also showcased their own endeavours at various performance nights throughout the year.

Stage 5 and 6 Music students attended the "Meet the Music" Concert Series, having the opportunity to see and hear the Sydney Symphony Orchestra perform an array of works from jazz to the very British "A Night at the Proms". Well-known Australian composer Jim Coyle worked with senior students during the year to help them hone their skills in this important area of the syllabus. There was also a new initiative in the area of performance, lunchtime "Sandwich Soirees" which enabled students to present and "try-out" their works in front of appreciative friends and College staff, prior to more formal performance nights.



Stages 3 and 4 Music and Drama classes also emphasise performance and practical activities. Year 7 Drama students participated in a series of workshops over two days with the “Swoop Theatre Company” where they learnt circus skills and physical theatre techniques. This focused on the fundamental core values of dramatic theatre, that of working together, collaboration, taking chances and having fun!

Year 5, 6, 7 and 8 Music classes were enhanced this year by the addition of guitars, djembes and several new Orff xylophones and metallophones to grow the practical side of the program. Students were able to involve themselves in small and large group music making exploring a variety of styles and genres. Composition also continued to be a focus using a variety of music software programs.

The College acknowledges the work of the teachers Ms Penny Lindley (Years 7, 9, 10, 11 and 12 Drama), Ms Pip Waters (Years 5, 7, 8, 9 and 10 Music), Ms Natalie Rawle (Years 6, 7 and 8 Music) and Tracey Bates (11 and 12 Music) for their hard work, guidance, encouragement and support of our students.

Thank you also to the College Instrumental Tutors and the role they play in working with the academic staff and finally our Performing Arts Captain, Jasper Choi, a fine leader on and off the stage.

### **III DEBATING AND PUBLIC SPEAKING**

In summary:

- Year 7,8,9,10,11,12 compete in the CSDA Public Speaking Competition in Term 1 each year.
- Year 7,8,9,10,11,12 compete in the CSDA Debating Competition in Term 2 and Term 3 each year.
- Year 7,8,9,10,11,12 compete in the SDN Debating Competition in Term 3 each year.

Our teams are generally successful in the Competition Rounds averaging 4 wins from 6 debates. We typically move through to the Elimination Rounds Years 7-12 with an average of two year groups each year moving through to the Finals before being knocked out. In 2018 our Year 10 team made it through to the Grand Final and lost to Bede Polding. SPX has an average of 65 students debaters and 15 public speakers each year.

Debates are held across Sydney as well as at the College, on a Friday night. A number of staff act as coaches for the boys.

Debating and Public Speaking are regularly the subjects of presentations at the College Assembly and are an important part of the extra curricular program. Senior students are encouraged to act as leaders and mentors to the younger students. The College has a successful system of training and welcoming past students to return and act as adjudicators.

#### IV SPORT AND COCURRICULAR - GENERAL

The College has an extensive sporting program that involves before and after school training sessions as well as Saturday fixtures. These activities are fundamental to a holistic education. They facilitate good relationships between staff and students, provide an opportunity for the development of friendships among the students while fostering physical fitness and general wellbeing. Through sport, students practise healthy attitudes towards competition and recreation generally and embrace the best principles of sportsmanship. Participation in these events develops students pride in their College and the concept of working together for common goals. For some students, cocurricular involvement provides a sense of achievement not gained in other areas of school activity.

All teachers are involved in at least one cocurricular activity. Students involve themselves for a minimum of two terms of such 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. School surveys indicate that both students and parents appreciate the value of participation in such sporting activities.

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

The school has a direct link through the ISA and IPSHA to representation at higher levels for all boys involved in College sport. The College currently has NSW Athletics, Basketball, Cricket, Rugby and Swimming representatives studying here, some of whom have represented at National and International level. In addition, the College also has past students currently playing and captaining Rugby teams such as The Wallabies, Waratahs and Rebels, as well as a Dutch Cricket representative. One of our Old Boys, Michael Hooper, played in the Rugby World Cup final and now captains the Waratahs and the Wallabies. Another player, Luke Jones played for Bordeaux in the French Super 14, receiving the Player of the Year Award.

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

In 2018 the following were offered at inter-school and/or club level: Athletics, Basketball, Cross Country, Cricket, Football, Golf, Rugby, Sailing, Softball, Swimming, Tennis. Squash was offered as a Saturday Sport for the first time. 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. The College boasts one of the biggest Robotics Clubs in NSW and was featured in *The Sydney Morning Herald*.

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, rowing, sailing, surfing, paddle-boarding, skiing, canoeing, kayaking, Dragonboat Racing, Speed Skating and alpine hiking, among many others. However, the College's commitments to traditional and established games have an organisational priority and precedence.

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



## V STRENGTHS AND RESULTS – 2018 SPORT

Currently we have 160 teams and various individual entrants participating in 15 different activities. In 2018 the College fielded the following sporting teams and was involved in other cocurricular activities:

- **Rugby:** 18 teams
- **Football:** 24 teams
- **Basketball:** 48 teams
- **Cricket:** 11 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:** 50 students
- **Mock Trial:** 1 team



*Duke of Edinburgh Adventurous Journey*

In 2018 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
- Junior AFL



- 

## 2018 Team Achievements

In 2018 the College 1st XI Cricket finished Division 1 and 2 were beaten Semi finalists.

16B Rugby were ISA Premiers.

In basketball the Opens D team were Premiers.

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 Cross Country
- NSWCIS Triathlon
- NSWCIS Swimming
- NSWCIS Basketball
  - NSWCIS Rugby
  - NSWCIS Football
  - NSW Basketball
  - NSWCIS AFL
  - NSWCIS Touch
  - Australian National Athletics



*\*CIS - Combined Independent Schools*

## Staff Achievements

- ISA First XI Football Coach and Representative Convenorship
- ISA First XV Rugby Selector
- ISA Second XV Rugby Coach
- ISA Football Selector
- ISA Cricket Convenorship
- ISA First XI Cricket Coach
- ISA Tennis Selector



## VI COCURRICULAR FACILITIES AND DEVELOPMENTS

The Christian Brothers Centre development at Oxford Falls continues to prove its value and allowed the College to extend its Basketball and sports program generally. The College now has around 50 Junior and Senior Basketball teams.

Oval drainage completed in 2011-2012 once again resulted in a more consistent Winter program. The Summer maintenance program has added further quality to the already impressive fields.

The Tennis “Home” venue at Naremburn has been a huge success with both College teams and visitors and resulted in a significant upgrade in amenities. The College now boasts one of the premier Tennis facilities in the Northern Beaches area as our “home” courts.

The Sarto Gymnasium continues to be a well-used facility and includes a fully equipped Cardio Room with *state of the art* Rowing Machines, Tread Mills and Exercise Bikes along with upgraded sound and visual equipment. Funding for the facility is now being carried by the College and the Gym is used throughout the year. It is open to boys under strict supervision.

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

The Outdoor Education programs continued with the 2018 Snowy Mountains Hike involving over 60 Year 11 student participants. The College recognises the popularity of this type of adventurous activity and its relevance to boys’ education.

Diversification and extension of cocurricular opportunities were consolidated in partnership with the MindMatters Outdoor programs and included Climbing, Bushwalking and Paddle Boarding, Boxercise and Self Defence. All activities provide greater opportunities for leadership development in the boys as mentors and are much appreciated by all mentees.

In 2018 the College undertook the “Parent and Sons” Expedition and Social Justice Immersion Program Kokoda Hike along the iconic Kokoda Track across the Owen Stanley Range in Papua. In addition the expedition supported Callan Services in Port Moresby.



## SECTION 6

### I STRATEGIC INITIATIVES

The College's Strategic Improvement Plan 2017-2019 was initiated in 2018 and significant progress was made in its implementation through the 2018 Annual Improvement Plan. This Strategic Improvement Plan is a continuous three year rolling plan which will extend out an additional year annually. This will become the 2019-2021 Plan.

