



80<sup>th</sup>  
ANNIVERSARY  
1937-2017

# ST PIUS X COLLEGE

CHATSWOOD

## 2017 ANNUAL REPORT



Submitted on 30 June 2018 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



EDMUND RICE EDUCATION  
AUSTRALIA

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**Cross Reference of**  
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***against***  
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## SECTION 1

### MESSAGES FROM KEY SCHOOL BODIES

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

Our Theme for 2017 was **Gospel Spirituality**. This powerful Touchstone both shaped and reflected the enriched prayer life of the College. It has been good to see boys writing prayers which we have been happy to publish in a variety of forums. Such activity reflects the depth of understanding we inculcate in boys regarding their faith.

With this in mind it has been wonderful to see the College Chapel in use for regular Mass on Tuesdays as well as other liturgical services. It is particularly pleasing to combine these Tuesday Masses with staff and parents from Mercy Catholic College and Our Lady of Dolours Primary School.

Engagement with the local community is an important part of the College's mission and the College constantly seeks opportunities to welcome people as part of our life.

It is very comforting to know that this close connection continues through shared liturgical activities with the local parish, the support of Bishop Comensoli and the keenness which so many local families display in enrolling their sons here.

As the College continues to develop so we work at acknowledging our heritage. The 80<sup>th</sup> Anniversary was a suitable milestone as it marks the first year in the College's history in which there are no Christian Brothers either living or teaching on the site, although I acknowledge the great contribution Brother Carl Sherrin (SPX 1953 ) continues to make in our Archives.

The main events to mark the 80<sup>th</sup> Anniversary included the musical performances of *A Night Full of Stars* – our Anniversary Concert which combined music with an historical presentation outlining the life of the College. In addition the College hosted the Old Boys' Dinner at Oxford Falls. We now have three generations of families who have been at the College.

Supporting the College's heritage was the acknowledgement of the Long Term members of the Lay Staff Community who have contributed so much to College life. We were able to present these staff members to the College community at the annual Founder's Day celebrations at Oxford Falls. The College always acknowledges the efforts of its staff. There is much more to teaching than simply coming to class. At our Founder's Day, we were able to celebrate the long service of a number of teachers who have worked at the College or in Edmund Rice Schools for over twenty-five years including:

Mr Jim Olson (26 years), Mrs Leonie Millar (27 years), Mr Neil Gibson (28 years), Mrs Elena Martin (28 years), Mr Mark Anderson (32 years), Mr Tony Cunneen (34 years), Mr Ross Masters (39 years), Mr Terry Patterson (40 years) and Mr Mark Pawlak (40 years).

Future details of these and other events are available on our College website which constantly expands to both record and highlight the many activities here at St Pius X College.

Huntington House at Terrigal Beach was a major addition to the extended College facilities in 2017. This facility is shared with Christian Brothers' High School Lewisham and other EREA schools. The multi-function centre was the venue for our inaugural Year 9 camps conducted by the relevant pastoral team members led by Mr Ticli, in close collaboration with our Outdoor Education Department under the leadership of Mr de Silva. This facility has great potential and was used on the first weekend in December for a Women's Staff Retreat. The Mission and Identity Team in particular are exploring ways to extend usage of this facility in the future.

The College's Social Justice program continues to expand. Our immersion activities now include: the Central Coast Haven, the Edmund Rice Flexi Centre as well as visiting a youth refuge in partnership with St Edward's at Gosford. In addition the College continues its immersion program with St Edmund's at Wahroonga, St Mary's Bowraville, St Joseph's Walgett as well as Callan Services in Papua New Guinea.

Our College wants to integrate Gospel values into a range of activities. This year's Drama Production, 'Boy Overboard', represented the story of the journey of a refugee

from Afghanistan. In addition Drama students have been excellent performers enacting our annual Passion Play as part of our Easter Liturgies.

There are many people to acknowledge for their service to the extended College community. We farewell our Parish Priest, Father Paul Finucane, who has been a wonderful supporter of the College for the past seven years. We also welcome the incoming Parish Priest, Father Jim McKeon who has already had a great association with the College as he has celebrated Mass at our Year 12 Graduation.

Other people to farewell included our long serving Chairman of the College Board, Mr Peter Hughes. Another long serving supporter, Mr Paul Hunt, finishes his service and is stepping down as President of our excellent Parents and Friends Association after four years. This P&F has provided a range of practical support to the College in many areas and has been a valuable sounding board for ideas. Another great support for the College has come from the Old Boys' Association, ably led by Mr David Bullard who also steps down after over ten years.

The College continues to emphasise academic achievement within an holistic education. It has been most noticeable in recent years that our top academic achievers have also been highly involved in extracurricular activities and the cultural life of the College or have been student leaders.

The annual NAPLAN assessment have enabled us to monitor our students' achievements in comparison to national benchmarks. NAPLAN was piloted online for the first time in 2017 under the leadership of Mr Damo, Assistant Principal – Teaching and Learning. While the results are very strong it is also important that we use the data to analyse our strengths and weaknesses in the academic domain. A mark of any modern school has to be its willingness to be self-critical and realistic in its self-assessment even though our academic results are well above State and National benchmarks. Our HSC results were also strong, but as with all programs our senior studies are in a constant state of review and renewal.

## 2017 HSC HIGHLIGHTS

<b>ATAR 99.35</b>	College Dux – Luke Banicevic
<b>All-round Achievers</b>	Luke Banicevic Andrew Jackson
<b>Distinguished Achievers</b>	87 mentions
<b>ATAR over 90</b>	19 students attained ATARs over 90
<b>Total Number of Bands 5,6, E3 and E4</b>	418
<b>Courses Above State Average</b>	75%

It is most important for students at the College to recognise that they are members of the wider community. Outside speakers and presenters such as Deputy Commissioner of Police, Catherine Burn, remind us that the values of service, responsibility, justice and honesty are not simply ideals of us here at the College. These values permeate throughout society in all situations. Deputy Commissioner Burn spoke about the need to act responsibly. Deputy Commissioner Burn's advice to students was much in keeping with our own Gospel Values: that they should measure all their actions as to whether or not they contribute to the greater good of the community.

The College seeks many opportunities to have practical interaction with the wider community, including such presentations by Deputy Commissioner Burn, but also through Interfaith Dialogue. Our Founder's Day activities this year included excellent presentations from the Islamic, Jewish and our own Catholic community – all of whom stressed the commonality of their different faiths, "The Golden Rule" to act justly to others, which was the theme of our day.

There are many different aspects to a very vibrant, varied year. Some highlights include our Under 15 Rugby squad who had an undefeated tour of New Zealand. Our First XI Football won the inaugural EREA Cup. Our LOTE Department conducted an invaluable Study Tour of China. Our Junior School had successful sporting tours to Tamworth and Armidale.



Pastoral Care of students and staff is an essential part of our strategic direction. The College was designated a leading 'Mindmatters' school and continued this proactive program, with activities including Boxercise, camps, RUOK Day, Movember and staff inservices. The expectations and opportunities for schools are constantly evolving and it is important that the school provide an increasing range of experiences. To this end the College's indigenous immersion program is constantly being reviewed and extended.

I am very grateful for the practical support I receive from so many people, and the enthusiastic manner in which these individuals and groups have taken on the theme and endeavoured to provide a practical manifestation of it. The College Board is constantly formulating and reviewing our policies, finances and strategies. In addition, I acknowledge the great work of the College Leadership Team. The Leadership Team held regular weekly meetings with some extended sessions at Oxford Falls to discuss larger issues, such as eLearning, school facilities and student activities.

The Leadership Team provides a rich source of ideas and support for the many and varied issues involved in running a modern school and I offer the appreciation of the College community for all they contribute.

*Fide et Labore.*



Mr John Couani  
**Principal**



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

**Review of 2017**

The College Board has a strategic role in supporting the Principal to govern the College as an authentic Catholic school in the Edmund Rice tradition and to be sustainable into the future.

Established by the Christian Brothers in 1937, the College celebrated its 80<sup>th</sup> Anniversary year in 2017 as a proud and highly regarded Catholic school and community. The Board especially acknowledges the College Principal, Mr. John Couani, for his outstanding leadership and the College Staff for their commitment to educating the boys in the Edmund Rice tradition, striving as they do to promote the spiritual, intellectual, social, cultural and physical growth of the boys.

This year, the Board is pleased to note that the College successfully commenced implementation of its 2017-2019 Strategic Improvement Plan for its mission of Catholic life, pastoral care, teaching and learning. The Plan incorporates the domains of the National School Improvement Tool as published by the Australian Government and the Australian Council for Educational Research, and so the College has a very sound base for growth, improvement and sustainability.

The Board also had a very busy year through our Committees for Finance & Risk, Property, Strategic Planning, Governance & Formation. As Chair, I am very thankful for the work of Board Colleagues and Committee members in helping the College with important projects on long term financial planning, capital works, risk management and environmental care.

We also acknowledge the wonderful contribution to College life of the Old Boys Association lead by David Bullard and the Parent & Friends Association lead by Paul Hunt. Both David and Paul will be stepping down at the end of 2017 and the Board sincerely thanks them both for their dedication and service to the College community.

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.

Peter Hughes

Board Chair, 2017

## **2017 COLLEGE BOARD**



**Back row:** Greg Wilson, Tony Masone, David Kennedy, Br Jeff Regan, Martha Maiorana

**Front row:** John Couani, Therese MacLaine, Peter Hughes, Brian Populin, Catherine Ephraums

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

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

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

In terms of opportunities for social contact, we held the Cocktail Party early in Term 1 as a welcome to new and continuing parents, which is always a lot of fun and a great way for parents to catch up and meet other parents. The P&F coordinates the Year group representatives to ensure that the parents have an opportunity to get together throughout the year. The P&F also coordinates the Trivia Night with assistance from the five main clubs: Rugby, Football, Cricket, Basketball and Performing Arts, which is also a lot of fun and contributes financially to the clubs from which the students benefit directly.

Apart from financial assistance to the clubs and the College, the P&F also assisted the College with Campus Inspection Day, the Orientation Day for new students and with recognising the parents through Mothers' Day morning tea and Fathers' Day breakfast.

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

In 2017 the P&F made contributions to the College in a number of areas, including but not limited to: Robotics Kits; Jackets for annual Snowy Hike; Junior School Library writer project; Weights Program open to all students; Senior School Library purchase of books; Year 11 student's attendance at Science Competition.

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 2017.

Paul Hunt  
**P&F President 2017**





**(I) (d) FROM THE STUDENT LEADERSHIP TEAM 2017**

On behalf of the student body of St Pius X College Chatswood, the Student Leadership team can confirm that 2017 was a successful year. Under the EREA Touchstone of Gospel Spirituality the students enjoyed a year that strengthened the already sound sense of community at the College, whilst living out the values instilled in them by the Edmund Rice Education system. Seeing the boys grow in an environment conducive to development, enjoyment and mateship was what really made the year so successful.

Whilst Gospel Spirituality was acknowledged as the annual Touchstone of the College, the Student Leadership Team decided to spread their focus across all aspects of College life, which is very much reflective of the range of values promoted at St Pius. A key focus was on connectedness within the community – a value that is always present in great force within the College, but one that can never be expressed enough. The leaders found that by leveraging their strong representation within the student empowerment team, they could contribute to a number of programs within the College, including the peer mentoring and peer support programs, as well as facilitate a number of events within the calendar, notably R U OK day, the National Day of Action against Violence and Bullying and the various days allocated to a handball competition aimed at enhancing the sense of camaraderie amongst students.

Academically, excellence was promoted through the encouragement of positive study habits. This was achieved through regular appearances at school assemblies by the academic prefects, as well as through documents uploaded onto the student portal.

As previously mentioned, Gospel Spirituality was an underlying focus of the year, with emphasis placed upon personal prayer and living out Edmund Rice's values in day-to-day life. Additionally, the Student Leadership Team placed an emphasis on the importance of giving to others and taking active roles within the College's charity programs such as Project Compassion.

There were many events within the calendar year that demonstrated the immense diversity within the College. There was the Winter Supporters' Day, where hundreds of boys travelled down to Oxford Falls to support not just the Opens teams, but every team

from Juniors through to Year Twelves. There was the annual presentation of 'Splinters, Splashes and Sounds', a display of all of the artistic talent throughout St Pius, including art, drama, music, woodwork, design technology and more. There was Market Day – a day when Commerce students get their chance to display their business prowess, the 'Write-A-Book In-A-Day' competition testing the school's creative writers and many, many more. It was the countless events like these that demonstrated the diverse range of skills and personality that make up the unique community of St Pius X College.

For the Year 12 students the challenges of the HSC were certainly present, but any adversity was handled well by the strong and authentic personality of the cohort. For years these boys had grown to respect and care for one and other, and their final year resulted in bonds that will remain for life – a true embodiment of the spirit at St Pius. For many of the boys, applying themselves throughout the course proved a challenge but, regardless of results, each student benefitted by the growth in character obtained when one works towards a goal. Whilst the overall results achieved were not exceptional, there were individuals within the grade who were rewarded for their efforts with outstanding results.

While the student leadership team took on appropriate responsibility during the year the College was, as always, guided by the dedicated and exceptional body of staff. It is the incredible network of staff members within the College, always willing to provide education, support and dedication, that really glues together this uniquely strong community. This is a community that guides every student towards the best person they can be, and a community that we were all incredibly privileged to have been a part of.

Joe Unwin

**St Pius X College Captain 2017**



*2017 School Leadership Team*

## **(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 2017\*

NAME	ROLE	COMMENCED
<b>EREA COUNCIL</b>		
Br Paul Oakley cfc	President	1 September 2006
Dr John Honner	Deputy President	1 January 2013
Ms Anne Garvan	Council Member	1 April 2009
Mrs Kathleen Freeman	Council Member	1 January 2017
<b>EREA BOARD</b>		
Mr Graham Goerke	Board Chair	1 January 2013
Ms Catherine Scott	Deputy Board Chair	1 January 2012
Mrs Helen Mahoney	Board Member	1 January 2014
Mr Peter Ryan	Board Member	1 January 2014
Mr Tony Arnel	Board Member	24 March 2014
Ms Fleur Hannen	Board Member	1 January 2015
Mrs Vicki Clark	Board Member	1 January 2015
Mr Alan Rix	Board Member	1 July 2017
<b>EXECUTIVE DIRECTOR</b>		
Dr Wayne Tinsey	EREA Executive Director	October 2007
<b>PRINCIPAL</b>		
Mr John Couani	St Pius X College Principal	1 January 2011

\*NB. The NSW Education Standards Authority recognises the following as *Responsible Persons* of St Pius X College, Chatswood 2017.



### **(III) LOCATION**

St Pius X College is an independent, high-achieving Catholic school in the Edmund Rice tradition providing a comprehensive education with a strong pastoral and academic focus, as well as a vigorous cocurricular program. Its education campus is located in the Chatswood CBD on the lower North Shore of Sydney and has approximately 1150 students from Years 5 to 12. Its playing fields and related facilities are located at Oxford Falls, just off the Wakehurst Parkway. At Oxford Falls, the Treacy Complex includes the Treacy Education Centre and the Christian Brothers' Centre. It has four ovals incorporating two fully maintained turf wickets, tennis courts, cricket nets, hospitality areas, three indoor basketball courts, a gymnasium, small and large group workrooms and numerous other facilities.

The College was founded by the Christian Brothers in 1937 at the invitation of the Parish Priest to provide a reasonably priced education for the increasing number of local Catholic boys. The College is named after Pope Pius X who was canonised in 1954 and was especially known for his efforts to extend the participation of laity in the Sacraments.



***Chatswood  
Campus***



***Sporting facilities at the Treacy Complex, Oxford Falls***

#### **(IV) COLLEGE MISSION AND VISION STATEMENTS**

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

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

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

**FAITH, RESPECT, OPPORTUNITY, EXCELLENCE**



**2017 Commencement Mass**

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 1137 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

<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Total</b>
95	128	160	159	152	149	151	143	1137

## **(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 and Our Lady of Perpetual Succour and Sacred Hearts Agreement - 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 senior enrolment into Year 11 and are invited to sign a Statement of Enrolment Understanding confirming they will involve themselves in all aspects of College life and participate actively in all programs and co-curricular activities.