The Plan is reviewed annually by Staff, parents and the College Board, utilising the St Pius X College Indicators document which was developed by the College Board's Strategic Planning Committee utilising the National School Improvement Tool.

#### **2018 Annual Improvement Plan – End of Year Report**

*Please refer to this Report (Attachment 2 at the end of this document) which shows the progress of the 2018 Annual Plan, outlining the Components, Strategies and the End of Year Summary of its completion.*

### II ACHIEVEMENT OF PRIORITIES FOR PREVIOUS YEAR

- The encyclical *Laudato Si* formed the basis of our 2018 College theme “Stewards of Creation” and the context of our community.
- Development of the Learning Statement into the College Learning Framework document, improving teachers’ understanding and assisting the implementation of better teaching methods.
- Utilisation of the professional learning resource of “Educator Impact” that assisted teachers plan their professional goals in reference to AISTL Standards.
- A whole school approach to differentiated learning.
- The implementation of new student planner diaries to assist learning and student wellbeing.
- Connection with EREBB partners through Immersions and ICT contact.

- Reinforcement of the concept of PLDs as one tool to support research based learning and not as a distraction or malpractice.
- Completion of a major study by the Property Committee through TKD Architects to set the basis for diocesan consultation and future College facilities.
- Transition to Complispace in monitoring our risk framework.
- College APP developed with Digistorm and launched on 21 February.

### **III SCHOOL DETERMINED IMPROVEMENT TARGETS**

These are now contained within the Strategic Improvement Plan and each Annual Improvement Plan.

*(See Attachment 2)*

## 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 have sliding glass doors and bi-fold walls to allow for team teaching and flexible groupings. The Junior School is a one-to-one Personal Learning Device school with all the boys having their own Windows laptop.

Parents are recognised as the first educators of their children. The College aims, in collaboration with parents, to instill worthwhile values, based on EREA Touchstones, to assist in building the boys' characters and to promote academic excellence.

The College aims to achieve this goal within a Catholic understanding of life. Pastoral care is designed so that the boys know their responsibilities and are responsible for their actions. Self-esteem, self-worth and self-discipline are nurtured. The professionalism of staff and the emphasis on quality relationships between teachers and students are important.

Many boys have particular learning styles and, therefore, teachers design learning tasks that meet these different needs, particularly 'hands-on' (kinesthetic) learning experiences and 'visual' learning opportunities. These methods provide opportunities for many boys to access new learning. These methods are augmented by text, electronic and auditory learning.

## **II STAFFING**

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



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

## **III ACADEMIC ACHIEVEMENT/ASSESSMENT AND REPORTING**

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

The NAPLAN test is held in May each year. At this stage the boys are new to the College so the test provides a starting point upon which to build. Year 7 provides a better reflection of the amount of progress that a boy has made over his first two years at the College.

In 2018 we had good NAPLAN results in Year 5.

Year 5			
Assessment	SPX Average	State Average	% Diff from STATE
Writing	491.9	457.3	8%
Spelling	541.3	503.1	8%
Reading	563.3	507.1	11%
Numeracy	557.6	504.6	11%
Grammar and Punctuation	544.8	501.4	9%

	Top 2 Bands		Middle 2 Bands		Lower 2 Bands	
	7 and 8		5 and 6		3 and 4	
Year 5	Proficient				At or below Minimum Standards for Year 5	
	SPX	STATE	SPX	STATE	SPX	STATE
Writing	17%	13%	82%	61%	1%	26%
Spelling	55%	36%	44%	48%	1%	16%
Reading	68%	39%	30%	43%	2%	19%
Numeracy	67%	36%	33%	49%	0%	15%
Grammar and Punctuation	50%	35%	46%	45%	4%	19%

Overall, the Year 5 cohort was above the state average in all areas. The data shows that the College is higher in the top two bands than the state average in Literacy and Numeracy. Traditionally we are particularly strong in Numeracy and in 2018 Year 5 were 31% above state average in the top 2 bands. Other pleasing results in the top 2 bands were reading, 29% above, Spelling, 19% above and grammar 15% above the state average. Traditionally, writing is an area that we focus on.

In 2018 the College was 4% above state average in the top 2 bands but 21 % above in the middle 2 bands. One way we focus on improving our writing is to have an author who works with both Year 5 and 6 over several months. In 2018, Year 7 were 6 %, and in Year 9 we were 7%, above the state average in the top two bands in the writing strand.

### St Pius X College NAPLAN Scores compared to State over time % Difference

	Year 5				
	2014	2015	2016	2017	2018
<b>READING</b>	6.4	7.3	6.2	9.3	11.0
<b>WRITING</b>	4.8	3.9	4.6	5.4	7.5
<b>SPELLING</b>	1.6	2.8	3.3	2.5	7.6
<b>GRAMMAR &amp; PUNCTUATION</b>	4.4	5.4	5.9	5.1	8.6
<b>NUMERACY</b>	7.0	8.1	8.6	8.3	10.5

Overall these results are very pleasing. Every year of students is unique but it was pleasing to see the trend for improvement over the years. As stated previously this is a starting point for our students at St Pius X College.

All of the 96 students in Year 5 sat all the NAPLAN tests. The bottom 2 bands are Band 3 and Band 4. Band 3 is below national minimum standards and Band 4 is at national minimum standards. There were no students below national minimum standards in any of the strands. In Grammar and Punctuation there were four boys, in Reading there were two students, and in Spelling and Writing there was one student in Band 4. Obviously this is often the same student in several areas. These boys are being further assessed and given intervention to assist in their learning.

Year 7 provides a better indication of how well the boys are progressing. When individual student results in Year 7 are considered, there is significant growth from Year 5 results for the same cohort of boys. The percentage of growth above the expected norm is very pleasing. However, there were 66 boys new to Year 7 in 2018 compared to Year 5 in 2016. Hence individual comparisons are the best indication. These comparisons reveal that the vast majority of boys have improved, some quite markedly.

Overall, these positive results are a credit to the boys and provide a strong foundation upon which to build in the senior years.

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

Reporting occurs:

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

#### **IV OTHER ASPECTS OF JUNIOR SCHOOL LIFE IN 2018**

- 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.
  - As stated previously, there are specialist teachers in Computer Studies, Library, Music/Choir/Bands/Ensembles, Chinese (Mandarin), Physical Education, Visual Arts, Learning Support/Special Needs and Enrichment.



*Chinese New Year Celebrations*

This means the boys receive a diverse education and are often challenged. For example, as part of the curriculum, the boys are involved in coding.

- Other competitions in which the boys were engaged include:
  - The Premiers Reading Challenge
  - Da Vinci Decathlon
  - Maths Olympiad
  - Maths Challenge Evening
  - IPSHA Debating Competition and Debating Day
  - Chess Competition
  - Robotics Competitions
  - Dorothea Mackellar Poetry writing competition
  - Willoughby Year 5 short story competition
  - *Write on* young writers' competition
  - Various competitions run by Willoughby Council and other organisations.