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



## **(VII) STUDENT RETENTION RATES 2017**

	<b>Years 5-6</b>	<b>Years 7-10</b>	<b>Year 11-12</b>	<b>Years 7-12</b>	<b>Years 5-12</b>
<b>Apparent</b>	97.76%	97.75%	97.96%	97.81%	97.80%
<b>Actual</b>	97.31%	97.10%	97.62%	97.26%	97.27%

<b>Years</b>	<b>Year Start</b>	<b>Year End*</b>	<b>Leavers</b>	<b>Enrollees during 2017</b>
<b>5 &amp; 6</b>	223	218	6	1
<b>7 – 10</b>	620	606	18	4
<b>11-12</b>	294	288	7	1
<b>7-12</b>	914	894	25	5
<b>5-12</b>	1137	1112	31	6

*\*including enrollees during 2017*



## **(VIII) STUDENT ATTENDANCE**

### **(a) 2017 Rates**

<b>School Year</b>	<b>Students</b>	<b>Days</b>	<b>Attendance rate</b>
Y05	95	181	95.9%
Y06	128	181	95.4%
Y07	160	181	95.4%
Y08	159	181	94.4%
Y09	152	181	95.6%
Y10	149	181	95.5%
Y11	151	181	96.5%
Y12	143	181	97.9%

For the 2017 school year, cohort Years 5 – 12 recorded an average student attendance rate of 95.9%. The percentage includes all absences. These figures exclude official leave granted by the Principal to students. The attendance rate and high participation in College activities are general indicators of a high degree of student and parental engagement with the College. These rates were attained despite an increasing and concerning phenomenon of periodical refusal to attend school by a small minority of students, as reported by both family, counsellors and case managers.

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

The College manages non-attendance through its Pastoral Care processes. If there has been no communication from the home, the Homeroom Teacher, Guidance Coordinator or College Reception facilitate contact with the parents on / after the third consecutive day of absence. This system is easily manageable due to the minimal number of students involved.

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

## **(IX) TEACHER QUALIFICATIONS**

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

TEACHER STANDARDS CATEGORY	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.	94
(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 87% 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 2017 to 2018 was approximately 89%. Some teachers left the College during 2017, having completed short-term placements in order to replace existing staff on leave or others to take up positions elsewhere. Those teachers who left at the end of the school year did so for the following reasons:

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

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

#### Use of External Course/Trainers

In 2017 there was a total of 170 external professional learning events attended by 87 individual members of staff. These opportunities were provided by the following organisations/agencies:

ABBOTSLEIGH	ERA	NELSON
ACEL	GATSTA	NESA
ACHPER NSW	GENERATION NEXT	NSW CAA
ACSA	GIFTED AND TALENTED SENIOR TEACHERS' ASSOCIATION	ORFF CREATIVE MUSIC EDUCATION
AFTRS	GOOD GRIEF	PALS
AGTA/GTA NSW	GTA	PEARSON
AHISA	HAWKER BRONLOW	PHILOSOPHY OF EDUCATION SOCIETY OF AUSTRALASIA
AISNSW	HISTORY TEACHERS' ASSOCIATION OF NSW	PHILOSOPHY OF SCHOOLS ASSOCIATION AND INSTITUTE FOR ETHICS AND SOCIETY
AITSL	HORNSBY TAFE	POSITIVE SCHOOLS
APPA	HTA NSW	PRIMARY CONNECTIONS
AUSTRALIAN SCHOOL LIBRARY ASSOCIATION	INNOVATIVE EDUCATION AND TRAINING	PROPYSCH
CAANSW	IPSHA	SPECTRUM EDUCATION
CCER	ISLAMIC SCIENCES AND RESEARCH ACADEMY OF AUSTRALIA	ST JOHN'S
CECNSW	JMC ACADEMY ULTIMO	STANSW
CENGAGE	KARSTENS	SYBA ACADEMY
CHERI)	KINGS	SYDNEY HSK CENTRE
CRITERION CONFERENCES	LEGAL STUDIES ASSOCIATION OF NSW INC	SYDNEY JEWISH MUSEUM
CSSA	MAC MILLAN	THE NATIONAL INSTITUTE OF THEOLOGICAL EDUCATION
CSU	MACQUARIE UNIVERSITY	THE SCIENCE HEADS OF DEPARTMENT NETWORK GROUP
DBB	MANSW	THE UNIVERSITY OF NOTRE DAME AUSTRALIA
DRAMANSW (TEACHER ASSOCIATION)	MINDMATTERS	TTA
EDUCATION OFFICE, SYDNEY CATHOLIC SCHOOLS	MINDS WIDE OPEN - CRITICAL AND CREATIVE THINKING	UNI OF NOTRE DAME
EDUTECH	MUSEUM CONTEMPORARY ART	UNSW
ELC	NCN NETWORK	WELLBEING FOR KIDS
		WOMEN AND LEADERSHIP AUSTRALIA

A major focus of professional learning for 2017 was the implementation of the new syllabus in Year 11 2018 as part of the HSC reforms. Two staff days were allocated for Faculties to prepare for the changes, facilitated by leaders of learning from the AISNSW. Throughout the year, many teachers attended a range of network meetings for specific subject areas. Science and History were most active in utilising the collaborative benefits of cross school meetings.

## Professional Learning by Area

Professional Learning was undertaken in the following learning areas. Figures are expressed as a percentage of 'teaching days' allocated to professional learning as provided by external providers.

### Proportion of Professional Learning Days by Learning Area



In 2017 the average expenditure per teacher on professional learning, including teacher replacement costs, was approximately \$2012 an increase of 15% from 2016.



## **(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



*New Staff in 2017*

#### **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 2017, 74 of the 94 teaching staff were identified as being senior and experienced teachers, given their years in the profession. Also, a number of these 74 teachers were accredited as 'Proficient Teachers', in the context of NESA Accreditation.

In 2017 the ratio of male to female members across the entire staff was 79:66. 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 2017.

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.

#### 2017 Gospel Spirituality Prayer

*"We are People of the Gospel who welcome the message given to us by Jesus Christ. We are called to model right relationships.*

*We strive to foster a community that allows each person to build a personal relationship with God through scripture, prayer and ritual.*

*Through the example of Blessed Edmund Rice, we recognise the Gospel commitment of care and love for those who are marginalised, lonely, poor or different.*

*In our words and actions the Gospel becomes a lived-reality and so we are able to act justly, love tenderly and walk humbly with our God."*

**Blessed Edmund Rice  
St Pius X  
Live Jesus in Our Hearts**

**Pray for Us  
Pray for Us  
Forever**

**Amen**

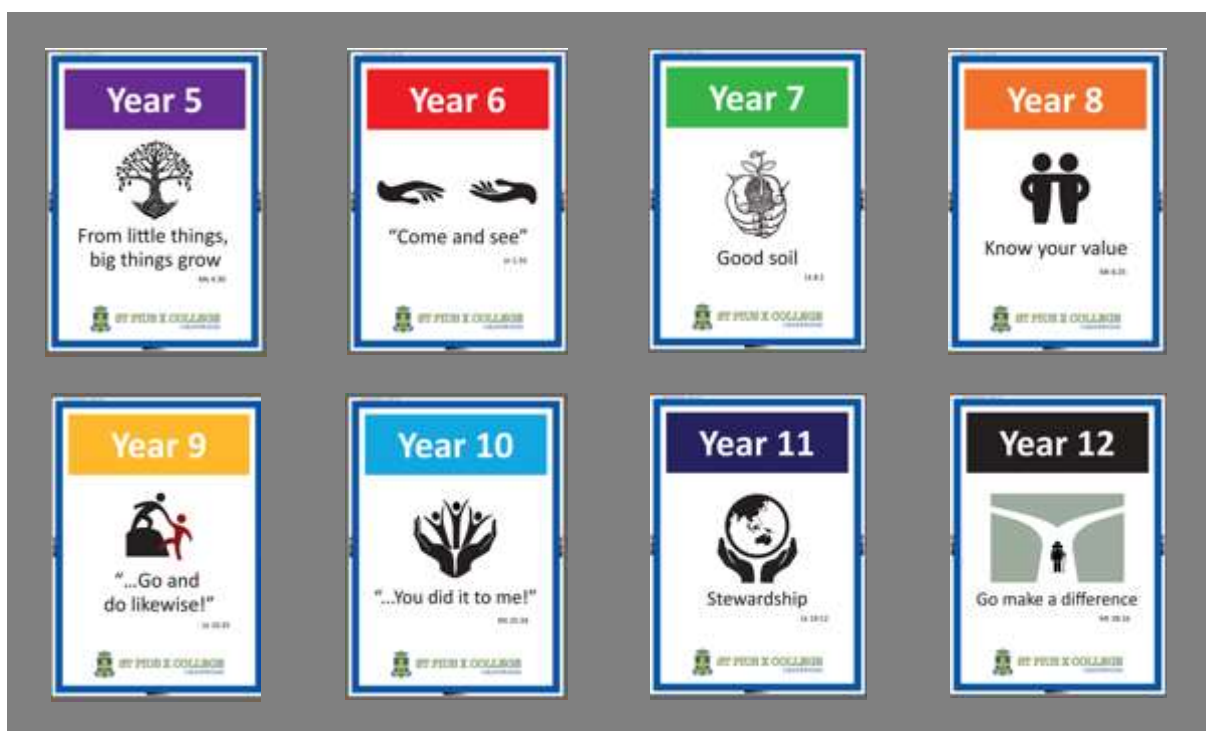


In 2017 the College embraced the Touchstone of Gospel Spirituality as our theme for the year. We also had an overarching quote from the Book of Micah (6:8:) *To act justly and to love mercy and to walk humbly with your God.*

We created the above prayer to give us direction on how we should explore and live this touchstone. This prayer was launched at the first 2017 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 2017, as we embraced the values associated with the theme of Gospel Spirituality, we continued to recognise and support those in our local and wider communities who are marginalised. Following in the tradition of Blessed Edmund Rice, we strive to continue creating opportunities for awareness and personal action for those in need through the programs we run and the various partnerships we support.

In 2017 each year group was allocated a Gospel quote and symbol that is to become a permanent focus for the year group when they are in a particular year. This ensures that across the eight years of education at St Pius X College, students will be intensely exposed to eight scripture quotes.



In 2017 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. For the first time, three Indigenous students were recognised and joined in the dance.



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 2017 the College continued to identify strongly with all aspects of Social Justice teaching as outlined in the Charter.

Key developments in 2017 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.
- The Year 10 Central Coast Immersion was run for the first time in 2017. It was very successful with students completing awareness activities on topics such as: domestic violence, religious tolerance, outreach at The Haven on the Central Coast and involvement in the Indigenous program at St Edward's College Gosford.
- The College has established a connection to the Islamic School Amity College. This is evolving but plans are underway for shared activities and events in 2018 around religious and cultural diversity. Amity College presented at the 2017 Founder's Day.

- Across the curriculum, each Key Learning Area (KLA) integrated Gospel Spirituality teaching into its programs.
- 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  
Red Shield Appeal  
Willowood Nursing Home  
Matt Talbott

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

**YEAR 8**      "Day" Collections in Chatswood CBD for Legacy, Red Shield Appeal, Daffodil Day etc.



**YEAR 7** Christmas Giving Tree  
St Joseph's Walgett  
St Mary's Bowraville

**YEARS 5 & 6** Walkathon - St Joseph's Walgett  
St Mary's Bowraville  
World Vision  
Christmas Giving Tree





In 2017 \$40,618 was raised and donated to the following list of charities and welfare groups:

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

Again in 2017 the Year 12 cohort was successful in promoting *Project Compassion*. The outcomes from the appeal was \$13,260 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.

In 2017 the entire school community commenced and concluded the College year with the celebration of a Mass of Thanksgiving celebrated by Father Paul Finucane Parish Priest of Our Lady of Dolours Chatswood. Masses were also celebrated at the Year 12 Graduation and senior retreats.

A Liturgical highlight of the year was the 80<sup>th</sup> Anniversary Mass which acknowledged 80 years of educational excellence provided by the Chatswood Christian Brothers and Lay Staff Community. This Mass on 2nd May was celebrated by Bishop Peter A Comensoli (Bishop of Broken Bay) at Oxford Falls. Many of the Christian Brothers including past principals, staff and Old Boys who have served or attended the St Pius X College were present. Afterwards a luncheon was held in the College Gymnasium with boards displaying the College history through the years.

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.



In October 2017 Senior School Leaders attended the Broken Bay Diocese Leadership Mass Day with Bishop Peter A Comensoli.

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.

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.



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

Liturgy for the Year cohorts included:

- Programmed singing practice in preparation for major College liturgies
- Opening prayers at the commencement of Year Meetings 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.



## **(II) (c) COLLEGE**

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

- College Commencement Mass (February)
- Year 12 Graduation Mass (October)
- 80<sup>th</sup> Anniversary Mass (May)
- 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) SACRAMENT OF RECONCILIATION**

This was not done in 2017 but will be implemented in 2018 through Year 9 Prayer Room classes and the Junior School.

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

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

Friday Morning Prayer was conducted throughout the Season of Lent, the month of the Rosary in October and through the month of November in Remembrance of departed loved ones. Prayers were led by Staff, the Mission and Identity Prefects as well as the Eucharistic Ministers.

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

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

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

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

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

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



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

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

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



**(c) Sacramental Programs**

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

**(VII) FAITH DEVELOPMENT AND SOCIAL JUSTICE PROGRAMS**

- Our year's theme of **Gospel Spirituality** culminated with our Founder's Day Festival on 24<sup>th</sup> November when students listened to presentations around three religious traditions: Judaism, Islam and Christianity discussing the quote from Micah.



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 \$22,000 to continue to support our partners at St Mary's, Bowraville, St Joseph's, Walgett, Callan Services in PNG as well as St Edmund's, Wahroonga.

- The Eucharistic Ministers' Course was completed by 14 Year 10 students at the end of the year as well as 4 Year 6 students who completed the Altar Servers Course. Boys attended the course conducted by the Parish Priest of Our Lady of Dolours, Father Paul Finucane and Adrian Brannan the St Pius Youth Minister .
- The Year 10 Immersion Program continued to grow in 2017, with the number of students able to access the programs increasing to 26. 24 Year 10 students were selected to attend and work at the three different locations of our partnership schools.

The College continues its work at St Mary's Primary School, Bowraville (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 Wahroonga (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, Wahroonga; St Vincent de Paul Society; Willowood Retirement Village and Matthew Talbot Hostel for Homeless Men.

- In 2017 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.



*Christmas Carols at Willowood Nursing Home*

- In 2017 the College continued the responsibility of serving the guests of the Matthew Talbot Hostel for Homeless Men in Woolloomooloo every Wednesday night. A group of staff and students complete this most rewarding task each week.
- Year 8 students, through their PD/H/PE Program, worked collaboratively with the Year 8 students from St Edmund's School, Wahroonga. This project 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.

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

All Year 12 students attended a three day Retreat taking part in either a Retreat led by the College Staff at Mulgoa or a Wilderness Retreat at 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 12 Retreat at Tallows Beach*

Year 11 had a total of three Reflection Days held at Oxford Falls, one per term. A new program was introduced in 2017 with the themes '*With mind, heart, hands and feet*'.

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 7 Ski Trip*

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".

#### **(IX) STAFF SPIRITUALITY DAY**

In the year of embracing our touchstone of **Gospel Spirituality**, our Staff spent the day participating in a workshop run by Christian Brother Michael Walsh, himself a past Principal of the College. This day was based around Jesus' key values and how they are expressed at the College. Staff then chose to attend workshops on wellbeing and craft-related activities presented by various staff members.

## **(X) RELIGIOUS EDUCATION CURRICULUM**

In 2017 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 emphasise the Catholic traditions of the College. These traditions are designed to develop the values of compassion, faith, respect and excellence. In 2017 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 refine and develop its Pastoral Care and Wellbeing policies and practices. The structural basis of Pastoral Care is the year cohorts under the direction of Year Coordinators and a Pastoral Care Team of ten to twelve teachers, two supervising each Homeroom. 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, Camps, and Retreats for students provide opportunities for holistic development, personal reflection of responsibility and respect for self and others. These interventions were well received by both students and parents. Each activity is evaluated and refined annually.

The Year 7 students attended the Snowy Mountains Ski Expedition in August. This excursion emphasises the development of personal and interpersonal strengths and skills, including organisation, tolerance, respect, teamwork and trust of others in community.

Year 8 attended the Great Aussie Bush Camp at Tea Gardens for a sequenced, progressive program of educational experiences in the outdoor environment.