*Willoughby Council Book Competition*



*Junior School Debating Team*



*Achievers in the Maths Olympiad*



*Junior Chess Competition*

- The Junior School Choir, bands and ensembles performed at various venues and in Twilight Concerts throughout the year.
- Boys' education encourages experiential learning. The boys experienced incursions from:
  - *Return of the bully* play
  - *Kadul* (Indigenous Education) – Year 5
  - *Let's Bridge the Gap* (Indigenous Education) – Year 6
  - *John Larkin - Writers Workshops* - Year 5 and Year 6
  - *Book Week* author
  - *World of Mathematics*



- The boys also experienced excursions including:
  - Year 5 Camp at Milson Island. (Department of Sport and Recreation.)
  - Year 6 Camp Wombaroo (Outdoor Education Group)
  - Year 6 Bakery Excursion (Studying Micro-organisms-Yeast)
  - Year 5 Observatory and The Rocks excursion
  - Junior School Swimming Carnival
  - Junior School Athletics Carnival
  - Year 5 Swimming Lessons
  - Year 6 Surf Safety Lessons



*Year 5 Camp – Milson Island*

## V RELIGIOUS CLIMATE/PASTORAL CARE

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

- Boys are involved in whole College religious celebrations.
- Boys attend Mass with the local parish community.
- Boys celebrate a Mother's and Grandmother's Day Mass in May. At the Mothers' Day stall there is a sale of items made by the women of a shanty town named Candela in Peru and all money raised goes to these women.
- Each Junior School class organises prayer for a College assembly.
- Many of the incursions and excursions deal with pastoral care such as the Health programs regarding drug education and personal development and change.
- Year 5 boys are involved in a camp with the theme of Friendship.
- The Christian spirit of giving is practised directly. During Lent, boys give money for charity. Additionally the boys raised over \$11 000 from a Junior School Walkathon for charity.
- Awards are regularly conferred. These include:
  - Merit Awards weekly at the Junior School Assembly
  - FIDE et LABORE (Faith and Hard Work) Awards at the end of each Semester



- Respect and responsibility are fostered in the Junior School by a focus on good manners and pride in self-appearance. Boys are constantly reminded about their responsibilities to themselves and others.
- Leadership is encouraged for all. Each term in both Year 5 and Year 6 Class Captains are appointed and fulfil special duties for a term. Year 6 boys also elect Colour House Captains and Vice Captains for the year.
- A Peer Support program operates in Term 1 between the Year 5 boys and selected Year 11 leaders.
- A Buddies Program is provided for some boys. It involves an older Senior School student being a mentor/role model for a younger student.

- A 'Getaway Program' operates on Wednesday lunchtimes to assist selected boys in developing appropriate social skills.
- Peaceful Kids program is a mindfulness and positive psychology based program to lessen anxiety and stress which aims to increase resilience in children.
- Season for Growth Program is a small group grief and loss education program. The Seasons for Growth program provides an opportunity for children to learn the knowledge, skills and attitudes required to understand and respond well to grief and loss experiences.



*Junior School Class Captains 2018*



*Year 6 Students lead the College Assembly in Prayer*

## **VI COCURRICULAR ACTIVITIES**

- Boys are involved weekly in a sporting program at The Treacy Education Complex and Oxford Falls Sporting Fields. Games vary depending on the season but boys may be involved in Basketball, Cricket, Tennis, Rugby, Football, AFL, Softball, Cross Country, Swimming and Athletics.
- There is also a Swimming Carnival. In addition to this, in Year 5 the boys participate in a 'Learn to Swim' program and in Year 6 the boys participate in a Surf Safety program. Boys who are chosen for the swim team have the opportunity to train several mornings a week at the Fitness First Pool before school.
- 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, Robotics and Debating competitions.
- Talented children are involved in various activities including the Da Vinci Decathlon and Mathematics Olympiad.



## VII SCHOOL DETERMINED IMPROVEMENT TARGETS (for the Junior School)

### a) Catholic Life

- Centre formation opportunities for students and staff utilising the Papal message, *Laudato Si*, and the 2018 Theme, *Stewards of Creation*
- Introduce a Year 6 retreat for a day at Oxford Falls
- Encourage more Junior School boys to be involved in the altar serving course at the College.
- In 2018 we introduced opportunities for Reconciliation for Year 6 through local parish priests.

### b) Teaching and Learning

- Further develop the use of the Professional Learning Team Rounds to model various forms of collaborative practice and teaching strategies.
- Introduction of the literacy learning progressions into the Junior School so as to improve literacy outcomes.
- Improved use of data to formulate detailed situational analysis for each Junior School classroom.
- Introduction and completion of the *eSmart* digital licence by all Year 6 classes.

### c) Curriculum and Cocurricular Programs

Implemented a model of assessing writing that improves feedback to students and supports students' writing skills as they redraft texts

The students now plan and write a draft. Some teachers have trialled Microsoft 365 so the students can give feedback to each other about their writing as the draft is being produced.

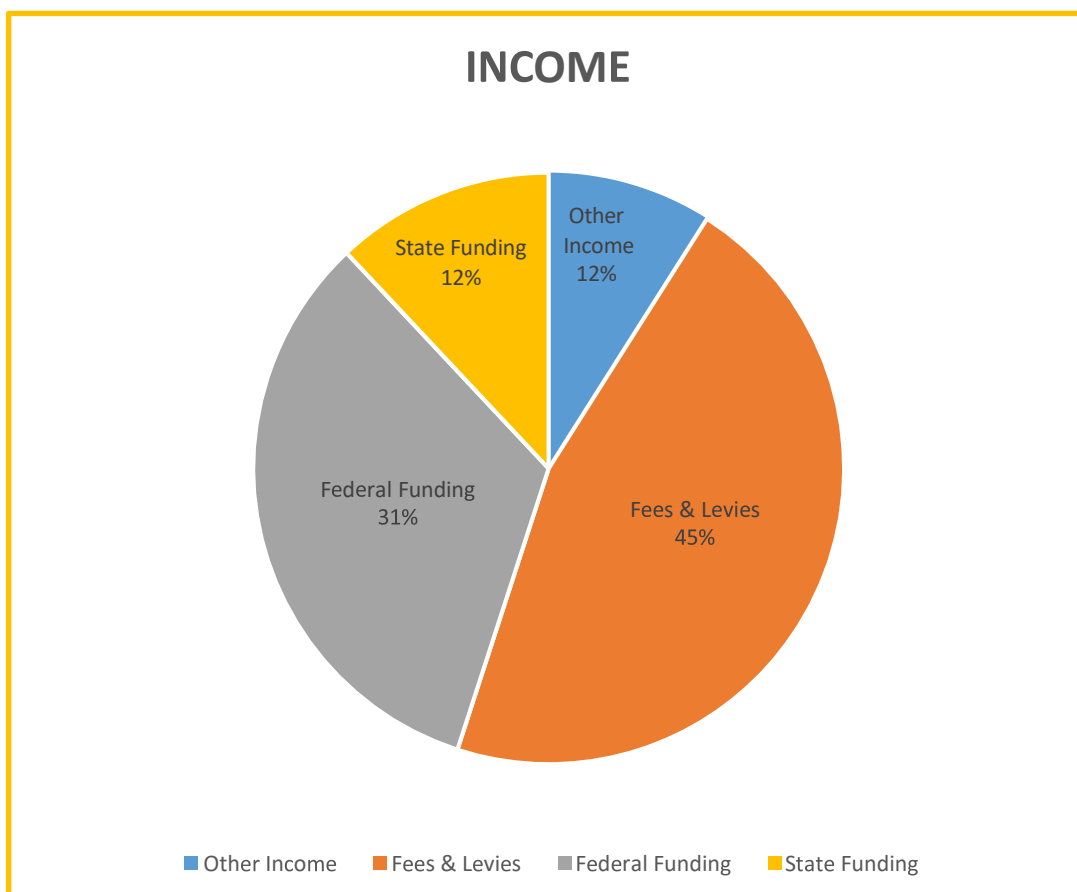
### d) Pastoral Care and Well Being.

- Introduction and completion of the *esmart* digital licence by all Year 6 classes.
- Listening to a cyber-safety speaker from NSW Police for all of Year 6.
- All Year 6 retreat for a day at Oxford Falls at the conclusion of the Year to review their experiences so far at St Pius X College and prepare for Year 7.

## SECTION 8

### FINANCIAL STATEMENT

**Income:** The College's recurrent income for the year ended 31 December 2018 was derived from the following sources:

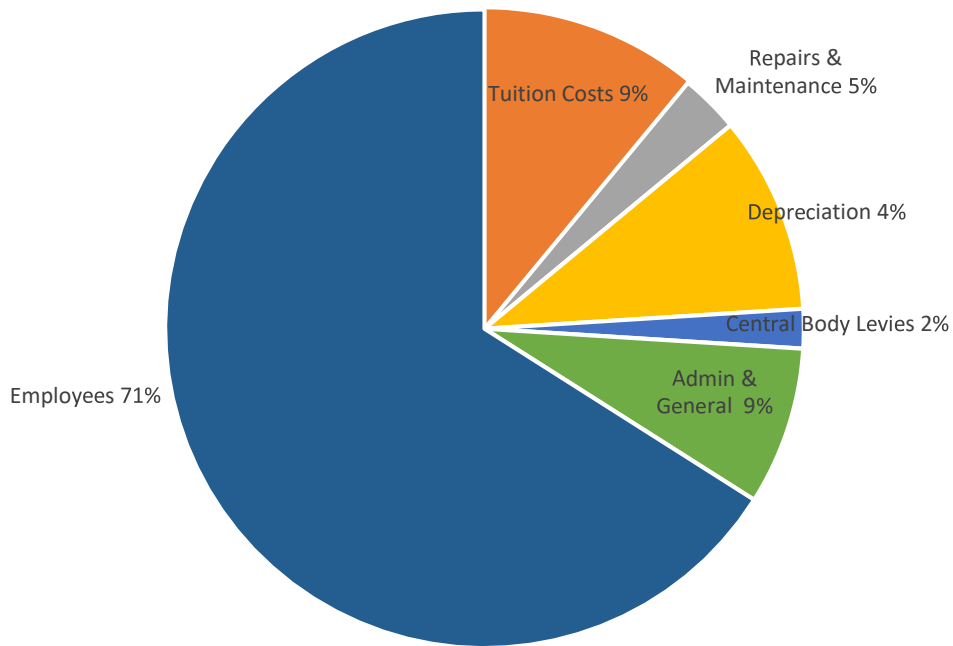


Fees and Levies were as forecast for 2018.

Government funding represented approximately 43% of the College's total income. The College expects its Government funding, both Federal and State, to decrease at an increasing rate for the next eight years in line with the *Quality Schools* package. The College will need to offset the loss of Government funding through increased fees and levies to families during the period to 2027.

**Expenditure:** The College's recurrent expenditure for 2018 by major expense category was as follows:

## RECURRENT EXPENDITURE



### ■ Recurrent Expenditure

- Depreciation 4%
- Employees 71%
- Tuition Costs 9%
- Central Body Levies 2%
- Repairs & Maintenance 5%
- Admin & General 9%

Employee costs, including salaries, wages, superannuation, and co-curricular expenses represent approximately 71% of all outlays. Labour award increases for 2018 were 2.5%. The major items in Admin and General expenditure include Communications, Consumables, Equipment Leases, Insurance, Recruitment, Review and Professional Development of staff.

**Capital Expenditure:** The College did not undertake any major capital works during 2018; however, it continued 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 continued to carry on the replacement of various items of plant, equipment, IT equipment and classroom furniture as necessitated by needs and replacement.

## SECTION 9

### I FACILITIES

The College provides a modern 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 addition to ongoing programmed maintenance during 2018 the following improvements were undertaken:

- Two large LED signs (pictured) were installed to provide immediate key information to students;
- Two additional aqua-filter drink stations were installed in the playground to provide students with high quality cooled water and to encourage recycling of containers;
- Operable doors were installed to create a two larger learning areas;
- Libraries were refurbished with new furniture and shelving for resources;
- To increase security and safety at Oxford Falls security cameras were installed;
- Ongoing restoration works continued to the heritage listed façade of the College's Sarto Centre;
- Environmental stewardship continued at all campus' to ensure the safety of our community; and
- Continued upgrade and expansion of the general ICT capacities throughout the school have meant a significant increase in student access to computer facilities. In 2018 the College continued the next phase of the deployment of a 1:1 PLD (Personal Learning Device) Program. Currently all years have a dedicated PLD assigned to them.



The College's wireless is improved annually to accommodate devices and to ensure all services are available to students. ICT-driven data projectors are available in all teaching areas throughout the College both at Chatswood and Oxford Falls. Hence every teaching area has a form of multi-media technology installed and ready for everyday use.



All College staff have been provided with laptops and training to enhance the quality of teaching and learning opportunities across the curriculum.

In 2018 the ongoing College Maintenance Program also saw the refurbishment of selected learning areas. This program ensured that the ongoing quality of the facilities at the Campus was maintained at the high standards established through previous extensive renovations completed in 2005.

## **II CHATSWOOD CAMPUS FACILITIES**

### **PD/H/PE**

- Gymnasium at the College
- Covered outside sporting pavilion
- Specialist PD/H/PE room fitted with media projection 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.)
- 1150 student PLDs
- 120 staff devices
- 12 Blade servers with an 18TB SAN (Storage Area Network)
- Staff Common Room HDMI connected LCD presentation projector
- Clickview online
- Media projection facilities and connections in all Teaching and Learning areas
- Fully equipped Junior and Senior Resource Centres
- Smart Boards /digital cameras/video recorders/multimedia projectors
- Staff and Student email and remote access availability
- Staff access to all network files at home on their College laptops
- Internal Staff and Student Intranets
- Wireless internet access throughout the College
- High speed Internet connection
- Web and mail filtering on all school devices
- Externally accessible student management system and parent portal
- 1:1 PLD (Personal Learning Device) Program for all year groups

## SENIOR RESOURCE CENTRE

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



## **JUNIOR RESOURCE CENTRE**

- Library; and Open Learning Area



## **LEARY LEARNING CENTRE**

- Large dividable, flexible, collaborative teaching/learning area(s).
- Theatre facilities, Internet connection and multi-media projection capacity and touchscreens.
- Flexible configurations of seating and desks as appropriate for multi-modal learning.

## **BLUE ROOM**

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

## **III TREACY COMPLEX, OXFORD FALLS**

- Four ovals for rugby and football
- One turf cricket pitch, one synthetic cricket pitch, four cricket practice nets
- Two tennis courts
- Indoor gymnasiums incorporating three basketball court spaces (pictured)
- Stage for dramatic and musical productions and formal events
- Audio visual control room
- Extensive conference facilities including two large conference rooms
- Four lecture rooms with AV connected roof mounted LCD projectors
- One commercial kitchen
- Two canteens
- Function rooms

- BBQ facilities
- Six change rooms
- Two referees' rooms
- AV projectors in all teaching areas
- Two First Aid Defibrillators
- Two General First Aid Rooms
- Junior and Senior equipment storerooms

*The fine upkeep of ovals and pitches meant that minimal days were lost to wet weather over the 2017-18 seasons and the College hosted games when "AWAY" matches at other venues were washed out.*



*Aerial views of the Treacy Centre at Oxford Falls*

## SECTION 10

### ATTACHMENTS

1. Enrolment Policy
2. 2018 Annual Plan End Year Report



# ST PIUS X COLLEGE

## CHATSWOOD

### ATTACHMENT 1

## 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 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. \*Please see over for full details.
  - From **2017, Year 7 (only)** Catholic enrolments from Our Lady of Perpetual Succour, West Pymble. This is by special arrangement with the Catholic Schools Office, Broken Bay, beginning with the Year 7, 2019 enrolment intake. \*\*Please see over for full details.
  - Siblings of enrolled or attending students.
2. Catholic enrolments from non-feeder Catholic primary schools.
3. Catholic boys enrolments attending non-Catholic schools and who are members of a Catholic community.
4. Non-Catholics enrolments from Catholic Schools.
5. Non-Catholic enrolments from non-Catholic schools.

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

The College offers Edmund Rice Scholarships to eligible students who may not otherwise be able to attend the College because of financial hardship. They are primarily offered to students applying for entry into Years 5, 6 or 7 and are determined by the College Scholarship Committee.

Applications for students to attend the College for Years 5 & 6 only are **NOT** accepted. All offers of enrolment are offered on the expectation that the enrolment will cover the period from commencement to the completion of 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 availability.