Year 9, for the first time accessed the College's shared Retreat Centre "Wookul Koo" (or Huntington House) on the Central Coast, where they engaged in a battery of activities designed to challenge and elicit growth in responsibility of what is in effect the core of our student body, the future and present leaders of our culture as an organisation.

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, and at Tallows Beach as a "bush" style retreat, timed strategically, immediately following the HSC Trial Examinations, to facilitate an opportunity for pause, reflection and transition to the next phase of the students' lives and education.



*Year 11 Reflection Day at  
Oxford Falls*

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 (U/15s squad) and the Biannual Kokoda Track expedition and Immersion to work with Callan Services and other schools in Papua New Guinea. Year 11 have opportunity to participate in an Annual Snowy Mountain 6 day hike and Duke of Edinburgh Awards Scheme activities are available for students from Year 8 to post school.



*Biannual Kokoda Track Expedition (2016)*

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

The Community Involvement Program (CIP) 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 that wherever possible links between our students and the wider community be fostered. Activities such as the Kokoda Expedition and Social Justice Outreach programs incorporate a strong element of connecting our students to people, past events and learnings, and those in the extended global community from whom we have much to learn.

Our counselling services have been bolstered in recent years. With the College financially supporting the increase of part-time counsellor time 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 continued for Years 5, 7 and 11 leaders during first term. Year 10 students were trained and upskilled in Term 4 in preparation for their responsibilities in the New Year.

*Peer Support Program*



Leadership initiatives incorporated the appointment of portfolio Prefects, Transport Monitors, House Captains and Senior Mentors, acting on a one-to-one basis for targeted 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 trained 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 post 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 remain the catalyst for discussions about student learning and individual development as learners. Summative interviews are also catered for at the conclusion of Term 4. Details of Parent/Teacher interviews for Years 5 and 6 may be found in the Junior School Report (Section 7). Parents who are unable to attend scheduled Parent interview periods are able to contact the staff for meetings outside these times. Parental comments indicated a high level of appreciation of the staff and specifically their dedication to the teaching of the students. These structures and adjustments will again be evaluated and reviewed over the 2018 school year.

An integral part of Pastoral Care is the recognition of students' effort and achievements in the academic, sporting and cultural aspects 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 staged throughout the year.



*College Colour Award Ceremony at The Concourse Chatswood*

## (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. In 2017 the focus was on developing an Inclusive Community based on the values modelled in the Gospels, as a vehicle of positive social change and improved bystander behaviour.

### **(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 – 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 Head of Student Services. (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 Eastern Region Director of Support, Mr Brian Roberts on 8705 8600.

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 (formerly BOSTES) Registration and Accreditation for Non-Government Schools Manuals.



## SECTION 4

### (I) QUALITY OF TEACHING AND STUDENT LEARNING

At St Pius X College, much of this year has been spent preparing for the NESA (NSW Education Standards Authority) HSC reforms that are to be implemented in 2018 commencing with Year 11. After nearly 20 years without change, the HSC has not kept pace with contemporary approaches to learning. The ability to memorise prepared responses is not an essential outcome after 13 years of learning, yet for many students this was seen as the only way to succeed. New courses in English, Mathematics, History and Science will promote deep understanding and move away from content and rote learning. The HSC class of 2018 will be the final cohort to undertake the HSC in the existing format.



Teachers have been collaborating to identify opportunities for problem solving and creativity. One of the challenges is to continually encourage students and parents to be open to this new approach as the HSC reforms require initiative and the ability to think deeply, traits that many students find difficult and prefer to be simply told what they need to know. Many years of HSC has led to a generation needing to be educated about modern day learning and the need for our students to be confident and independent learners.

To complement the new reforms, teachers have also been engaging in rich and vibrant discussion about our learning spaces as well as trialling a new room that was able to facilitate team teaching and student collaboration. It was interesting and pleasing to hear the very positive feedback from students after having experienced learning in an open environment and in close collaboration with others. Developments such as these will assist students in becoming independent learners and well suited to undertaking the new HSC.

Another part of the HSC reforms includes the requirement for students to attain minimum literacy and numeracy standards to qualify for the HSC. This will apply to the HSC class of 2020 which is our current Year 9 class though many have prequalified by achieving Band 8 or higher in NAPLAN Reading, Writing and Numeracy. Students who do not prequalify will be required to undertake online testing in Years 10, 11 or 12. Fortunately the College was part of a trial conducted this year by NESA to evaluate the new software. This provided the opportunity for some of our Year 9 students to experience the tests they will need to attempt next year in Year 10. NAPLAN will also eventually transition to an online test and again the College participated in a comprehensive array of trials that involved our Year 5, 7 and 9 students. These trials also provided the opportunity for the College to evaluate our own technical capabilities and it is pleasing to report that the College is ready for NAPLAN Online.

An important and growing area, the College has been focusing on is the collection, analysis and distribution of data with the single focus to improve student learning. In a data rich environment, it is important to develop a culture of evidence based improvement so as to know when we are making a difference. Over the years the College has developed comprehensive records for each student as well as whole cohorts. Data is sourced from our own assessments as well as external testing including the UNSW ICAS competitions that provide important validation of our own judgement of student achievement.

A valuable source of data is from our reports and this year saw the introduction of the new approach to learning indicators that are supported by clearly stated criteria that is published in the College diary. The data gathered allows identification of students who would benefit from additional support to manage their learning.

A very important event of 2017 was the Parent Learning Forum that provided an opportunity for parents to provide feedback on how they see learning taking place at St Pius. One major issue that arose was the use of technology and this generated much discussion amongst teachers on effective implementation of technology in learning. An outcome was a trial in Year 9 to limit after hour's access to their device. There was a range of feedback from parents but one clear theme was the importance of students being able to self-manage their use and develop discipline; simply limiting access removes the opportunity for developing this much needed skill. The issue of excessive screen time is not just limited to adolescents but also adults and we must all ensure that we are responsible role models.

Broadening our curriculum to offer a wider and more relevant choice for our students has also been a focus for this year. Consequently, it is very pleasing that in 2018, three new courses comprising, iSTEM, Applied Philosophy and Applied Literacy will be taught in Year 9. In addition, the non ATAR English Studies option will be available for students in Year 12 who have already determined they do not require university entry once they leave school.

**Our St Pius X Community consists of  
critical and creative thinkers  
who are resilient and passionate about learning.**

**The Touchstones and Values  
provide the foundation for our learning.**

## (II) 2017 HIGHER SCHOOL CERTIFICATE RESULTS

In 2017, 141 students sat for 32 examinations for courses offered by the College.

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

	2017	2016	2015	2014	2013
Number of Courses	32	32	34	28	29
Total Enrolment in Courses	843	916	837	839	851
Courses above State Average	24	26	27	27	25
Percentages of Courses above State Average	75.0	81.3	79.4	96.4	86.2
Courses above State Average by 5%	6	13	10	15	13
percentages of Courses above State Average by 5%	18.8	40.6	29.4	53.6	44.8

MERIT LISTS	2017	2016	2015	2014	2013
First in State				2	
All Rounders	2	2	1	3	3
Top Achievers			3	2	1
Distinguished Achievers	87	94	95	124	136

In 2017, 75% of courses were above State Average. This is a decrease of 6% from the previous year. The number of Distinguished Achievers decreased by 7.5% from the previous year. Two student attained 'All Rounder' and both completed very diverse patterns of study.

### Total Achievement Across all Bands

The College is pleased with the general achievements of the 2017 cohort. Their achievements highlights the strong correlation between their NAPLAN and HSC achievements and the importance of early intervention in addressing literacy needs.

This has become an area of further focus in 2018.

	2017	2016	2015	2014	2013
BAND 6	10.3	10.3	11.4	14.8	16.0
BAND 5	39.6	42.4	46.5	45.3	38.5
BAND 4	36.7	32.9	30.2	30.2	29.0
BAND 3	10.9	12.2	8.4	7.5	11.4
BAND 2	2.1	2.1	3.3	1.0	2.0
BAND 1	0.4	0.4	0.2	0.0	1.1

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

It is a priority that the College continually implements processes to seek improvement in teaching and learning so as to further improve student achievement. Significant effort has again been placed in analysing data available from RAP along with the HSC Analysis provided by the NSW Catholic Education Commission. Upskilling teachers in data analysis is a continued area of focus. Each teacher of a 2017 HSC course was required to complete their own analysis that included a personal pedagogical reflection using data from the Catholic Education Commission HSC analysis as a base.

### **Enrolment in Courses**

The following changes had increases in enrolments from the previous year:

#### **Percentage Increases in Course Enrolment from 2016 to 2017**

Info Process & Technology	300
History Extension	86
English Extension 1	38
Ancient History	33
French Continuers	33
Software Design & Develop	29
English (Advanced)	23
Mathematics	21
Personal Dev, Health & PE	15
Studies of Religion II	11

#### **Percentage Decreases in Course Enrolments from 2016 to 2017**

Mathematics Extension 2	-81
Geography	-52
English Extension 2	-50
Visual Arts	-50
English (Standard)	-44
Music 1	-33
Engineering Studies	-33
Drama	-27
Studies of Religion I	-22
Business Studies	-20
Economics	-17
Legal Studies	-15
Mathematics Extension 1	-9

## HSC RESULTS SUMMARY BY COURSE

	2017	2016	2015	2017			2016			2015		
Subject	Students	Students	Students	SPX	STATE	Diff	SPX	STATE	Diff	SPX	STATE	Diff
Ancient History	20	15	17	80.4	71.7	8.8	78.0	71.2	6.9	82.1	71.3	10.8
Biology	29	27	28	76.7	74.3	2.4	79.9	73.7	6.2	74.7	71.1	3.5
Business Studies	51	64	57	77.7	73.2	4.5	76.1	73.2	2.9	77.9	73.7	4.2
Chemistry	25	26	19	80.7	75.3	5.4	79.9	75.6	4.3	78.3	75.8	2.5
Design and Technology	5		3	80.7	76.8	3.9				85.3	76.3	9.1
Drama	8	11	5	79.8	77.7	2.1	80.0	77.8	2.1	75.7	77.8	-2.1
Economics	30	36	34	74.3	76.6	-2.3	74.1	76.6	-2.5	77.2	76.1	1.1
Engineering Studies	6	9	7	79.0	74.2	4.8	81.6	75.3	6.3	84.3	75.0	9.3
English (Advanced)	103	84	86	79.5	81.0	-1.5	80.5	80.7	-0.2	83.3	80.4	2.8
English (Standard)	38	68	49	69.4	69.2	0.3	74.9	68.7	6.2	70.5	67.1	3.4
English Extension 1	11	8	16	39.3	41.3	-1.9	42.5	41.9	0.6	43.2	41.8	1.4
Geography	16	33	26	75.9	74.9	1.0	75.1	74.7	0.4	76.4	73.9	2.5
History Extension	13	7	10	35.9	38.7	-2.8	40.6	38.9	1.7	43.1	38.6	4.4
Industrial Technology	13	14	15	70.4	67.5	2.9	75.9	69.0	6.9	78.9	69.9	8.9
Info Process & Technology	8	2	5	74.0	71.7	2.3	76.4	71.4	5.1	84.3	72.4	11.9
Legal Studies	17	20	5	84.3	75.9	8.5	84.7	75.0	9.6	83.1	74.6	8.5
Mathematics	74	61	82	81.5	78.0	3.5	77.8	77.8	0.0	80.6	77.9	2.7
Mathematics Extension 1	31	34	49	84.1	81.1	3.1	80.4	79.7	0.7	79.2	81.2	-2.0
Mathematics General 2 BDC	66	69	45	77.3	68.5	8.8	75.2	68.5	6.7	73.6	68.6	5.0
Modern History	49	47	40	78.8	73.7	5.1	78.8	74.5	4.4	83.3	75.3	8.0
Music 2		2	4				87.6	87.0	0.6	85.7	86.7	-1.0
Music Extension		1	1				40.8	43.2	-2.4	46.1	43.6	2.5
Personal Dev,Health & PE	30	26	28	77.4	71.0	6.4	79.4	72.1	7.3	73.2	73.1	0.1
Physics	40	40	37	75.9	73.5	2.4	75.5	72.7	2.8	77.0	72.7	4.4
Senior Science		6					77.2	73.3	3.9			0.0
Software Design & Develop	9	7	12	72.1	73.7	-1.6	80.6	74.6	6.0	81.1	73.5	7.5
Studies of Religion I	90	116	95	39.5	38.8	0.7	38.7	38.3	0.3	40.9	38.5	2.4
Studies of Religion II	30	27	22	78.6	76.3	2.4	86.3	75.6	10.7	79.8	74.2	5.6
Visual Arts	16	32	17	82.7	79.7	2.9	79.7	79.6	0.1	81.5	79.2	2.3

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

Chinese Beginners*	2											
Chinese Continuers*	3											
Music 1*	2	3	2				91.7	80.9	10.8	84.9	80.6	4.3
English Extension 2*	1	2	1				47.5	38.5	9.0	45.6	39.5	6.1
Mathematics Extension 2*	3	16	14				80.9	81.0	-0.1	70.8	82.3	-11.4
French Beginners*			3							72.9	75.6	-2.6
French Continuers*	4	3	3				71.8	82.1	-10.3	70.8	82.2	-11.4



## TVET

The number of students enrolled in Year 12 TVET courses in 2017 was consistent with previous years.

VOCATIONAL COURSES	2017	2016	2015
Automotive	3	1	1
Construction	3	4	4
Design Fundamentals	1		
Electro technology	2	2	2
Human Services		1	1
<b>TOTAL</b>	9	8	8

In 2017 the College issued seven Records of Student Achievement (RoSA).



### (III) 2017 NAPLAN RESULTS

In May 2017 all Years 5, 7 and 9 students participated in National Assessment Program for Literacy and Numeracy (NAPLAN). The test results provide valuable information about student achievements in literacy and numeracy. Students in all relevant cohorts achieved excellent results, above the State average in most areas.

Most pleasing was the significant level of improvement shown by students at the College from Years 7 to 9.

#### St Pius X College NAPLAN compared to State Mean

Year 5 2017	State Mean	School Mean	% Diff	Result
READING	508.5	555.6	9.3	Well above state
WRITING	477	502.9	5.4	Above state
SPELLING	507.9	520.4	2.5	Within state
GRAMMAR & PUNCTUATION	506.3	532.1	5.1	Above state
NUMERACY	499	540.5	8.3	Well above state

*In analysing Year 5 NAPLAN results, Spelling is an area that will require intervention.*

#### SCORES Year 7 SPX compared to State Mean

Year 7 2017	State Mean	School Mean	% Diff	Result
READING	548.6	589.3	7.4	Well above state
WRITING	516.8	546.9	5.8	Above state
SPELLING	558.3	595.4	6.6	Above state
GRAMMAR & PUNCTUATION	546.6	585.5	7.1	Above state
NUMERACY	560.3	618.6	10.4	Well above state

Year 9 2017	State Mean	School Mean	% Diff	Result
READING	588.8	633.9	7.7	Well above state
WRITING	559.1	610.9	9.3	Well above state
SPELLING	591.9	617.3	4.3	Above state
GRAMMAR & PUNCTUATION	582.7	616.1	5.7	Above state
NUMERACY	602.9	657.4	9.0	Well above state

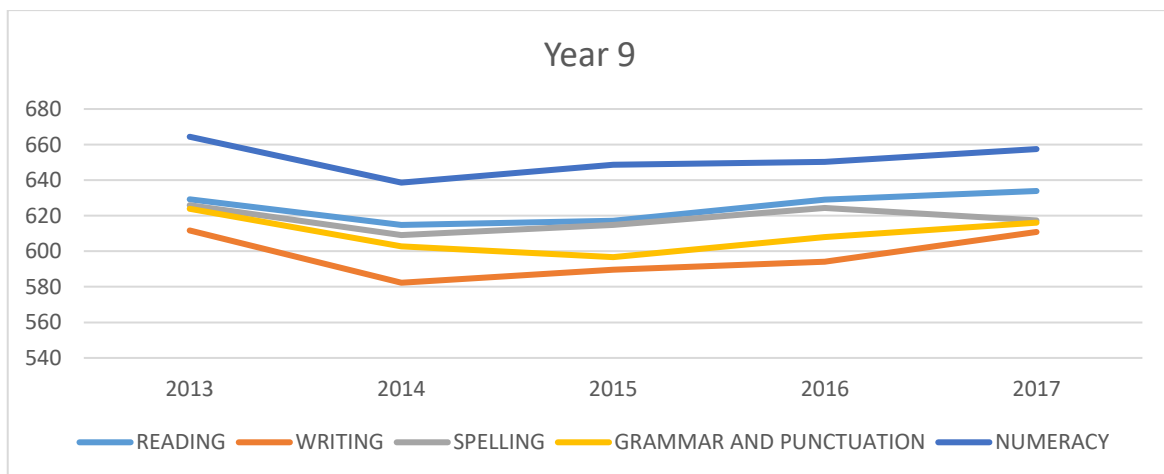
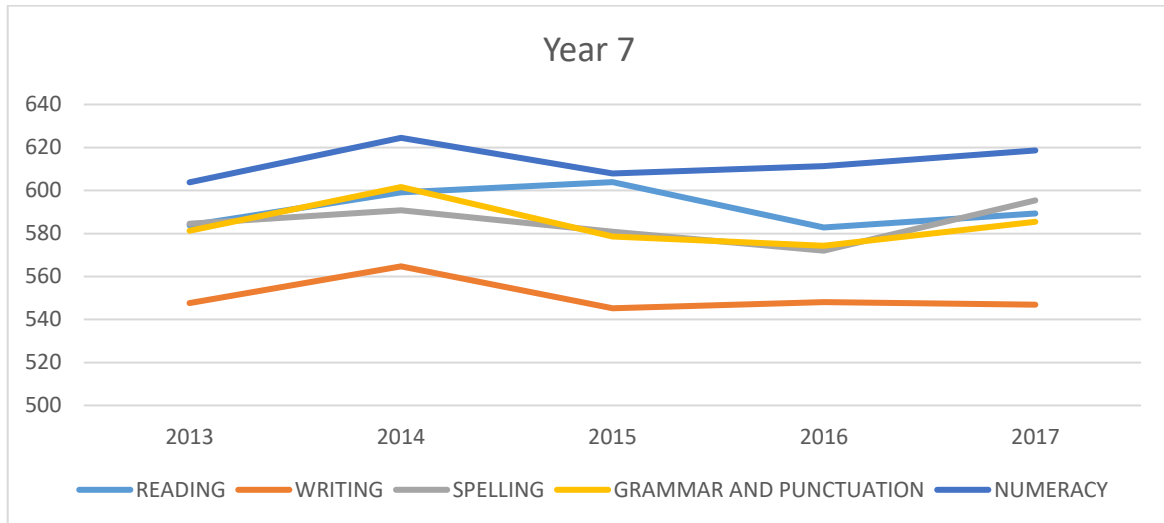
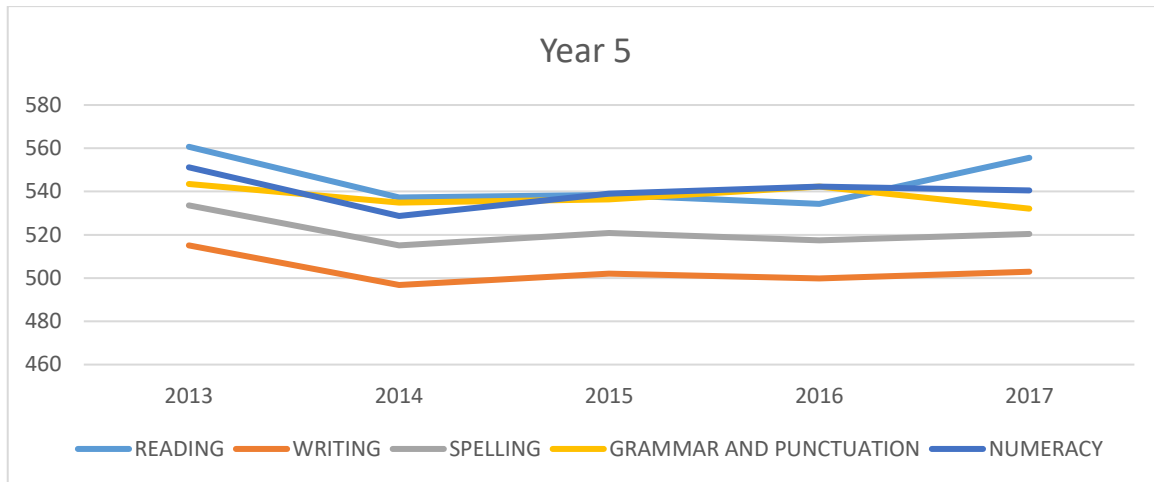
Analysis of these results assists school planning and is used to support the continual improvement in teaching and learning programs. Additionally the results are used by the College to monitor literacy and numeracy development over a number of years. In observing trends in past years, there continues to be variations in Year 5 and 7 results. These are attributed to the wide range of students and their backgrounds who commence at the College at the start of Year 5 or Year 7.

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

YEAR 5	STANDARDS																	
	2015		2016		2017		2015		2016		2017		2015		2016		2017	
	School Mean %	State Mean %	School Mean %	State Mean %	School Mean %	State Mean %	School Mean %	State Mean %	School Mean %	State Mean %	School Mean %	State Mean %	School Mean %	State Mean %	School Mean %	State Mean %	School Mean %	State Mean %
	Below Min (Band 3)						At Minimum (Band 4)						Proficient (Bands 7 and 8)					
READING	0	5	1	6	1	6	4	15	2	13	1	17	54	38	51	39	66	40
WRITING	0	6	2	5	2	8	0	9	6	11	4	16	18	22	31	19	25	18
SPELLING	0	5	2	5	3	7	5	10	3	9	4	13	44	40	35	33	41	38
GRAMMAR & PUNCTUATION	2	7	1	4	3	8	6	11	0	11	12	22	55	39	53	41	45	36
NUMERACY	0	3	0	4	0	5	2	15	0	13	2	15	51	31	51	31	56	33
YEAR 7	Below Min ( Band 4)						At Minimum (Band 5)						Proficient (Bands 8 and 9)					
READING	0	3	1	5	0	7	1	14	3	15	1	16	60	32	52	30	53	31
WRITING	1	10	1	8	1	10	9	21	10	19	11	30	29	19	27	18	26	21
SPELLING	1	6	0	5	1	6	2	8	6	12	4	15	55	40	47	34	63	41
GRAMMAR & PUNCTUATION	1	7	1	5	1	9	3	11	7	18	4	18	50	34	45	31	47	30
NUMERACY	0	2	0	3	0	4	3	16	1	13	0	14	61	29	61	31	71	35
YEAR 9	Below Min (Band 5)						At Minimum (Band 6)						Proficient (Bands 9 and 10)					
READING	2	6	0	6	1	7	5	19	3	17	3	21	43	25	48	25	48	25
WRITING	5	20	3	16	3	18	16	20	12	23	11	35	26	15	23	12	32	18
SPELLING	4	8	0	9	1	8	3	11	3	13	5	19	37	28	39	26	42	31
GRAMMAR & PUNCTUATION	2	10	1	10	1	10	12	21	5	17	8	24	23	19	38	22	34	25
NUMERACY	0	2	0	2	0	3	2	15	0	16	0	16	57	29	59	27	62	30

In analysing the distribution of students at either below minimum, at minimum or at proficiency, there is a slight increase in the number of students who below minimum standards in Year 5. Across all Year levels, writing continues to be the main area of focus.

## TREND DATA IN NAPLAN SCORES



In observing the trends in Years 7 and 9 it is pleasing to note a continued upward growth. This is important as the majority of enrolments into the College occurs before these years and subsequently have been the focus of targeted strategies.

Trends in Year 5 also demonstrate an upward shift except for Grammar and Punctuation that will become an area for intervention.

### **HSC Reforms: Minimum Literacy and Numeracy Requirements Year 9**

As part of the NESA HSC reforms, Year 9 students had to attain Band 8 in NAPLAN Reading, Writing and Numeracy to qualify for HSC minimum Literacy and Numeracy standards. This new requirement did result in a corresponding improvement in NAPLAN results. A total of 51 students will be required to sit the NESA online Minimum Literacy and Numeracy tests. Writing is the area with the largest number of students who did not prequalify for HSC minimum Literacy standards through NAPLAN.

#### **Students who did NOT Attain Band 8 in Year 9 NAPLAN**

	WRITING		READ		NUMERACY		TOTAL*	
	No. of students	%	No. of students	%	No. of students	%	No. of students	%
2016	58	38.2	27	17.7	17	11.18	70*	46.05
2017	42	28.2	17	11.4	12	8.05	51*	34.22

*\*Total number of students required to sit at least one online numeracy or literacy test next year or in Year 11 or Year 12 or 5 years after the HSC.*

### Year 9 NAPLAN Band 8 Comparison with State

YEAR 9	School %	State %	School %	State %	School %	State %	School %	State %
	Below Min (Band 5)		At Minimum (Band 6)		Band 8 or Higher		Proficient (Bands 9 and 10)	
READING	1	7	3	21	88.6	58.4	48	25
WRITING	3	18	11	35	71.8	45.2	32	18
SPELLING	1	8	5	19			42	31
GRAMMAR & PUNCTUATION	1	10	8	24			34	25
NUMERACY	0	3	0	16	92	58.5	62	30

#### (IV) OPPORTUNITIES AND SUPPORT

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

In 2017 it increased staffing for Learning Support and Enrichment (LSE) to accommodate the growing demands for resourcing in this area. The equivalent of 2.5 LSE Teachers have been appointed for Years 5 to 9 and one for Years 10 to 12.

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

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



## **(V) KEY CURRICULUM INITIATIVES**

The following were the key Teaching and Learning Initiatives that were completed in 2017:

### **2.1 AN EXPERT TEACHING TEAM**

- 2.1.1.1 Complete the development of the St Pius Learning Framework
- 2.1.2 Capacity Building – Collaborative Practice
- 2.1.2.1 Promote and evaluate the trial innovative learning space (LC1)

### **2.2 SYSTEMATIC CURRICULUM DELIVERY\***

- 2.2.1.1 Broaden the range of course offerings to cater for wider range of student interests and abilities in Stage 6
- 2.2.1.3 Evaluate existing Stage 4 Curriculum.
- 2.2.1.4 Implement new HSC (Preliminary) Syllabus for 2018:  
History, English, Sciences, Science Extension, Mathematics
- 2.2.1.5 Identify and evaluate the implementation of STEM Year 5-10

### **2.3.1 A Whole-School Approach to Differentiated Learning**

- 2.3.1.2 Investigate opportunities for overlap between Stage 3 and 4 for purposes of differentiating the curriculum.
- 2.3.3.1 Increase the sharing of student needs through iWise

### **2.4 EFFECTIVE AND CONTEMPORARY PEDAGOGY\***

- 2.4.1.1 Develop authentic student and parent voice in learning
- 2.4.1.2 Implement a student developed learning survey - Coordinator of Innovative Learning

### **2.7 DATA-INFORMED PRACTICE\***

- 2.7.1.1 Maximise the use of data informing students' progress and achievement to feedback into differentiated teaching:
  - Assessment Services Australia
  - ICAS Competitions
  - Internal data

\* From NSIT - National Schools Improvement Tool

## (VI) POST SCHOOL DESTINATIONS

There were 141 students in the 2017 HSC cohort eligible to receive the HSC. Eighty-eight percent of these students (125) received an offer from UAC for university entry in 2017. The following table lists how many offers were made from the major Universities:

### UAC Offers for the 2017 Cohort

<b>METROPOLITAN UNIVERSITIES</b>		<b>176</b>
Macquarie		69
UNSW		11
ACU		22
UTS		37
USYD		22
WSU		15

<b>REGIONAL UNIVERSITIES</b>		<b>13</b>
UNE		3
University of Canberra		1
Charles Sturt University		1
Macleay College		1
SAE		1
The University of Wollongong		1
The University of Tasmania (AMC)		1
Torrens University		1
University of Newcastle		2
La Trobe University		1

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

<b>OFFERS BY SUBJECT AREA</b>	<b>2017</b>	<b>2016</b>
Business/Commerce/Accounting/Economics	55	55
Science/Medical/Health/Sport & Exercise	56	34
Arts	25	18
Engineering	19	15
Construction/Property Management	3	6
Creative Arts/Architecture/Music	7	5
IT	9	5
Law/Politics	0	5
International/Security Studies	6	4
Education	0	3
Media	7	5
Other	1	0

## SECTION 5

### (I) COLLEGE COCURRICULAR PERFORMING ARTS

No matter how young or old, there is a place for everyone in Music and Drama activities at the College. The two most notable performances of 2017 were the staging of the compelling Drama production of "Boy Overboard" in Term 1, which played to packed houses in the Sarto Centre over three nights. With subject matter in line with the College themes and ideas around social justice, the play centred on Jamal and Bibi and their circumstances in multi-cultural Australia. It was a story of adventure, ball control and hope!

The second highlight was the 80<sup>th</sup> Anniversary Concert, "A Night Full of Stars" held in the Concert Hall of the Concourse in Term 2. Current students performed alongside old boys, instrumental staff and members of the College Leadership Team, Teachers and Office Staff. The first half of the evening took the audience on the 80 year journey that is St Pius.



The script was written by College historian Tony Cunneen and interspersed with musical tributes befitting the different eras. The second half of the night showcased the considerable talents and expertise of the many College ensembles.

Each year the performance calendar grows and this year saw more solo performance nights and opportunities for Music and Drama students, along with the usual events.

The dedicated team of Ensemble Directors, teaching staff, as well as Instrumental Tutors, are the cogs which keep our well-oiled performing arts machine moving. The additional support of the Performing Arts Parents Association (PAPA) also continues to be vital to our success. Sincere thanks to Office Bearers Mrs Odette Shahady (President), Mrs Tanya Ceravolo (Vice-President), Mrs Ute Appenzeller (Treasurer) and Mr Paul Knox (Secretary), as well as the many parents who work tirelessly behind the scenes.