## 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](http://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.

### Open Day




Every year the College holds an Open Day. In **2018** the Open Day will be held on **Saturday 16 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.

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 <b>Year 5</b> position		When your son has just commenced <b>Year 3</b>
Applying for a <b>Year 6</b> position		When your son has just commenced <b>Year 4</b>
Applying for a <b>Year 7</b> position		When your son has just commenced <b>Year 5</b>

The application for enrolment fee is \$110.00 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 at the end of 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 \$2,110.00 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 the College in either Year 5 or Year 7.

1. Parents of Catholic 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.

**Applications from Overseas Student**

The College does not accept overseas students.

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:** February 2018

**Approved by:** College Board and College Leadership Team

**Renewal Date:** Annually



**ST PIUS X COLLEGE**  
**CHATSWOOD**

**ATTACHMENT 2**

**2018 ANNUAL PLAN**

End of Year Report

Annual Plan 2018 – End Year Report						
STRATEGIC DIMENSION	COMPONENTS AND STRATEGIC INTENT		STRATEGIES	END YEAR COMMENTS	RESPONSIBILITY	WHEN
1 MISSION AND IDENTITY	1.4	FORMATION				
	1.4.1. Faith Formation Strengthen Faith Formation opportunities for all members of the College community.		1.4.1.1 Offer optional Retreat experiences at Huntington House for staff, parents and student. "	1.4.1.1 Junior School Wellbeing weekend at Huntington House is booked for November 30-December 2  Staff have participated in formation in various ways in Semesters 1 + 2. 1. For new staff: either through school-based sessions as part of their orientation and induction to our EREA School Community and Traditions or within the external EREA Formation Programs offered at Mary Mackillop Place in across Semester 1. 2. For existing and longer serving staff – admin and teaching staff – invitations have also been made for them to participate in the most appropriate EREA Formation Program throughout the year. 3. Formation for all staff was also offered through and inaugural 'Social Justice Themed Staff Retreat Weekend' at Huntington House and the annual Spirituality Day where staff concluded Term 1 with a focus on <i>Laudato Si</i> in the context of our 2018 focus of Stewards of Creation and a whole staff liturgy. 4. Leadership Team Staff have also explored formation with the College Board with an in-depth examination of prayer and Pope Francis' Encyclical of <i>Laudato Si</i> at the commencement of the 2018 School Year. 5. In March a number of Staff attended a residential weekend Staff Retreat at Huntington House titled ‘Living as Stewards of Justice and Peace’. Staff participated in various activities including: Outreach Service at Coast shelter, a visit to St Edwards Indigenous Classroom hosted by Pat Dell, a workshop on the ‘The Problem of Drug Use on the Coast’ and a dinner titled ‘We are called to act justly, love tenderly and walk humbly with our God’ with special guest Father Paul Finucane. 6. Year 12 2019 students leaders attended a formation and leadership camp at Terrigal 7. 2018 Year 12 students from SPX and Mercy were invited to a “Year 13” Retreat to be conducted by Fr Jim McKeon on 22-24 February 2019	Mission and Identity Team/ (with Head of Staff Services for 1.4.1.1)	2018
			1.4.1.2 Conduct parent/son Retreat “Growing Good Men”  1.4.1.3 Centre formation opportunities for students and staff utilising ‘Laudato Si’ and the 2018 Theme "Stewards of Creation"	1.4.1.2 The event planned for the weekend of 20-21 October was postponed for 2019 due to low numbers.  1.4.1.3.1 The encyclical <i>Laudato Si</i> formed the basis of the Staff Spirituality Day that was held on the 13th of April. Mark McLoughlin and Ray Paxton from EREA facilitated the day. Staff were introduced to the document and had the opportunity to unpack it in the context of our 2018 College theme ‘Stewards of Creation’ and the context of our community. 1.4.1.3.2 Throughout the year every event utilised the “Stewards of Creation” theme in prayer, symbol and ritual.		

		<p>1.4.1.4 Provide staff with opportunities for EREA Formation Programs</p> <p>1.4.1.5 Provide opportunities for Reconciliation for Year 9 through local Parish Priests.</p> <p>1.4.1.6 Provide opportunities for Reconciliation for Year 5 and 6 through local parish priests.</p>	<p>1.4.1.4 Approximately 20 staff are registered to attend various EREA Formation Programs.</p> <p>1.4.1.5 Reconciliation was offered for Year 9 in Term 3 this year. Students were prepared through their Prayer Room lesson and attended Reconciliation at a designated time with the priests from Our Lady of Dolours Parish.</p> <p>1.4.1.6 Semester 2 2018 Year 6 students have undertaken reconciliation in Term 4 with a number of priests from O.L.D. parish. Current Year 5 students will be involved in 2019.</p>		
	<p><b>1.4.2. Faith Formation Programs</b> A comprehensive and integrated Faith Formation/retreat/formation program for Years 5 to 12.</p>	<p>1.4.2.1 Review Faith Formation activities across Years 5-12 and construct an integrated Program.</p> <p>1.4.2.2 Introduce a Year 6 retreat for a day at Oxford Falls</p>	<p>1.4.2.1.1 Semester 2. Father Jim attended two Mulgoa Year 12 Retreats to provide Spiritual support as well as the opportunity for the Sacrament of Reconciliation and the Eucharistic Celebration to end the Retreat. Two Year 12 Retreats were also held at Workul Koo.</p> <p>1.4.2.1.2 All camps and Spirituality Days for the students were further reviewed and prayer was integrated fully throughout.</p> <p>1.4.2.2 Term 4 – Year 6 Retreat Day at Oxford Falls, to reflect on their time at Pius and their time as primary school students. Date is 30<sup>th</sup> November.</p>	<p>Youth Minister</p> <p>Head of Junior school, Junior School Curriculum Coordinator and Year 6 teachers</p>	<p>Semester 1</p> <p>Semester 2</p>
	1.5	PARISHES AND THE WIDER CHURCH			
	<p><b>1.5.1 Youth Ministry</b> New models of youth ministry and partnerships between the College and parishes developed and supported in strengthening the students' engagement with their Parish.</p>	<p>1.5.1.1 Develop approaches with Fr Jim and feeder Parishes for Youth engagement with Parish.</p> <p>1.5.1.2 Develop a youth Ministry Framework incorporating Parish and College</p> <p>1.5.1.3 Encourage more Junior School boys to be involved in the altar serving course at the College.</p>	<p>1.5.1.1.1 Father Jim attended both the Year 12 Retreats at Mulgoa</p> <p>1.5.1.1.2 Fr Jim prepared students for the Year 9 Reconciliation.</p> <p>1.5.1.1.3 Our ACYF students involvement in CSO Scripture Summit "Sweeter than Honey" with Mercy College on 26th July.</p> <p>1.5.1.1.4 Youth Masses attended this year and from 25 November a monthly school youth Mass is held with SPX boys leading this.</p> <p>1.5.1.1.5 Year 13 Retreat planned for February 2019 Mass was held each fortnight in our College Chapel by Fr Jim and we were joined by staff and students from OLD Primary School and Mercy College.</p> <p>1.5.1.2 Framework in progress through Adrian Brannan's increased time for this role</p> <p>1.5.1.3 Altar Servers Course conducted in Term 4 alongside the Eucharistic Ministers course. Father Jim led these programs. 13 Year 10 students and 3 Junior School undertook the training.</p>	Youth Minister	Semester 1