## PERFORMANCE AND EXCURSION CALENDAR 2017

### Term One

Drama Production Rehearsal	Boy Overboard Cast
Drama Production Rehearsal	Boy Overboard Cast
"On Stage"	Years 11 and 12 Drama
"Jasper Jones" Performance	Year 11 Drama
"Fearless Symposium"	Year 12 Drama
Commencement Mass	Senior Choir
Academic Awards 1	Intermediate and Senior Percussion Ensembles
Drama Production Rehearsal	Boy Overboard Cast
Ash Wednesday	Vocal Ensemble
Drama Production Rehearsal	Boy Overboard Cast
Drama Production Rehearsal	Boy Overboard Cast
Bible Presentation	Junior Choir
"Away" Drama Performance	Year 9 Elective Drama
National Day Against Bullying	Senior Choir, Hunter Clarke, Jack Moran, Harry Pfeiffer (Year 11)
Campus Inspection	Senior Jazz Band, Senior String Quartet, Intermediate String Quartet, Senior Guitar Ensemble, Selected Drama Ensemble and Boy Overboard students
Workshop	College Orchestra
Drama Production Rehearsal	Boy Overboard Cast
Encore Concert	Years 11, 12 Elective Music
Meet The Music Concert 1	Years 9, 10, 11, 12 Elective Music
Technical Run Drama Production	Boy Overboard Cast and Crew
Dress Rehearsal Drama Production	Boy Overboard Cast and Crew
Drama Production	Boy Overboard Cast and Crew
Drama Production	Boy Overboard Cast and Crew
Drama Production	Boy Over Board Cast and Crew
Workshop	Senior and Intermediate Jazz Bands
Year 10 Music Performance Night	Year 10 Elective Music
Easter Liturgy	Senior Choir, Junior Choir, Year 9 Drama

### Term 2

ANZAC Ceremony/Assembly	Lachlan Chue (Year 11) Senior Choir
80 <sup>th</sup> Anniversary Rehearsal	Senior Concert Band, Senior Guitar Ensemble, Senior Choir, Junior Choir, College Orchestra
80 <sup>th</sup> Anniversary Mass	Senior String Ensemble, Senior Choir
Theatre Sports Competition	Invited Year 10 Drama Ensemble Students
80 <sup>th</sup> Anniversary Rehearsal	Senior Concert Band, Senior Guitar Ensemble, Senior Choir, Junior Choir, College Orchestra
Senior School Mother's Day Liturgy	Vocal Ensemble
Junior School Mother's Day Mass	Junior Choir
80 <sup>th</sup> Anniversary Rehearsal	Senior Concert Band, Senior Guitar Ensemble, Senior Choir, Junior Choir, College Orchestra
80 <sup>th</sup> Anniversary Concert	ALL ENSEMBLES
White Knight Foundation Dinner	Intermediate String Quartet
Meals on Wheels Chatswood Lunch	Intermediate String Quartet
Year 9 Music Performance Night	Year 9 Elective Music
Year 11 Music Performance Night	Year 11 Elective Music
Sydney Eisteddfod	Intermediate Jazz Band
Sydney Eisteddfod	Senior Jazz Band
Meet the Music Concert 2	Years 9, 10, 11, 12 Elective Music
Year 11 Drama Performance Night	Year 11 Elective Drama

### Term 3

Year 12 Drama HSC Trial Performance Showcase	Year 12 Elective Drama
Academic Awards 2: A Celebration of Learning	Year 11 Soloists (Lachlan Chue, Hunter Clarke, Phillip Cullen), Year 12 Drama Group Performance (Matthew Hawthorne, Lachlan Ceravolo, Daniel Siwek, Tom Mullane)
Workshop	College Orchestra
Year 12 Drama	HSC Performance Examinations
Splinters Splashes, Sounds and Stage	Year 12 HSC Music Class, Year 12 HSC Drama Class
Father's Day Breakfast	Junior, Intermediate and Senior Guitar Ensembles
Twilight Concert 2	Senior, Intermediate and Junior Concert and Jazz Bands, Senior, Intermediate and Junior Percussion Ensembles, Senior and Intermediate String Ensembles, Senior String Quartet, Junior and Senior Choir, Vocal Ensemble, College Orchestra
Year 10 Music Performance Night	Year 10 Elective Music
Year 11 Music Performance Night	Year 11 Elective Music
Sports Colour Awards	Intermediate and Senior Jazz Bands
Year 12 Music 1	HSC Performance Examinations
RUOK Day	Senior Choir
Years 9 and 10 Drama Performance Night	Years 9 and 10 Elective Drama
Year 12 Internal Graduation	College Orchestra
Meet the Music Concert 3	Years 9, 10, 11, 12 Elective Music
Year 12 Graduation Mass	Lachlan Ceravolo
Manly Jazz Festival	Senior Jazz Band

### Term 4

Performing Arts Festival Night 1	Strings, Voice, Woodwind
Performing Arts Festival Night 2	Percussion, Brass
Junior Theatre Sports Challenge	Ben Cullen (Year 7), Ashley Johnson, Reuben Jacobson, Alec Ramsbottom, Max Wilkins (Year 8)
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
Meet the Music Concert 4	Years 9, 10, 11, 12 Elective Music
Orientation Morning	Intermediate String Quartet
Year 9 Music Performance Night	Year 9 Elective Music
Remembrance Day	College Orchestra
2018 Ensemble Auditions Round 1	New and existing students
2018 Ensemble Auditions Round 2	New and existing students
Christmas Carols (Willowood Nursing Home)	Vocal Ensemble
Christmas Twilight Concert	Senior, Intermediate, Junior Concert and Jazz Bands, Senior Intermediate and Junior Percussion Ensembles, Junior and Senior Choirs, Vocal Ensemble, Senior String Ensemble, College Orchestra, Junior and Senior Drama Ensembles
Years 5 – 9 Closing Mass	Junior Choir
Junior School Prize Giving Day	Junior Guitar Ensemble and Junior Jazz Band



## **Ensembles 2017**

### **Ensemble**

Senior Concert Band  
Intermediate Concert Band  
Junior Concert Band

Senior Jazz Band  
Intermediate Jazz Band  
Junior Jazz Band

Senior Choir  
Junior Choir  
Vocal Ensemble

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

Senior Guitar Ensemble  
Intermediate Guitar Ensemble  
Junior Guitar Ensemble

Senior Percussion Ensemble  
Intermediate Percussion Ensemble  
Junior Percussion Ensemble

Senior Digital Music Ensemble  
Intermediate Digital Music Ensemble  
Junior Digital Music Ensemble

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

### **Performing Arts Captain**

### **Director**

Mrs Stella Talati  
Mrs Stella Talati  
Mr Jonathan Dollin

Mr Geoff Power  
Mr Geoff Power  
Mr Jonathan Dollin

Ms Tracey Bates  
Miss Felicity Whelan  
Miss Felicity Whelan

Ms Tracey Bates  
Ms Tracey Bates  
Ms Tracey Bates  
Mr Stewart Ross  
Ms Tracey Bates

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

Mrs Sarah Fernando  
Mrs Sarah Fernando

Senior and Junior Choir  
Vocal Ensemble

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

Year 12 Student



## **(II) COLLEGE CURRICULAR PERFORMING ARTS**

The 2017 Year 12 Drama class consisted of nine students, each of whom presented an individual project and group performance. The two group performances were "Donny's Bad Day" and "iGrandma".

The individual project allows each student to showcase his particular talent or area of interest in Drama. The monologues presented included "Prisoner", "Superhero", "George", "Goatboy" and "Les' Tale of Woe". Other individual projects presented included a promotion and publicity project, designing materials for the play "The Hairy Ape" by Eugene O'Neill; a powerful video drama "Crash" and finally a critical analysis and applied research project "The effect of the study of classroom Drama on the mental health of young men".

The Year 12 Music 1 class consisted of two students, each of whom presented a full performance program. The first student started his examination by singing the well-known jazz vocal standard "Orange Coloured Sky". He then followed on piano with the George Gershwin classic "Summertime", the hauntingly beautiful "Send in the Clowns" and finally the quirky Australian composition written by Sonny Chua, "Death by Pasta".

The second student's program was performed on piano, commencing with a Kerin Bailey favourite "Two for One". He then added his own interpretation to "Tequilla Sunrise" and Khachaturian's "Sabre Dance", before concluding with the lilting "A Day in Taralga" by Australian composer Ann Carr-Boyd.

College piano tutor Ms Stephanie Gan had the massive task of preparing both Music 1 candidates this year, along with Mr Andrew Goodwin, Mr Shane Cranney, Mr Stephen Cummins and a Year 12 student who accompanied the vocal performance on drums.

In Stage 6 Year 11 Preliminary Courses, both the Music and Drama classes approached their work with intensity and a desire to do their best at all times, in both written and practical work. Drama students developed their skills across acting, improvisation and playbuilding, whilst Music students explored the styles and genres of Music 1600 – 1900 and 1900 – 1945, through listening, performing and composition.

Stage 5 (Years 9 and 10) Music classes studied a range of topics including Jazz, Instrumental Music, Rock, Australian Art Music, Vocal Music and Film Music, through composing, listening and performing. Drama students studied Improvisation and Play Building, Scripted Drama, Ancient Greek Theatre, Commedia Dell'Arte, Melodrama, Small Screen Drama, Play building and Epic Theatre and finally Physical Theatre, through the mediums of appreciating, making and performing. Excursions to concerts and plays also gave variety to the curriculum.

Stage 3 (Years 5 and 6) and Stage 4 (Years 7 and 8) Music and Drama classes also emphasised performance and practical activities, as well as theory. Music Production and Digital Music were added to the Year 6 Music curriculum this year, allowing students to compose and use technology, thereby enhancing their learning experiences.

The academic Performing Arts program owes its success to the tireless efforts of the staff. In 2017 this staff included Ms Tracey Bates (Year 5, Year 12 Music 1 and Year 11 Music 2), Mrs Sarah Fernando (Years 7, 9, 10, 11 and 12 Drama), Miss Felicity Whelan (Years 7, 8, 9 and 10 Music) and Mrs Natalie Rawle (Years 6, 7 and 8 Music). The College Instrumental Tutors should also be recognised and affirmed for the role they play in supporting and working with the academic staff.



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

#### **DEBATING**

##### **Debating Competitions**

St Pius X College competed in three debating competitions: the Catholic Schools' Debating Association (CSDA) Competition <http://www.csda.nsw.edu.au/> run in Term 2 from Week 1 to Week 6; the Schools Debating Network (SDN) Competition run in Term 3 from Week 1 to Week 7 <http://www.sdndebating.com.au/>; as well as the Macquarie Schools' Cup Debating Competition which is run on a school day at Macquarie University.

On 16 February 2017 Mrs McCormack took the Year 10 debaters to Macquarie University and her reflection follows:

*Our students enjoyed debating against students from different schools and year levels, and found the feedback given by their adjudicators to be very useful. Some of them even got the opportunity to try the different roles of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> speaker on the day! Overall, the boys were excellent ambassadors for St Pius X College. We look forward to competing in more Macquarie University Schools' Cup Competitions in the future.*



##### **Schools Debating Network (SDN)**

In the SDN we compete against Abbotsleigh, Redlands, Riverview, Roseville, Stella Maris, Monte and Wenona (and Ravenswood debate with St Pius X as our two Primary team representatives). This seven-round competition runs in Term 3 every Friday night from July to September.

### **CSDA Debate Adjudicator Seminar**

St Pius X College senior debaters host an annual adjudicator seminar. The Year 11 and Year 12 debaters ran the above seminar on the 16 March. The evening commenced with a tutorial followed by our Year 11s presenting a debate used to support this training seminar. All of our Year 12 Debaters are now qualified CSDA Debating Adjudicators and are able to work for St Pius X College in the 2018 debating season as coaches and/or adjudicators.

### **Catholic Schools' Debating Competition (CSDA)**

In Week 1 of Term 2 St Pius X College hosted St Clare's Waverly, Oakhill College and Redfield College in a massive Round 1. St Pius still fielded 24 teams on the night with a mix of St Clare's, Oakhill, Redfield and St Pius teams debating. Our Year 12, 11, 9 and 7B teams won their debates and our A teams won by forfeit.

In Week 2 we travelled to Patrick's College Strathfield for our debate. The topic was 'Media' and our winning teams on the night were 10B, 9A and 8B.

The topic in Week 3 was 'Leadership' and St Pius X College hosted Marist College North Sydney and Holy Cross College, Ryde. The 12B, 11B, 10A, 10B, 9B, 7A and 7B teams won their debates on the night.

The topic in Week 4 was 'Australian Economy' and St Pius X College travelled to Riverview where our 12A, 9A and 7A teams were successful on the night.

The topic in Week 5 was 'Sport' and St Pius X College hosted Rosebank College. The 12A, 12B, 11A, 11B, 10A, 10B, 7A and 7B teams were successful on the night.

The final week of the term saw St Pius X College travel to OLMC Parramatta. The 12A, 11B, 10A, 10B, 9B, 8A, 8B teams were successful on the night. We were advised that only teams with 6 wins have made it through to the finals series.

The College appreciated the wonderful support of parents, the time and effort put in by coaches in preparing students, hosting our guests and adjudicating teams when

needed. Our adjudicators are known throughout the CSDA for their fair, considered and articulate adjudications our debaters embraced wins and defeats with humility and resilience.



## **PUBLIC SPEAKING**

### **CSDA Competition Public Speaking**

St Pius X College competes in three public speaking competitions. The CSDA Public Speaking competition runs in Term 1; the Legacy Junior Public Speaking Competition runs in Term 3; and the Plain English Public Speaking Competition runs in Term 2.

On Friday 3 March four speakers competed in the CSDA Public Speaking Round 1 competition at Marist Sisters' College, Woolwich. All students presented tremendous speeches. Andrew Jackson moved to the Zone Final at Riverview where he presented a brilliant speech but he did not move through to the Final.

Year 8 debater James Baldock competed in the 2017 Northern Sydney Regional Final on Wednesday 16 August at The Arts Unit at Lewisham, a prestigious level in your public speaking. He competed against students from North Sydney Boys High; Hornsby Girls High; Arden Anglican School; Shore School; Normanhurst Boys High; Wenona School; Ryde Secondary College; Monte Sant' Angelo Mercy College and St Aloysius College. He gained exceptional experience at this event and felt confident about this speech presentation. However his impromptu speech was more challenging.

Following recent successes, three of our public speakers were presented at the school assembly. James Baldock and Andrew Jackson moved through to the Regional Finals in their respective public speaking competitions and Joshua Jones was highly commended in his public speaking competition. Joshua also represented St Pius X College at "Voice NSW" Public speaking competition, run by UN Youth Australia at the University of Sydney on Saturday 2 September. There were six different topics for students from Year 7 - 10 to choose to speak on and Josh chose the topic of "How can we best protect Australian interests in our defence policy". He was very proud to represent the College, competing with students from Abbotsleigh, Sydney Boys' High, Ascham Girls and Knox Grammar.





#### **(IV) SPORT AND COCURRICULAR - GENERAL**

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

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

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

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



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 2017 the following were offered at inter-school and/or club level: Athletics, Basketball, Cross Country, Cricket, Football, Golf, Rugby, Sailing, Softball, Swimming, Tennis. Squash is offered as a House competition. Boxercise and Strength Conditioning are also seen as valuable auxiliary activities. Robotics has grown as an activity in which the College has gained great success both in team and individual pursuits. The College now 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 and alpine hiking, among many others.



However the College's commitments to traditional and established games have an organisational priority and precedence.

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

## (V) STRENGTH AND RESULTS - 2017 SPORT

Currently we have 160 teams and various individual entrants participating in 15 different activities. In 2017 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



*Cricket's 'Pink Day' at Oxford Falls in Support of The McGrath Foundation*



In 2017 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



### **2017 Team Achievements**

In 2017 the College 1st XI Cricket finished Division 1 beaten Semi finalists. The 2<sup>nd</sup> XI and 16As were ISA Champions.

In Football 12 teams made semi finals resulting in 2 teams finishing Premiers.

In Rugby Union the 2<sup>nd</sup> XV were Division 1 ISA Premiers with the 15A team 2<sup>nd</sup> in their competition and the 15B finishing Premiers.

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

- ISA Representatives in Basketball, Swimming, Football, Cricket, Athletics and Rugby
- NSW CIS Tennis
- NSW CIS and State Athletics and Cross Country
- NSW CIS Swimming
- NSW CIS Basketball
- NSW CIS Rugby
- NSW CIS Football
- NSW Basketball
- NSW CIS AFL
- NSW CIS Touch
- Australian National Athletics
- NSW U15 Cricket



*\*CIS - Combined Independent Schools*

### **Staff Achievements**

- ISA First XI Football Coach and Representative Convenorship
- ISA First XV Rugby Selector
- ISA 2<sup>nd</sup> XV Rugby Coach
- ISA Football Selector
- ISA Cricket Convenorship
- ISA Basketball Selector
- NSW CIS First XI Football 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 48 Junior and Senior Basketball teams.

Oval drainage completed in 2011-2012 once again resulted in a more consistent Winter program in which no games were lost as a result of poor weather. In fact, the College hosted games when "AWAY" matches at other venues were washed out. The Summer maintenance program has added further quality to the already impressive fields.

The Tennis "Home" venue at St Leonards 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 challenge will be ongoing use with Crown Land issues being discussed at Council level.



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 and 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 were extended with the 2017 Snowy Hike involving over 65 Year 11 student participants. The College recognises the popularity of this type of activity and its relevance to boys' education.

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



*MindMatters: Mentor/Mentee Rockclimbing Event*

In 2016 the College undertook the "Parent and Sons" Expedition and Social Justice Immersion Program Kokoda Hike. Plans are now in place for a 2018 expedition.

## SECTION 6

### (I) STRATEGIC INITIATIVES

The College's Strategic Improvement Plan 2017-2019 was initiated in 2017 and significant progress was made in its implementation through the 2017 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 2018-2020 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.

#### **2017 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 2017 Annual Plan, outlining the Components, Strategies and the End of Year Summary of its completion.*

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

- Implemented the 2017 Annual Plan and the first year of the 2017-2019 Strategic Improvement Plan;
- Celebrated the College's 80<sup>th</sup> Anniversary as a significant milestone in our heritage;
- Introduced **Gospel Spirituality** as the Touchstone theme for 2017;
- Completed the school's Sustainable Environmental Management Plan for implementation beginning in 2018;
- Managed significant changes to the College's future Commonwealth funding arrangement to enable affordable and sustainable fees for St Pius X College families.
- Enabled further refinement of the College's Master Plan by aligning it with the developed Education Brief.

### (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 1 to 1 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 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 2017 we had good NAPLAN results in Year 5. There were two students who were absent for all the tests and two boys who missed a test. The 2017 Year 5 results in percentages for the all the bands are below:

Band		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data, Measurement, Space and Geometry	Numbers, Patterns and Algebra
8	State	18.4	5.3	17.4	21.8	13.4	12.0	13.8
	<b>St Pius X</b>	<b>34.4</b>	<b>7.5</b>	<b>20.2</b>	<b>28.7</b>	<b>30.1</b>	<b>24.7</b>	<b>28.0</b>
7	State	21.3	12.8	20.8	14.4	19.1	19.4	17.3
	<b>St Pius X</b>	<b>31.2</b>	<b>17.2</b>	<b>21.3</b>	<b>16.0</b>	<b>25.8</b>	<b>30.1</b>	<b>25.8</b>
6	State	26.1	30.0	29.5	25.7	29.3	31.2	26.4
	<b>St Pius X</b>	<b>18.3</b>	<b>44.1</b>	<b>38.3</b>	<b>36.2</b>	<b>29.0</b>	<b>28.0</b>	<b>25.8</b>
5	State	17.0	36.0	19.3	16.0	23.6	22.1	24.3
	<b>St Pius X</b>	<b>15.1</b>	<b>26.9</b>	<b>16.0</b>	<b>7.4</b>	<b>12.9</b>	<b>15.1</b>	<b>16.1</b>
4	State	12.7	9.4	8.1	15.6	11.6	12.3	14.5
	<b>St Pius X</b>	<b>0.0</b>	<b>2.2</b>	<b>1.1</b>	<b>8.5</b>	<b>2.2</b>	<b>1.1</b>	<b>4.3</b>
3	State	4.5	6.5	5.0	6.4	3.0	3.1	3.6
	<b>St Pius X</b>	<b>1.1</b>	<b>2.2</b>	<b>3.2</b>	<b>3.2</b>	<b>0.0</b>	<b>1.1</b>	<b>0.0</b>

The data shows that the College is significantly higher in the top three bands than the state average. For reading we had 83.9% of the boys in the top 3 bands compared to the state average of 65.8%.

In writing we have 68.8% of the boys in the top 3 bands compared to 48.1% for the state average. In spelling we had 79.8% of our students in the top 3 bands compared to the state average of 67.7 %. In Grammar and Punctuation we had 80.9% compared to the state average of 61.9%. It is pleasing to note that our average went up from last year and the state average went down in this area, indicating there has been overall improvement.

Numeracy is an area that we are traditionally strong in and this year we had 84.9% of the students in the top 3 bands while the state average for Numeracy was 61.8%. A positive difference of 23.1% In Data, Measurement, Space and Geometry 82.8% of our students were in the top 3 bands compared to 62.6% for the state. 79.6% of our Year 5 students were in the top 3 bands for Numbers, Patterns and Algebra while 57.5% of students in the state were in the top 3 bands.

Overall these results are very pleasing. Every year of students is unique but it was pleasing to see the 12.5 % improvement in Band 8 results for Reading which means that more than a third of the students received a Band 8. There was also a 4% increase in Band 8 for Numeracy which traditionally is a strong subject area. This tells us that our results were solid but there is definitely room for growth. For example, in writing 44% of our boys received a Band 6. However, it was pleasing to see more boys achieving Band 7 then Band 6 in Number, Patterns and Algebra and Spelling. As stated previously this is a starting point for our students at St Pius X College.

In Reading and Data, Measurement, Space and Geometry there was one student below the National Minimum Standard and in Writing there were two students below the National Minimum Standard. In Spelling and Grammar and Punctuation there were three students below the National Minimum standard. Obviously this is often the same student in several areas. These boys are being given intervention to assist in their learning.

As stated previously, Year 7 provides a better indication of how well the boys are progressing. When individual student results in Year 7 are considered, there is a pleasing growth from Year 5 results for the same cohort of boys. There were 65 boys new to Year 7 in 2017 compared to Year 5 in 2015. Hence individual comparisons are the best indication. These comparisons reveal that the vast majority of boys have improved, some quite markedly.

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

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

Reporting occurs:

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

#### **(IV) OTHER ASPECTS OF JUNIOR SCHOOL LIFE IN 2017**

- 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.



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
  - Tournament of the Minds
  - 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.
  
- 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:
  - *The 'Bully is Back' 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*



*Book Week Parade*



*Author Presentation*



- The boys also experienced excursions such as:
  - 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



## (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 \$12 000 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



*Excursion to Mary MacKillop Place*

## (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.



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

### **(a) Catholic Life**

- Adopt *Gospel Spirituality* as the Touchstone focus for 2017. Each year level adopted their own gospel quote/reading to assist in personal development.
- Religious education pedagogy - Merging of literacy and drama with Religious Education in Stage 3
- Faith formation - Review the Faith Formation dimension of our Year 5 and 6 camps.
- Contemporary Social Justice issues- Aboriginal Perspective- Stolen Generation book

### **(b) Teaching and Learning**

- STEM: Look at ways to implement STEM more into the Junior School
- A whole school approach to differentiated learning: Investigate opportunities for overlap between Stage 3 and 4 for purposes of differentiating the curriculum
- Digital technologies and connectivity: Digital technologies and connectivity- Introduction of the e smart digital licence into stage 3.

### **(c) Curriculum and Cocurricular Programs**

- Outdoor education: Review the Year 6 retreat transition to an outdoor education program with challenge by choice activities to assist in the development of the students' self-esteem, confidence and friendship.

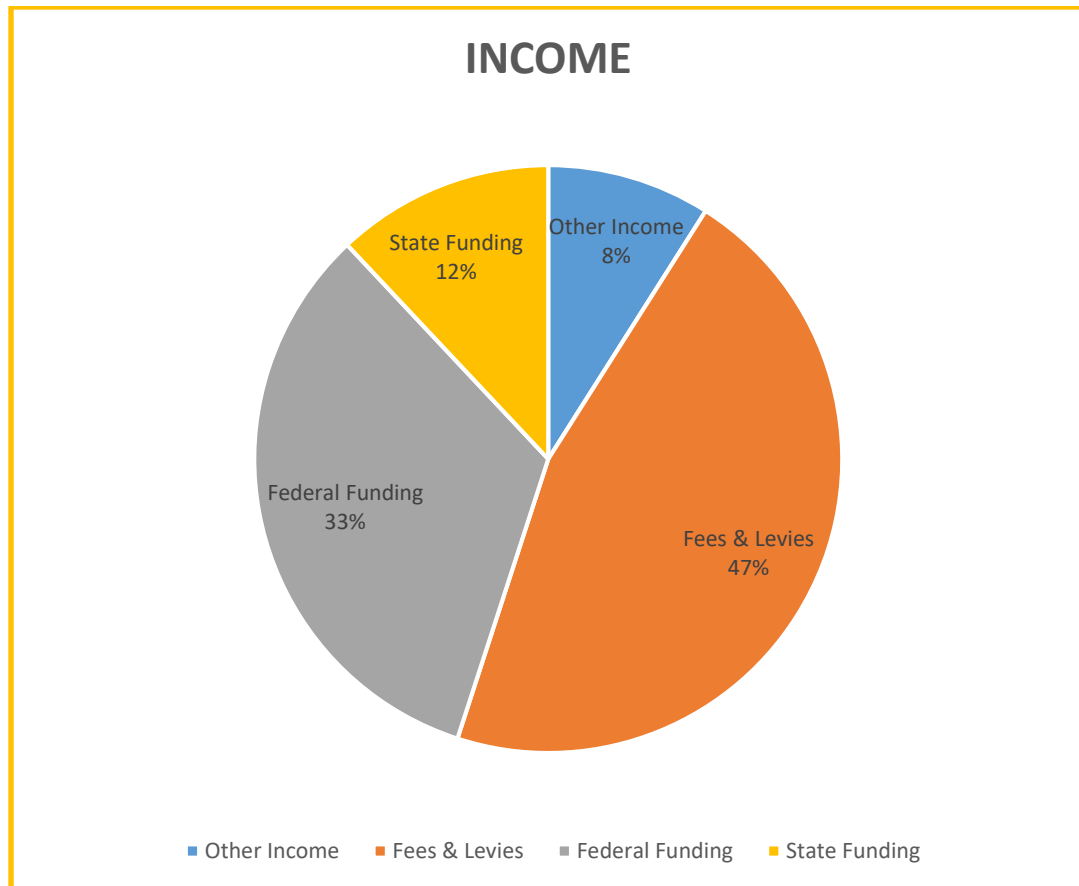
### **(d) Pastoral care and Well Being.**

- Wellbeing: Develop and refine Pastoral Care programs for Years 5 and 6.
- Positive Learning behaviours: Seasons for Growth Program and mindfulness program further embedded into the Junior School

## SECTION 8

### FINANCIAL STATEMENT

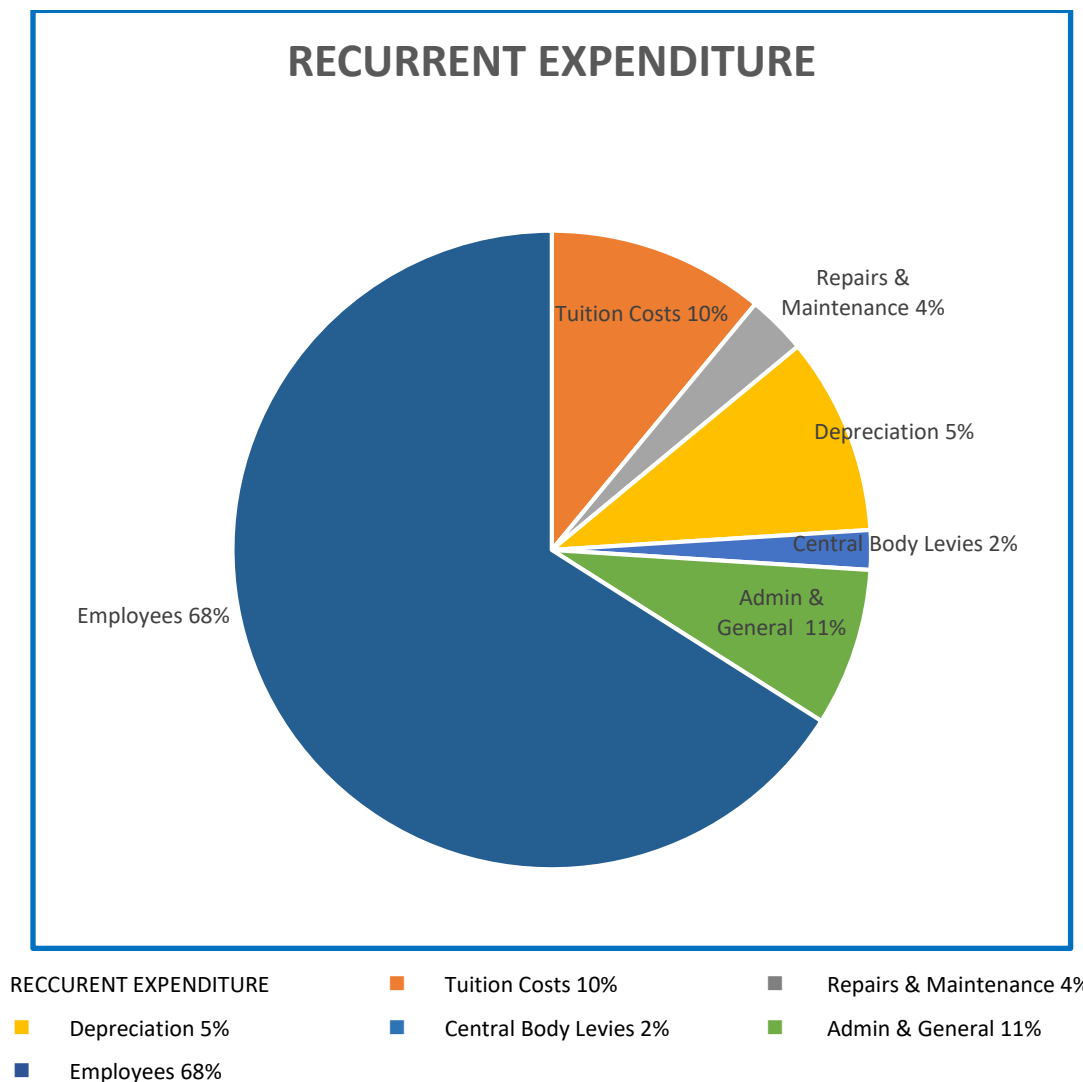
**Income:** The College's recurrent income for the year ended 31 December 2017 was derived from the following sources:



Fees and Levies were as forecast for 2017.

Government funding represented approximately 45% 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 nine years following the "Quality Schools" Announcement by Senator Birmingham, Federal Minister for Education and Training. 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 2017 by major expense category was as follows:



Employee costs, including salaries, wages, superannuation, and co-curricular expenses represent approximately 68% of all outlays. Labour award increases for 2017 were 2.3 - 2.5%. The major items in Admin and General expenditure include Communications, Consumables, Recruitment, Review and Professional Development of staff.

**Capital Expenditure:** The College did not undertake any major capital works during 2017; 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 2017 the following improvements were undertaken:

- two Woodwork rooms were renovated;
- the Chapel refurbishment was completed, including all wall hangings;
- The Careers Office was moved and refitted to enable greater student access;
- The Senior School Student Resource Centre was renovated;
- Two aqua-filter drink stations were installed in the playground to provide students with high quality cooled water and to encourage recycling of containers;
- To increase security at Chatswood, an electronic gate and accompanying fencing was installed in Kirk Street driveway;
- Ongoing restoration works continued to the heritage listed façade of the College's Sarto Centre; 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 2017 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 2017 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.

Improvements were made in the ongoing program at Oxford Falls:

- the Christian Brothers Centre grandstand was repainted;
- a new storage shed to enable greater access to sports materials was erected;
- new safety padding for walls of the McDonald Gym Basketball Court was purchased.

The fine upkeep of ovals and pitches meant that minimal days were lost to wet weather over the 2016-17 seasons and the College hosted games when "AWAY" matches at other venues were washed out.



*Playing fields at Oxford Falls*

## **(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 PLD's
- 1 Student docking connection lab



- 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 21<sup>st</sup> century learning.

## **BLUE ROOM**

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

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

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

*Aerial view of the Treacy Complex at Oxford Falls*



## **SECTION 10**

### **ATTACHMENTS**

- (1)        Enrolment Policy**
- (2)        2017 Annual Plan End Year Report**

## ATTACHMENT 1



# ST PIUS X COLLEGE CHATSWOOD

## ENROLMENT POLICY

### Introduction and Purpose

#### Enrolment Priorities

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

The College Enrolment Policy gives priority in the following order:

1.
  - Catholic enrolments from 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 and Sacred Heart Pymble. This is by special arrangement with the Catholic Schools Office, Broken Bay, beginning with the Year 7, 2019 and Year 7, 2020 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 **2017** the Open Day will be held on **Saturday 18 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.

### **\*\*Broken Bay Diocese special arrangement with Our Lady of Perpetual, West Pymble**

Commencing in **2017 for the 2019** enrolment intake Catholic students from OLPS West Pymble will be given feeder school priority for Year 7 only. Applications for Years 5 & 6 will be accepted, however, the feeder school arrangement will not apply to these intake years. Applications for Years 5, 6 or 7 must be lodged two years prior to commencement.

Commencing in **2018 for the 2020** enrolment intake Catholic students from **Sacred Heart Pymble** will be given feeder school priority for Year 7 only. Applications for Years 5 & 6 will be accepted, however, the feeder school arrangement will not apply to these intake years. Applications for Years 5, 6 or 7 must be lodged two years prior to commencement.