	2.3	DIFFERENTIATED TEACHING AND LEARNING*			
	2.3.1 A Whole-School Approach to Differentiated Learning Implementation of the whole-school approach to differentiated learning which effectively engages students at all levels and abilities in their learning.	2.3.1.1 <i>*Maintain priority of ensuring high-achieving students are appropriately engaged, challenged and extended by including this as a discussion item for each Department Meeting.</i>	2.3.1.1 Subject Coordinators to include enrichment at every Faculty meetings – strategies for higher achieving students	Subject Coordinators	Commence Term 1 and then ongoing
		2.3.1.2 <i>Develop a process to investigate and act on cases of 'underachievement'</i>	2.3.1.2 Potential underachievement students identified and distributed to teachers.	TBA	Term 1 (ongoing)
		2.3.1.3 <i>*Commencing with Year 7 2018, implement the Reflective Student model of Feedback so teachers can encourage and assist students to monitor their own learning and to set goals for future learning.</i>	2.3.1.3 Implemented and set to continue and expand into both Years 7 and 8 in 2019.	Subject Cos AP Teaching and Learning	Term 1
		2.3.1.4 <i>Increase student responsibility for their own learning by accessing their own achievements in ICAS English, Maths and Science and completing a self reflection.</i>	2.3.1.4 In Term 3, students issued with log in access and led through self analysis of their ICAS results		Semester 1
	2.5	LITERACY AND NUMERACY			
	2.5.1 A Whole-School Approach to Literacy A whole school approach to the teaching and learning of Literacy embedded and consistent with the College Teaching and Learning Framework.	2.5.1.1 <i>Introduction of the literacy learning progressions into the Junior School so as to improve literacy outcomes. Years 7-10 to review literacy progression as part of whole school literacy plan.</i>	2.5.1.1 In Semester 1 the teachers have had meeting to become more familiar with the progressions. In Semester 2 the discussion will focus on where our students are and where they should be for their stage.	Head of Junior School and Assistant Principal Teaching and Learning	Commencing in Term 1 and ongoing.
		2.5.1.2 <i>*Using data from ICAS Grammar and Punctuation test, formulate an intervention program with follow up testing to assess progress.</i>	2.5.1.2 In progress. Students have sat pre-test and analysis undertaken. Presentation to Staff Years 5 and 6 will look at challenges that were identified through the ICAS Grammar and Punctuation class. This will be done on a class level according to the results collected. This was presented by two Junior School staff to the whole staff in a Term 2 staff meeting. The test will be redone in Week 5. The Year 5 and 6 students sat the post-test in week 6 of Term 4. Awaiting results.	Junior School Curriculum Coordinator	Term 1
		2.5.1.3 <i>Develop and implement whole school Literacy Plan Years 5-12.</i>	2.5.1.3 Literacy Committee in progress. The committee spent significant discussion in identifying strategies and proposed the appointment of a Literacy Coordinator for 2019.	Assistant Principal – Teaching & Learning and Literacy Committee	Term 1
		2.5.1.4 <i>Identify college wide strategies to ensure consistent expectation in literacy practice</i>	2.5.1.4 <i>One extra literacy period to be implemented in Year 7 curriculum for 2019. Literacy Committee proposal to appoint a Literacy Coordinator to ensure consistent application of literacy strategies.</i>	Literacy Committee	2018
		2.5.1.5 <i>Develop College wide online literacy resources to increase teachers' understanding and ability to implement literacy strategies</i>	2.5.1.5 <i>The online Literacy resource, Educator Impact was evaluated and will be implemented in Years 7, 8 and 9 in 2019 as a means of targeting specific individual literacy needs and measuring literacy growth.</i>	Literacy Committee Junior School team	Commencing in Term 1 and ongoing

		2.5.1.6 <i>Use a model of assessing writing that improves feedback to students and supports students' writing skills as they redraft texts</i>	2.5.1.6 The students now plan and write a draft and some teachers have trialed Microsoft 365 so the students can give feedback to each other about their writing as the draft is being produced. After the draft is complete the teacher reads through and gives feedback. Students are then given time to redraft and discuss with the teacher. Students then complete their final draft for marking.		Semester 1
	2.7	DATA-INFORMED PRACTICE*			
	2.7.1 Data Informing Student Centred Learning A range of data sourced formally/informally, internal and external is analysed and used in rigorously evaluating the effectiveness of current learning and wellbeing programs and informing the development of more student-centred programs and level of student achievement.	<p>2.7.1.1 <i>Improved use of data to formulate detailed situational analysis for each Junior School classroom.</i></p> <p>2.7.1.2 <i>*Include student attendance into main student data to improve analysis of wellbeing and engagement</i></p> <p>2.7.1.3 <i>Utilising the student survey facility in Educator Impact, each teacher gathers their own feedback from one class each semester for self evaluation and reflection</i></p> <p>2.7.1.4 <i>*Investigate implementing 'Tell Them From Me' survey to gain input from students and parents.</i></p> <p>2.7.1.5 <i>*Utilising the analytics in ICAS identify learning needs for Years 8, 9 and 10 in English, Maths and Science ; implement in programs; and establish target scores</i></p>	<p>2.7.1.1 The teachers have used the data to formulate detailed situation analysis for their own classes and stored on the Junior School share drive for other teachers to access. With changes to literacy and maths groups in Years 5 and 6, teachers need to refer to the situational analysis from Semester 1 to check new students.</p> <p>2.7.1.2 Completed Incorporated in Interim report analysis and included in semester 1 report analysis. Attendance Data included with Year 11 Report Analysis and to be included in Semester 2 report analysis.</p> <p>2.7.1.3 In 'Group 1' for 2018 – 38 teachers have utilized Educator Impact and 1023 Students completed student surveys as a feature of this program. Parents were informed of the introduction of the use of this Reflective Program via Woodchatta in Term 2. The 'School Feedback Report' based on this 'Group 1 Data' is that there is strong alignment across staff and student reflections that 'Developing Strong Relationships' supports learning at SPX. Opportunities for us to develop further are highlighted as improving approaches for deep and critical thinking to occur and the manner in which we provide student feedback.</p> <p>2.7.1.4 Preliminary discussions with Broken Bay Diocese who are trialing the survey. Await their results. To be continued into 2019</p> <p>2.7.1.5 Preliminary meeting with English and Maths in Term 1 to learn more on potential analytics in ICAS. Science have conducted extensive analysis and have identified learning areas to address. Shared with Staff.</p>	<p>Head of Junior School and Junior School Coordinator</p> <p>AP Teaching and Learning, Teachers</p> <p>Teachers</p> <p>AP Teaching and Learning</p> <p>Maths, English and Science Faculties</p>	<p>Semester 1</p> <p>Semester 1</p> <p>All 2018</p> <p>Semester 1</p> <p>Semester 2</p>
3 PASTORAL CARE AND WELLBEING	3.1	STUDENT WELLBEING			
	3.1.2 Respectful Relationships The school champions the development of confident, resilient students with a strong capacity for sound and emotional learning, engaging with their own learning and better able to maintain healthy relationships	<p>3.1.2.1. <i>Implement student planner diary for scaffolding student planning, prioritising and learning.</i></p> <p>3.1.2.2</p>	<p>3.1.2.1 Student Planner Diaries implemented with specific versions / editions for Year 5 &amp; 6, Year 7,8 &amp; 9, and Year 10, 11 &amp;12. Feedback already received and being collated from students, staff, parents and board for functional and meaningful improvements for 2019.</p> <p>3.1.2.2</p>	<p>Pastoral Care Team</p> <p>Head of Student Services</p>	<p>Term 1</p>