### **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:** November 2017

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

**Renewal Date:** Annually



**ATTACHMENT 2**



**ST PIUS X COLLEGE**  
CHATSWOOD

**2017 ANNUAL PLAN**

End of Year Report

2017 Annual Plan End Year Report					
STRATEGIC DIMENSION	COMPONENTS AND STRATEGIC INTENT	STRATEGIES	END OF YEAR COMMENTS	RESPONSIBILITIES	WHEN
1. MISSION AND IDENTITY	1.1.	CATHOLIC IDENTITY AND EDMUND RICE EDUCATION			
	1.1.1 Engaging with the Charism of Blessed Edmund Ignatius Rice	1.1.1.1 <i>Continually embed the Charism and Touchstones and values of the College in the daily teaching and learning (eg. Year 10 assessment included a link to “inclusive Community”. Each term focus on one value.</i>	Staff have participated in several workshops to unpack the Touchstone Gospel Spirituality. These have involved identifying Curriculum and Pastoral links to the Gospel Spirituality Touchstone as well as the allocated Year Group Scripture Quote. (Staff Meeting and Staff Spirituality Day). Eg. The Year 10 Religion PBL Social Justice Task which is based on the Gospel Quote ‘You did for me’. Incorporation of the Touchstones into Huntington House icons. The arrival of the Revised Charter has the development of new banners. The new images for the Touchstones have been incorporated into Huntington House as well as planning for their images to be placed in the areas outside the Counsellors Offices.	AP Mission and Identity and REC	2017
		1.1.1.2. <i>Promote the touchstone of Gospel Spirituality with the students</i>	The Touchstone Gospel Spirituality has been incorporated into all liturgical celebration during Terms 1 and 2.  The Gospel Spirituality Prayer has been issued to all students through their Planner as well as a Commemorative bookmark for the 80th Anniversary Celebrations.  In Religion Classes, students have chosen a personal Gospel Quote which is recorded in their Planner.  Each Year group have been allocated a Gospel Quote which have was launched at both the Opening Mass and the 80th Anniversary Mass. These quotes have been promoted in Homerooms, Religion Classes, on Assembly and through articles in Woodchatta. Specific themes and activities have been incorporated into the Year 10 Reflection Days, Year 11 Retreat Days and are intended to be written into the Year 12 Retreat Program.  Gospel Spirituality has been chosen as the theme for the Founders Day Festival. The values of respect, tolerance and understanding displayed by Jesus in the Gospel are being highlighted through the example of the Golden Rule as lived by Muslims, Jews and Christians. Guest speakers from these religions will present on how adherents live the Golden Rule.	All Staff	2017
		1.1.1.3. <i>Gospel Spirituality integrated into Year 9 English unit of work highlighting this theme.</i>	The English Faculty have developed the quote for Year 9 into a dedicated Program and Assessment Task.	Yr 9 English staff	2017
	1.2.	RELIGIOUS EDUCATION			
	1.2.1. Religious Literacy	1.2.1.1. <i>Expand literacy focus that will strengthen student understanding and use of religious terms (vocabulary).</i>	Religious Literacy has been made a focus for the Religious Education Faculty this year. Terminology has been an integral part of each unit as well as an emphasis on literacy through class activities and Assessment Tasks.	AP Mission and Identity and REC	2017
	1.2.2. Religious Education Pedagogy and Accreditation	1.2.2.1. <i>Merging of Literacy and Drama with Religious Education in Stage 3.</i>	In Term 2, Year 6 studied a unit on the bible, investigating both old and new testament. Students then chose their favourite story in groups, wrote a script and dramatised. In Term 3, Year 5 did dramatise parables which also fits in with the Gospel spirituality theme.	AP Mission and Identity and REC and Junior School Curriculum Coordinator	2017

		<p>1.2.2.2. <i>Reviewing our pedagogy that incorporates the living examples of our liturgical life and faith to be entwined, particularly embracing our College Chapel.</i></p>	<p>Classes are beginning to visit the Chapel for quiet reflection and to participate in liturgies run by classes. The chapel is now available on Iwise and can be booked by Staff.</p> <p>The Tuesday Mass Roster has been prepared for Year 9 and 10 Religion classes so that they can prepare and participate in the Mass. This is working well with staff and students participating in a workshop run by Adrian Brannan, Youth Minister.</p>		
	1.3.	LITURGICAL LIFE			
	1.3.1. Liturgical Life of the College	<p>1.3.1.1 <i>Provide regular opportunities for prayer, reflection and workshop. Use of the Chapel for staff and students. Regular Mass opportunities in the Chapel.</i></p>	<p>Chapel opened and used extensively. Every second Tuesday Mass.</p> <p>The collaborative partnership of alternative Tuesday Masses with Mercy College is working well. There is regular attendance at our Masses by OLD parishioners and staff and students from OLD Primary School.</p> <p>A Eucharistic Ministers' Workshop as well as a Year 6 Altar Servers Course is being run in Term 4 with the intention of participants participating in a 2018 Chapel Mass roster. The Chapel has also been used for specific events in the life of the College such as Memorial services and November Remembrance Mass.</p> <p>The Chapel is starting to be utilised by the College Counsellors as a quiet space for students that allows reflection and pastoral support.</p> <p>A Piano has been donated by the Apcar Family which will allow for a live music to be played in the Chapel.</p> <p>The decision has been made that the chapel will be titled the Christian Brothers Chapel which has become common usage and will be recognised in 2018 with a plaque.</p>	AP Mission and Identity and Mission Team	2017
	1.4. FORMATION				
	1.4.1. Faith Formation	<p>1.4.1.1. <i>Review Reflection Days and Retreats in order to provide opportunities to strengthen the faith and spirituality of students and staff.</i></p> <p>1.4.1.2. <i>Review the Faith Formation dimension of our Year 5 and 6 camps.</i></p>	<p>The Year 11 Retreat Days have been very successful so far this year. They were reviewed in Term 1 and are evaluated to allow more planning before the next one.</p> <p>Year 12 Retreat is in the process of being reviewed in conjunction with conversations from 2016.</p> <p>Staff Day on Gospel Spirituality.</p> <p>A new Formation Framework has been developed for both staff and students and will be launched in 2018. These frameworks incorporate the variety of formation opportunities that can be accessed through both College and EREA events.</p> <p>A Wellbeing Women's Retreat will be held in Term 4. A Staff Spiritual Retreat will be held at Huntington House in 2018 and if successful then further opportunities for staff such as Spirituality Days.</p> <p>During Year 5 and 6 Camps, the boys explored the Gospel Spirituality themes for 2017, and held a prayer service around these themes.</p> <p>Staff day on Gospel Spirituality.</p>	<p>AP Mission and Identity and Mission Team</p> <p>Head of Junior School, Junior School Coordinator</p>	<p>Term 1</p> <p>Term 1</p>

	<b>1.5. SOCIAL JUSTICE AND OUTREACH</b>				
	1.5.1. Contemporary Social Justice Issues	1.5.1.1. <i>Implementing contemporary Social Justice issues more into the curriculum, particularly addressing the contemporary issues that our society faces today, eg. PDHPE, Geography, History, TAS</i>	<p>Stage 3, 4 and 6 English units Boy Overboard</p> <p>Conversations have begun during Terms 1 and 2. The Mission Team have begun compiling a list of Social Justice topics and initiatives across the school.</p> <p>The Religious Education Faculty have begun the planning for the integration of the Year 10 PBL and a visit by refugees in Term 3. This is connected to the Discipleship Unit which looks at Human Rights.</p> <p>Stage 3 completed units on Multiculturalism, immigration and Aboriginal issues and rights. They all attended a play, entitled, Thairiffic, on the acceptance of immigrants into Australia.</p>	AP Mission and Identity and Mission Team Curriculum Coordinators	2017
	<b>1.6. PARISHES AND THE WIDER CHURCH</b>				
	1.6.1. Youth Ministry	<p>1.6.1.1. <i>Provide opportunities for students/staff to engage more fully with aspects of Parish life at OLD and in the Diocese.</i></p> <p>1.6.1.2. <i>Develop RE Programs to support, link and connect students with a diverse range of other Edmund Rice Schools and Institutions around the world.</i></p>	<p>Specific St Pius X Creative Arts Staff have been invited to be involved with the Diocesan Initiative Australian Catholic Youth Festival (ACYF) in Homebush from 7th - 9th December 2017. This also involves a Special Project at this event. The project will be collaborated with Mercy College.</p> <p>Through Religion classes students have continued to make contact with various EREA linked communities. This is hoped to be further developed in Terms 3 and 4.</p>	AP Mission and Identity and Youth Minister	2017
	<b>2. LEARNING AND TEACHING</b>	<b>2.1</b>	<b>AN EXPERT TEACHING TEAM</b>		
	2.1.1 Learning Framework	2.1.1.1 <i>Complete the development of the St Pius Learning Framework</i>	2017/18 Learning Prefects trialing student learning survey in Year 7 'Shadow a Student' program scheduled for Term 4	Coordinator of Innovative Learning	Term 4
	2.1.2 Capacity Building – Collaborative Practice	2.1.2.1 <i>Promote and evaluate the trial innovative learning space (LC1)</i>	Lisa Guerrero, Suzanne Pence and Greg Bell have completed a comprehensive trial involving Year 7 and Year 10 Mathematics classes.	Coordinator of Innovative Learning, Learning Teams	Terms 1, 2 and 3
	<b>2.2</b>	<b>SYSTEMATIC CURRICULUM DELIVERY*</b>			
	2.2.1 Engaging and Relevant Curriculum	2.2.1.1 <i>Broaden the range of course offerings to cater for wider range of student interests and abilities in Stage 6</i>	The following additional courses were offered for Subject Selection for Yr 11 2017: Music 1 Ceramics Non ATAR Maths and English Assessing possibilities of offering English Studies, General Maths 1 and Catholic Studies for Yr 12 2018	AP Teaching and Learning	Term 1
		2.2.1.2 <i>Design and implement a Post School Survey – 1 year, 3 years, 5 years.</i>		AP Teaching and Learning	Term 1 and 2
		2.2.1.3 <i>Evaluate existing Stage 4 Curriculum.</i>	Discussion paper distributed to Subject Coordinators at end of Term 2. Responses due Week 3 of Term 3. A small committee has been established to propose minor initiatives for 2018.	Coordinator of Innovative Learning and Curriculum Administration Coordinator Studies Coordinators	Terms 1 and 2
		2.2.1.4 <i>Implement new HSC (Preliminary) Syllabus for 2018: - History, English, Sciences, Science Extension, Mathematics</i>	Staff Day end of Term 1 devoted to HSC reforms and implementation of new courses in 2018.		
		2.2.1.5 <i>Identify and evaluate the implementation of STEM Year 5-10</i>	STEM at SPX Discussion paper completed and distributed. Responses to be collected Week 3 of Term 2 New courses in Stem and Philosophy planned and developed for incorporation in Year 9 2018. Year 6 explored STEM through science in groups they researched, planned, designed and created a game using electricity.	Head of Junior School and Junior	Term 2 – Term 4

			Year 5 planned and developed a STEM activity which incorporated building an animal habitat. Planning has begun for VIVID Pius STEM activity for Term 2 2018..	School Coordinator	
	<b>2.3</b>	<b>DIFFERENTIATED TEACHING AND LEARNING*</b>			
	2.3.1 A Whole-School Approach to Differentiated Learning	<i>2.3.1.2 Investigate opportunities for overlap between Stage 3 and 4 for purposes of differentiating the curriculum.</i>	Where possible, Senior English and Maths teachers to be timetabled for Junior Literacy and numeracy classes.	Maths and English Coordinators	<i>Terms 1 and 2</i>
	2.3.3 Students with Special Learning Needs	<i>2.3.3.1 Increase the sharing of student needs through iWise</i>	Extensive discussion/investigation/ trial on how best to share information.  LSE Portal page launched.	LSE Coordinator	<i>Term 1</i>
	<b>2.4</b>	<b>EFFECTIVE AND CONTEMPORARY PEDAGOGY*</b>			
	2.4.1 Boys' Education	<i>2.4.1.1 Develop authentic student and parent voice in learning</i>  <i>2.4.1.2 Implement a student developed learning survey</i>	Parent Forum conducted in Week 8 of Term 2 Student Forum scheduled for early in Term 3.  2017/18 Learning prefects have been briefed.  Learning survey to be focused on the concept of 'Flow' and the 8 stages of mind a student can experience during learning activities	Coordinator of Innovative Learning	<i>Terms 1 and 2</i>
	<b>2.5</b>	<b>LITERACY AND NUMERACY</b>			
	2.5.1 A Whole-School Approach to Literacy	<i>2.5.1.1 Complete the SPX Literacy strategy</i>	Literacy Proposal developed by Amanda O'Brien. To be considered in context with Stage 4 Curriculum review. PLT in Term 4 devoted to gathering feedback from staff on ideas and strategies and resources required.  New Year 9 Applied Literacy elective to be implemented in 2018.	AP Teaching and Learning	<i>Terms 1 and 2</i>
	<b>2.7</b>	<b>DATA-INFORMED PRACTICE*</b>			
	2.7.1 Data Informing Student Centred Learning	<i>2.7.1.1 -Maximise the use of data informing students' progress and achievement to feedback into differentiated teaching:</i>  <i>- Assessment Services Australia</i> <i>- ICAS Competitions</i> <i>- Internal data</i>	Assessment Services Australia test results used to collate classes for Year 7 2017. Information distributed to Year coordinator and Maths and English Coordinators and LSE Coordinator. The recording of all ICAS results is up to date. Years 7-10 students accessed their ICAS online accounts to assess their progress and practice before the 2017 test. Students will do same for English and Mathematics. Mathematics now undertaking ICAS instead of the Australian mathematics competition to ensure consistency in collection of data.  All teachers have completed 'Know who I teach cover page for each program using data. Students requiring support for the following identified: <ul style="list-style-type: none"> <li>Literacy</li> <li>Numeracy</li> <li>G and T</li> <li>underachieving</li> </ul> Semester Student GPA averages and behavioural indicators indicating regression or improvement over time identified and distributed to Year Coordinators	AP Teaching and Learning	<i>Term 1</i>
		<i>2.7.1.2 Redevelop the student Subject Selection process to include 'guided discussion' with 'Senior' Teachers.</i>	Subject Selection Process commenced early in Term 2 and involved the deliberate strategy of continuous discussion and communication with students and parents.  New Subject Selection will be evaluated in Term 3.	Curriculum Administration Coordinator	<i>Terms 1 and 2</i>



			Stage 6 subject selection process to be included in revised Senior Studies Coordinators role description		
	2.8	CO-CURRICULAR			
	2.8.1 Co-curricular Program	2.8.1.1 <i>Evaluate the range and type of co-curricular offerings and investigate opportunities for non-competitive participation.</i>	Review of Co-curricular Program with discussion of AFL being introduced into Secondary School. Decision made to not add AFL as the extra development in recent years in Rugby and Football in fulfilling our commitment to the ISA would be diminished.	Sports Masters, Performing Arts Coordinator Deputy Principal	<i>Term 1 and 2</i>
3. PASTORAL CARE AND WELLBEING	3.1	STUDENT WELLBEING			
	3.1.1 Wellbeing as a School Community Imperative	3.1.1.1 <i>Develop and refine Pastoral Care Programs from Years 5-12 to support sequential, progressive holistic development of our student and community wellbeing.</i>  3.1.1.2 <i>Enhance student transition into Year 7 – consider program to continue to meet their emotional, social and academic needs. Consider homework loads and evaluation of learning expectations</i>  3.1.1.4 <i>Conduct a review of the College canteen in the context of the NSW Healthy Schools Canteen program.</i>	Year 5 to 12 2017 sequential Pastoral Care Programs are active and under ongoing review in line with learnings from summit meetings such as the 2017 EREA National Pastoral Care and Wellbeing Conference co-hosted by St Pius X College, and Positive Schools Conference.  Year 7 2018 Orientation and Transition has been extensively and collaboratively planned to meet the needs of students, staff, parents and the College Community. Orientation Day was conducted with positive feedback on 7th November under the guidance of Head of Student Services, newly appointed Year 7 Coordinator 2018 and Enrolment Officers  Review, investigative research & adjustments conducted primarily by canteen operations Managers supported by the Business Manager and the Student Well being Coordinator Year 10 Student Empowerment Team. This project will continue into 2018 as the suppliers have their products formally accredited and the canteen menu is rebalanced.	(All) Pastoral Care and teaching staff, Head student services Wellbeing Coordinators, Year Coordinators.  Head Student Services Year 7 Coordinator, Counselling & support staff, Subject Coordinators, Teaching staff. HSS, Canteen staff, Wellbeing Teams, Business Manager.	<i>Term 2 and 3</i>
	3.1.3 Student Leadership	3.1.3.1 <i>Develop student opportunities for distributed leadership, and leadership skill development</i>	The Student Leadership Team: Mission and Identity, Learning; Cultural and Sustainability; and Wellbeing portfolios as well as Year Group voice responsibilities. Year 7-10 House Vice Captains, Mindmatters Student Empowerment Team Leaders, Edmund Rice Society Members and Academic SRC members operate in Stages 4 and 5. Class Captains, Edmund Rice Society, House Captains and focus groups are active in Stage 3.	Head of Student Services, Year and Wellbeing Coordinators. Mindmatters leaders, facilitators, and Pastoral care Staff	<i>Term 2- 4</i>
	3.2	PROGRAMS AND STRUCTURES			
	3.2.1 Positive Learning Behaviours	3.2.1.1 <i>Integrate opportunities for cross cuRricula Social and emotional learning (SEL), Mindmatters, Mindfulness, Positive Education, Positive Psychology, and Growth mindset principles as stage appropriate to our students’ learning needs.</i>  3.2.1.2 <i>Prioritise time for staff and students to share best practice teaching and learning practices around higher order wellbeing and thinking cultures.</i>	These positive learning behavior practices have been seeded, integrated and implemented within Year Developmental Pastoral Care and Camps Programs; Study and Reflection Days; Peaceful Kids Stage 3 Counselling Program, Small Steps Program, Year 9 Student Empowerment Team have reviewed Mindmatters practices including Australian Catholic University Mindfulness lecturer James Donald mindfulness program. Conviction Year 9 Masculinity Workshop, the Positive Schools Conference and Mens Health Concourse Conference attended by Year 10 Mindmatters Student Empowerment Representatives, PDHPE staff and facilitated by recent past student Liam Carroll.	HSS, Year Cos, Wellbeing Cos, PC staff,  AP Teaching and Learning, Head of Student Services	<i>Trm 1-3</i>