	and responsible lifestyles.	<p><i>Establish links between pastoral care and learning.</i></p> <p>3.1.2.3 <i>Connect with EREBB partners through Immersions and ICT contact</i></p> <p>3.1.2.4 <i>Year 9 Camp program reinforce the concept of team work, efficiency of a group and Rites of passage to Senior Student status</i></p>	<p>Student Planner and Pastoral Care programs at each stage are being developed to enhance student engagement with positive learning outcomes, positive psychology principles and a robust culture of functional thinking and learning practices.</p> <p>3.1.2.3 Student and staff connection partnerships through ICT and Direct Contact achieved with Callan Services PNG – Kokoda Expedition and Immersion in Semester Break, with Amity College and Stella Maris ER College, Uruguay. Semester 2 Further contact planned with Cardinal Newman College as well as Year 10 Immersions with St Joseph’s Walgett, St Mary’s Bowraville, St Edmund’s Wahroonga, St Gabriel’s Castle Hill. Work with CBHS Lewisham to rename Workul Koo/</p> <p>3.1.2.4 Year 9 Camp being developed as a Semester 2 focus for planning in Term 3 and conduct / execution in Term 4. Connection to Aboriginal Australia First Nation people, culture and spirituality – Year 9 Camp, Founders’ Day – Kaleb Taylor</p>	<p>Assistant Principal – Pastoral Care Teams and Well Being Leaders</p> <p>Head of Student Services, Pastoral Care Teams, RE and Well Being Assistant Principal – Pastoral Care and Well Being Teams Mission and Identity</p> <p>Pastoral Care Team</p> <p>Year 9 Pastoral Care Team</p>	<p>2018</p> <p>2018</p> <p>Term 4</p> <p>Term 4</p>
	3.3	STUDENT SAFETY			
	3.3.1 Digital Technologies and Connectivity Maintain an understanding of and commitment to the ethical and appropriate use of digital technologies including approaches to cyber-safety and anti-bullying.	<p>3.3.1.1 <i>Reinforce the concept of PLD’s as a valuable tool to support research based learning and not distraction or malpractice</i></p> <p>3.3.1.2 <i>Implement learning and awareness raising strategies highlighting potential negative consequences</i></p> <p>3.3.1.1 <i>Introduction and completion of the esmart digital licence by all Year 6 classes.</i></p> <p>3.3.1.2 <i>Listening to a cyber-safety speaker from NSW Police for all of Year 6.</i></p>	<p>3.3.1.1 Use of net alert system and tracking of student's online searches to address any misuse of technology.</p> <p>Addressing ICT breaches leading to other anti-social behaviours detrimental to learning and student conduct as they become evident to teaching PC staff, Year Coordinators and School IT staff.</p> <p>Research rationale and effective protocols for limiting learning and pastoral deficit outcomes from mobile phone and ICT distraction.</p> <p>3.3.1.2 Term 3 interventions led by Mr Couani and all staff to reduce the negative impacts on learning and student conduct as a result of misuse of mobile phones and PLDs.</p> <p>Development of policies, protocols and programs for reducing negative effects of mobile phone and ICT on student learning and wellbeing.</p> <p>3.3.1.1 Year 6 students completed their digital safety licence in Semester 1. Connection into E Safety Commission for progress engagement in 2019.</p> <p>3.3.1.2 ICT talk to Year 6 to take place by New School Police Liaison Officer Darren Cairns 2 August Head of Student Services making inquiries as to feasibility of guest speaker presentation by Cam Adair. This is tentatively booked for later in Term 3. One Year 6 class has trialed a skype conference class with a psychologist with kids help line. It was a success. Engagement with Kids Helpline QLD for interest in Skype call on Cyberbullying</p>	<p>Studies Coordinators, Year Coordinators,</p> <p>Pastoral Care Teams, Year Coordinator Pastoral Care Teams, Assistant Principal Pastoral Care and Well Being Teams</p> <p>Head of Junior School and Junior School Coordinator</p> <p>Pastoral Care Teams</p> <p>Head of Junior School and Junior School Coordinator</p> <p>Assistant Principal – Pastoral Care</p> <p>Assistant Principal – Pastoral Care/Junior School Curriculum Coordinator</p>	<p>All 2018</p> <p>Term 4 2018</p> <p>All 2018</p> <p>Semester 1</p> <p>Semester 1</p> <p>Term 4</p> <p>Term 4</p>

	3.3.4 Wellbeing Indicators Indicators of student wellbeing are known, identified and appropriately addressed.	3.3.4.1 <i>Develop “know support” your networks and student protocols and patterns of behaviour support- evaluate involvement of connectedness of students with the College. Peers of cocurricular.</i>	3.3.4.1 Audit of students’ co curricula connectedness conducted for the purpose of Semester 1 Reporting and Tracking. Applied to Year 11 Subject Choice and general student advice.  Audit of measures of wellbeing with Ph’D Florishihn Nicko Eakin – Attendance Engagement.	Head of Student Services, Senior Sports Master, Year 9 Pastoral Care Team	Terms 2 and 3
		3.3.4.2 <i>Write Pastoral Care Statement as outcome from 2017 Pastoral Care Review</i>	3.3.4.2 Pastoral care statement in draft form for approval by key stakeholders Term 3 2018.  Pastoral Care Statement proofed for release to website.	Assistant Principal Pastoral Care  Pastoral Care Teams	Term 4  Terms 2 and 3  Term 4 2018  2018
		3.3.4.3 <i>Include wellbeing information in professional assessment and communication with parents</i>	3.3.4.3 Counselling team currently reviewing practices with a view to streamlining processes and communication both within the team and to students, staff and parents. Counselling forms, reports, Lines of communication, role support, being analysed and streamlined Counselling Team	Assistant Principal – Pastoral Care, Well Being Team, Year Coordinators	

4 A CATHOLIC WORKPLACE	4.1	AN EXPERT TEAM OF PROFESSIONALS*			
	4.1.1 Professional Standards – Pedagogy AITSL standards utilized in conjunction with Personal Learning Plans to improve the effectiveness of all teachers.	4.1.1.1 <i>Utilise the Professional Learning resource of 'Educator Impact' that allows teachers to plan their professional goals in reference to AISTL Standards.</i>	4.1.1.1 In Term 2 all teaching staff used various tools – either Educator Impact Guides or existing College documentation to guide their Personal Professional Learning Plans. These learning intentions were to be shared with Studies Coordinators by Week 6 in Term 2 in the form requested by Coordinators – verbally as shared in meetings, on paper etc.  Staff workshops offered via Professional Learning Team (PLT) Meetings to develop staff awareness of AITSL Standards and how these relate to teachers' own teaching and learning throughout a year.  Evaluation undertaken with 38 staff involved and sharing of their experience was undertaken in PLT groups in term 4. It was determined that this should continue in 2019 as a voluntary program again for staff.	AP Teaching and Learning With Head of Staff Services	2018

	4.2	CAPACITY BUILDING THROUGH PROFESSIONAL LEARNING			
	4.2.3 Building Leadership Capacity	4.2.3.1	4.2.3.1		
	4.2.4 Self-directed Professional Learning	4.2.4.1	4.2.4.1		
	Leadership capacity is developed and extended consistent with National teacher accreditation requirements, including the requirements of higher levels of accreditation.	<i>Offer teaching staff ongoing information and support through College and Diocesan workshops to be able to access the voluntary higher levels of NESA Accreditation.</i>	Higher Accreditation Level workshops promoted with staff in the context of PLT workshops that cover Career Stages as defined by the AITSL Standards. When relevant, CSO Broken Bay Workshops are being offered to teaching staff to promote engagement in this avenue of career development and building leadership capacity. Significant opportunities offered to all staff in leadership positions in 2018 but this needs to be a priority for 2019	Head of Staff Services with other Senior Leaders of the College	2018
	Teachers' engagement in a range of professional associations, learning groups, networks and leadership programs facilitated with a view to developing capacity and identifying leadership potential.	<i>Promote a range of professional organisations and leadership opportunities to the whole staff and with the support of Curriculum Leaders at the College.</i>	Professional Network and Associations have been directly promoted at Staff Briefings with Standard 7 Domain area of 'Professional Engagement' being a focus for Term 2 Professional Learning Meetings and information.  In addition to formal Professional Development courses and conferences being supported throughout Semester 1; whenever possible staff have been encouraged to use (and are engaging with) a variety of staff learning approaches including: Webinars, online (self-paced) PD and Network Meetings after teaching hours to ensure that uninterrupted teaching and learning is the focus of our College work.  Leadership PD opportunities have been promoted to all staff and particularly to those staff who have made it known that they are aspiring to develop their career towards educational leadership. In Semester 1, College funding has endorsed leadership and higher level training courses - as approved by the Principal.  Planning has commenced to design workshops and meetings for Semester 2 with speakers and resources, to support and develop leadership capacity for our Middle Leaders for 2019.	Head of Staff Services with Assistant Principal - Teaching and Learning and Innovative Learning Coordinator	2018

5 STEWARDSHIP AND SUSTAINABILITY	5.1	BUILDINGS, FACILITIES AND BUILT INFRASTRUCTURE			
	5.1.1 Facilities Master-plan	5.1.1.1	5.1.1.1 and 5.1.1.2	Property Committee	Terms 1 - 4
	Planning for the delivery of the facilities master-plan, specifically the provision of contemporary and adaptable facilities and teaching environments on the Chatswood and Oxford Falls campuses, and informed by the College Learning Framework.	<i>Work closely with key stakeholder and architects whilst consulting with the College community to produce a 15+ year masterplan for the future facilities of the College.</i>	Property Committee completed a major study through TKD Architects to set the basis for Diocesan consultation and future College facilities development.  Major planning for the refurbishment of C Block undertaken for early 2019.  Various refurbishments undertaken at Oxford falls including the Caretaker's Cottage and the Falls Room canteen and kitchen.	Property Committee	Terms 1 – 4
		5.1.1.2	5.1.1.3	Principal	Terms 1 - 4
		<i>Engage College Architect to develop initial Master planning stages</i>	Significant engagement with Parish and Diocesan representatives and Precinct Committee planning. Negotiations undertaken through EREA for further planning and clarification of future direction to be undertaken including property arrangements.		
		<i>Develop in partnership with Parish, Diocese, EREA and local Catholic communities, the overview of Catholic precinct planning.</i>			

	5.2	FINANCIAL SUSTAINABILITY AND AFFORDABILITY			
	5.2.1 Sustainability and Affordability Long-term financial sustainability of the College is maintained in the context of changes to educational funding.	5.2.1.1 <i>In the context of 5.1.1 and the changes to Government funding ensure that cost of what is being proposed is fully costed and pressure tested to ensure that the College can afford it and it does not place any uncertainty on the long term financial sustainability of the College.</i>	5.2.1.1 Significant discussions held with Federal Government representatives and local member. Extensive representation and meetings with NSW Premier and Minister for Education to emphasise the need for the maintenance of funding levels for St Pius X College and the Catholic sector. Careful management of the 2019 budget, fees and future Business Plan have resulted in a modest fee increase of 4.00% for 2019. The effect of changes to the calculation of the SES on funding is unclear.	Finance and Risk Committee	Term 1 - 4
	5.2.2 Affordable Catholic Education The maintenance of accessibility and affordability for families seeking a Catholic education in the Edmund Rice tradition for their sons.	5.2.2.1 <i>Ensure that the College is keeping fee increases as low as is financially sustainable and to ensure that families already at the College have access to equity scholarships or fee concessions where it is considered appropriate</i>	5.2.2.1 Prudent planning for modest fee increases in 2019 and 2020. Fees kept to manageable levels. Scholarship and fee relief programs fully implemented.	Finance and Risk Committee	Term 1 - 4
	5.3	ENVIRONMENTAL RESPONSIBILITY			
	5.3.1 Stewardship of the College and Wider Environment There is commitment and shared responsibility across the College community for the stewardship of the College and wider environment.	5.3.1.1 <i>Consistent with the theme of Stewards of Creation, all Facilities improvements are to incorporate environmental sustainability</i>  5.3.1.2 <i>Build on the SEMP and ensure that projects are either environmentally sustainable or offset by other activities (eg Solar panels, green walls etc)</i>	5.3.1.1 Theme of Stewardship extensively implemented and sustainability employed in all facilities improvements at Chatswood and Oxford Falls.  5.3.1.2 Current planning in process for major facilities upgrade to include sustainable offset and to include solar upgrade at Oxford Falls and installation at Chatswood. Likely 2019/2020.	Property Committee	Term 1 - 4
	5.4	TECHNOLOGY AND INFORMATION MANAGEMENT			
	5.4.1 ICT Master-plan Information and knowledge management architecture and processes are accessible, reliable, secure and contemporary and informed by an ICT Master-plan.	5.4.1.1 <i>Review current and expected technological changes and the current and future ICT needs of the College to prepare a ICT Master-Plan taking into account the views of the key stakeholders</i>	5.4.1.1 ICT Masterplan currently being implemented and continually reviewed in relation to any future facilities upgrade. Full reports provided to Property Committee. Further audit undertaken through Verdia for the College's energy consumption and further potential reductions in electricity usage and installing solar energy.	ICT Manager /Innovative Learning Coordinator/ Business Manager	Semester 1
	5.5	RISK MANAGEMENT			
	5.5.1 Risk-aware Culture The College has a well- established risk-aware culture minimizing the occurrence and impact of risk.	5.5.1.1 <i>With the introduction of Complispace ensure that the culture at the College is a risk aware culture and that best practices in this area are being followed and monitored</i>	5.5.1.1 Transition to Complispace has assisted in the monitoring of our Risk Framework.	Property and Compliance Coordinator / Finance and Risk Committee	Term 1 - 4
6. STRATEGIC LEADERSHIP AND PARTNERING	6.1	COLLEGE COMMUNITY ENGAGEMENT			
	6.1.1 Consultation and Communication Strategy The College's overall communication and consultation strategy is meaningful and timely and engages parents, staff and	6.1.1.1 <i>Develop and launch a College App.</i>	6.1.1.1 College App developed with Digistorm and launched 21st February and in full use. Downloaded by 1,200 devices.	Deputy Principal, College Board, Strategic Planning Committee	Term 1 Term 1

	Board in dialogue, consultation and communication.	<p>6.1.1.2 <i>Undertake a consultation process regarding the Chatswood Facilities upgrade</i></p> <p>6.1.1.3 <i>Further develop the annual College survey and consultation process</i></p>	<p>6.1.1.2 Major consultation undertaken with Diocese. Future consultation required with Parish, OLD primary and mercy College to determine needs of the Chatswood Precinct and to be coordinated by the BB Diocese.</p> <p>6.1.1.3 Annual survey superseded by EREA 2018 survey process. Survey undertaken by parents in term 2. Results analysed by the Strategic Planning Committee. Year 12 2018 Exit surveys from parents and students conducted and also analysed. Principal conducted special forums for staff, Board, and P &amp; F and results presented to the Board for future planning.</p>		Term 1 - 3
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	6.2	STRATEGIC PARTNERING			
	6.2.2 Post-school Partnerships Post-school education and partnering is fostered and supported with students and former students actively engaged with local industry, commerce and vocational links.	<p>6.2.2.1 <i>Develop a post school database to better maintain contact and engagement with ex-students and know their work/study destination and in conjunction with the Old Boys Association.</i></p>	<p>6.2.2.1 In progress.</p>	Careers Adviser Head of Student Services	Term 1 - 3
	6.4	GOVERNANCE			
	6.4.1 Governance Compliance The College governance structures policies and procedures comply with Government legislation and requirements.	<p>6.4.1.1 <i>Undertake Department of Education Census Data Audit</i></p> <p>6.4.1.2 <i>Introduce Complispace across the College to encompass all policy, procedures and protocols</i></p>	<p>6.4.1.1 Census audit completed with no adjustments to total student numbers or those of declared as SWD or Indigenous.</p> <p>6.4.1.2 Complispace introduced across all policy areas. This requires further attention and the area of compliance has now been included in the 2019 role of Staff Services and Compliance Coordinator.</p>	<p>Business Manager</p> <p>Business Manager and Resources and Compliance Coordinator</p>	<p>Term 1</p> <p>Term 1 - 4</p>



## St Pius X College Chatswood

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