		3.2.1.3	Conduct a review the our policies, programs, staffing, practices, and Pastoral Care and Wellbeing structures, including Vertical and Horizontal student integration opportunities and models.	St Pius X College Pastoral Care Review included data from School Visits, Network Meetings, our co-hosting of the EREA Pastoral Cate- wellbeing Conference, research & Annual Survey specific results to questions, Student, Staff & Parent surveys conducted. Timeline; for processing and development: Term 3 –4, 2017 followed by Recommendations to the leadership Team, A Pastoral Care Statement development and adjustment of the Pastoral Care programs and Diary for 2018	Deputy Principal Head of Student Services Year Coordinators Pastoral Care Staff, Counselling and Wellbeing Team staff	Term 1 and 2	
		3.2.1.4	Develop a “Pius” specific Pastoral Care model	Pastoral Care Review Team Met & provided short term recommends for 2018; in Term 3 – Term 4 2017. Pastoral Care Statement Writing Team develop document in T4 followed by Pastoral care Diary preparation and 2018 Pastoral Care Program Writing.	Head of Student Services, Year Coordinators & Wellbeing Coordinators, Pastoral Care staff	Term 4	
		3.2.1.5	Review mentor programs from student and staff perspectives.	Student Wellbeing Roles Stage 4 and 5 have evolved to great effect throughout 2017 in the areas of student support, pastoral care planning and implementation.	Peer Mentoring, Counselling staff	Term 1 and 2	
		3.2.1.6	Develop the Student Wellbeing Coordinator Stage 4 and 5 roles to enhance effective use of resources to support student pastoral care and wellbeing by linking support programs and interactions.	The Pastoral Care and Wellbeing Team has been in action throughout 2017 with Longer Term Pastoral Care Review Recommendations informing Strategic Planning for 2018.  Review of Peer Support, Peer Mentoring and other vertical and horizontal mentoring programs was incorporated in the 2017 Pastoral Care Review Team brief. Pastoral Care Wellbeing Coordinators Stages 4 and 5 have presented planning and activity reports to Leadership Team in Term 1 and have since have been highly commended, visible & actively involved in pursuit of stated outcomes throughout the year to date.	Head Stud Services, Wellbeing and Year Coordinators	Term 1-4	
		3.2.1.7	Investigate alternate ways for student attendance to be monitored, eg. Use of student ID card.	Student attendance practices have been analysed and investigated with reference school visits and across EREA schools through the Pastoral Care Wellbeing Conference. This research is ongoing as practices have been found to be consistent with our best practice in dealing with these contemporary issues.	Knowledge Management, Coordinators, Head of Student Services, Attendance officer	Term 2-3	
		3.2.2	Mindmatters	3.2.2.1 Empower students through opportunities such as MindMindmatters Teams, Wellbeing Week, Wellbeing Wednesdays, RUOK Day, National Day of Action Against Bullying and Violence (NDAAVB), and White Ribbon Day, to identify and address contemporary real world issues in our community and society.	NDAAVB conducted very successfully by Year 11 SET supported by 8, 9 and 10 students in T1 RUOK day planning underway by Year 12 SET Wellbeing Surveys and Week being developed by Year 9 / 10 SET	Head of Student Services, Wellbeing Teams, Mindmatters Empowerment Teams, Student Leadership Team	Term 1-4
		3.2.3	Outdoor Education	3.2.3.1 Further develop a sequential and robust outdoor education camp to enhance the development of student centred skills for overcoming adversity in a range of situations.	Year 8 Camp was conducted in Term 1, Year 7 Ski Expedition in Term 3 and Year 9 Camps at Huntington House in Term 4. Review of Snowy Hike conducted and incorporated in advance planning for T4 2017. Kokoda Expedition 2018 planning underway with information night, training and guest speakers beginning this emphasis in Term 3, 2017.	Head of Student Services, Outdoor Education Coordinator, Year Coordinators, Well being Coordinators	Term 1- 4
		3.2.3.3 Review the Year 6 transition to an outdoor education camp with challenge by choice activities to assist in the development of the students’ self-esteem, confidence and friendship.	Year 6 Camp inaugurated Term 1 2017 successfully under leadership of Head of Junior School and Junior School Curriculum Coordinator  Year 6 Camp inaugurated T1 2017 successfully under leadership of Head of Junior School and Junior School Curriculum Coordinator(T Long and S Iwatani).	Year 6 Teaching staff, Head of Student Services, Head of Junior School and Junior School Coordinator.	Term 1 -2		

	3.3	STUDENT SAFETY				
	3.3.1 Digital Technologies and Connectivity	3.3.1.1	<i>Review patterns of ICT use in contributing to cybersafe and anti-bullying order learning including: - Evaluation of current activity - Research students’ views and experiences of cyberbullying.</i>	Regular Bullying Surveys Yr 8 Cyberbullying focus in T2 Brainstorm prod presentation audit of Cyber Education across Year Groups underway including digital footprint, reputation and careers implications Thinkuknow Parents, Carers & Staff Presentation booked 25th July T3 Parental responses concerning elearning prompting rethink of how T/L is conducted around PLDs.	Knowledge Management Coordinator, Head of Student Services, Well-being Coordinator, Junior and Senior Resource Centre Coordinators	<i>Term 3-4</i>
		3.3.1.2	<i>Introduction of the eSmart Digital Licence in to Stage 3.</i>	Year 6 eSmart digital licence has been completed. In conjunction with this the Police Liaison Officer spoke to Year 6 about cyber safety in Term 4.	Head of Junior School , Junior School Coordinator	<i>Term 3-4</i>
	3.3.3 An Inclusive Community	3.3.3.1	<i>Connect students, their families and the school with the wider Edmund Rice Community of schools to enhance sharing of culture, ethos, aspirations and expectations. Use the Portal, online tools, video, email conferencing, and other opportunities (snail mail immersion visits, etc).</i>	EREBB visit by Bruno Cazzuli HSIE Coord, Stella Maris College Uruguay in T1 highly successful, Cardinal Newman College students T2, Email contact with 5 EREBB Schools, EREA College leaders Skype conf St Marys, Ireland St Thomas Canada & St Anselms England, EREA PC Conf Hosted T2, Prefect leaders & Yr 9 Camp Skype Conf planned T3 and T4.	Head of Student Services, IT support, RE staff	<i>Term 1-4</i>
	3.3.4 Wellbeing Indicators	3.3.4.1	<i>Measure wellbeing indicators to be tabled and publicised to the school community.</i>	Annual Survey and PC Survey results to be articulated to College Community T3 Yr 11 SET Wellbeing Survey being used in an ongoing manner.	Deputy Principal, Head of Student Services, Mindmatters & Well being teams. College support and counselling staff	<i>Terms 2 - 4</i>
		3.3.4.2	<i>Develop and identify tools for reporting wellbeing measurement/ indicators, making use of technology, student voice and interactions, and staff expertise.</i>	Yr 9/ 10 SET Wellbeing Surveys planned T3 – T4 Annual Survey Questions amended and reviewed as measures / indicators.  Survey monkeys developed for Year surveys, Bullying surveys, College and Transport surveys.  Stage 3 bullying survey performed in Semester 1 and another will be done in Term 4.	Deputy Principal and Head of Student Services	
	3.4	SCHOOL COMMUNITY WELLBEING				
	3.4.1 Pastoral Support in Times of Need	3.4.1.1	<i>Review capacity and practices of College PC support structures to best effectively extend support to community in times of needs</i>	PC Review and recommends underway. Counsellors and YCs continue to be proactive in reaching out and responding to community needs.	Deputy, HSS, Counselling and support staff	<i>Term 3</i>
	3.4.2 Staff Wellbeing	3.4.2.1	<i>Continue to develop the range of strategies and approaches that support the well-being of all staff. Utilise existing connections with external agencies and providers where possible</i>	Teacher Well-being resources uploaded and accessible via Portal  Investment made with Growth Coaching International in Term 2 – to re-establish importance of peer coaching and feedback for both student learning outcomes and teacher support and well-being.  New Staff Induction Program completed by end of Term 1 and since personal interviews conducted to ensure needs of new staff being met.  Mentor and Coaching meetings occurring every fortnight to meet needs of early career teachers.  Use of AITSL (new) Apps that seek to promote well-being for early career teachers.	Head of Staff Services, Head of Student Services	<i>Ongoing</i>

4. A CATHOLIC WORKPLACE	4.1	AN EXPERT TEAM OF PROFESSIONALS*				
	4.1.1 Professional Standards – Pedagogy	4.1.1.1	<i>All teaching staff create, analyse and evaluate ongoing Professional Learning Plans in reference to AITSL Professional Teaching Standards on an annual basis with the guidance and support of relevant coordinators.</i>	Structured time given to staff to plan and use their Personal Learning Plan across the Semester 1.  PLTs experienced in a variety of forums where colleagues shared PL.	Head of Staff Services Assistant Principal (T&L) Subject Coordinators	<i>Terms 1-4 (ongoing cycle of professional planning, feedback and reflection)</i>
		4.1.1.2	<i>Professional Learning Plans are shared with colleagues to model and further develop effective teaching practices that directly meets with AITSL standards.</i>	Time given for planning with Subject Coords in ref to APSTs and devising teacher's Action Plan for 2017.		2017
		4.1.1.3	<i>Professional Learning Plans are written so that a variety of AITSL Standards disciplines are met across the AITSL Performance &amp; Development Review cycle of 5 years. This model has been given to all staff.</i>	Professional Learning opportunities differentiated to allow for faculty and personal PL goals and focus areas to be developed. Staff Days sessions given for school and curriculum planning priorities  High engagement by some staff to attend PL courses, subscribe to Webinars and attend NESA Workshops to develop new approaches to Assessments and Curriculum		2017
		4.1.1.4	<i>Ensure teaching professional learning is offered in a variety of forums, using the expertise within the staff.</i>	The new Professional Learning Team meets regularly to plan PLT Rounds and the focus of future meetings and staff days. Their planning available for all LT contributions via 'onelinks' shared.		
		4.1.1.5	<i>Explore the flexibility about co-curricular and use the expertise of staff.</i>	Use of external coaches has expanded across all co-curricular activities from Rugby to Chess in assisting Staff with further expertise. Supported by various Parent Sports Clubs.	Sports Masters Deputy Principal	
	4.1.2 Recruitment and Retention of Staff	4.1.2.1	<i>Provide a clear framework of pathway for leadership development of staff.</i>	The new Professional Learning Team meets regularly to plan PLT Rounds and the focus of future meetings and staff days. Their planning available for all LT contributions via 'onelinks' shared.	Principal Deputy Principal Head of Staff Services	
	4.2	CAPACITY BUILDING THROUGH PROFESSIONAL LEARNING				
	4.2.1 The Learning Culture	4.2.1.1	<i>Reflection and feedback on measures achieved through ongoing professional dialogue.</i>	Professional dialogue occurring within teaching/faculty teams and pastoral teams through staff meeting structures	Professional Learning Team Members (Assistant Principal (T&L)	<i>Ongoing Terms 1-4</i>
		4.2.1.2	<i>Share findings/achievements /key learning of effective practices in PLT rounds based on PLPs.</i>	PLT focus groups established and networks being developed to share expertise and experience of other schools e.g. 'Cultures of Thinking' established at Mercy College. Extensive PD provided to staff.		
		4.2.1.3	<i>Provide teacher centered appropriate learning opportunities</i>	Every teacher has been part of a PLT with personalized professional learning goals linked to their needs. This was supported by 1 lesson release time per fortnight.		
		4.2.1.4	<i>Encourage cross school discussion regarding teacher knowledge/skills.</i>	PLT Whole group sharing via meetings on Staff Days.	Head of Staff Services, Leaders of Learning, Innovative Education Coordinator	
		4.2.1.5	<i>Initiate cross faculty assessment and activities to develop the learning culture.</i>	This was undertaken in Weeks 3 + 4 Term 4. Teaching staff submitted PLT projects, Teacher Reflections against the Standards and Personal PL Plans to Studies Coordinators in Week 5.		
	4.2.3 Building Leadership Capacity	4.2.3.1	<i>Implement new Leadership positions for 2017 only. Leaders of learning (2) and Wellbeing coordinators (2)</i>	New Leaders are engaging on specific projects and regularly supported by respective LT Supervisors. Specific goals for 2017 established with LT in Term 1 and being acted upon since  PL Resources and development of leadership skills/ capacity opportunities raised with LT	Assistant Principal (T&L) Head of Staff Services Head of Student Services	2017

			members and Coordinator Teams – by respective LT Supervisor		
	4.2.4 Self-directed Professional Learning	<p>4.2.4.1 <i>Facilitate opportunities to investigate Professional Networks within Broken Bay Diocese, CSO and in EREA</i></p> <p>4.2.4.2 <i>Self-determined PLT sessions with increased collective ownership of PLT group.</i></p> <p>4.2.4.3 <i>Empower teachers to leadership through training, support and encouragement</i></p>	<p>Continued and new connections with CCER and CSO PL Staff and Mercy College Staff to provide PL for SPX Staff</p> <p>Staff have been given personal online folders to chart their progress of their choice for PL focus in Sem. 1.</p> <p>A framework has been established and shared so that all teachers know that their PL work is to be shared at staff day in Term 2 (24/4) and then completed project shared in Term 3.</p>	(Assistant Principal (T&L) Head of Staff Services	2017
	4.3	<b>WORKPLACE CULTURE, HEALTH AND SAFETY</b>			
	4.3.1 School as a Catholic Workplace	<p>4.3.1.1 <i>Continue with positive and respectful workplace culture.</i></p> <p>4.3.1.2 <i>Continue with Wednesday briefings – recognition of various staff, students’ achievements, events – celebrating success, milestones.</i></p> <p>4.3.1.3 <i>Continue to deliver a transparent culture of co-curricular allocation.</i></p> <p>4.3.1.4 <i>Emphasis on and resourcing of teacher wellbeing for the individual and to fulfil the role of teacher. Links to positive student learning outcomes.</i></p>	<p>Targeted PL Opportunities offered to support across various career stages and roles in the College e.g. CCER Conflict Resolution courses, Exec Coaching and Mentoring being offered, as well as Beginning Teacher Induction AITSL Apps – strongly recommended, online courses to develop stronger connections to parents</p> <p>Staff news and affirmations continue communicated via Briefings and Staff News</p> <p>Updated co-curricular white paper to ensure individual requirements and honariums reflect our most recent Enterprise Agreement</p> <p>Teacher Well-being resources uploaded and accessible via Portal Investment made with Growth Coaching International in Term 2 – to re-establish importance of peer coaching and feedback for both student learning outcomes and teacher support and well-being Work with Equity Committee continues and active planning around ways of supporting all career stages. Mentor and Coaching meetings occurring every fortnight to meet needs of early career teachers New Staff Induction Program completed by end of Term 1 and since personal interviews conducted to ensure needs of new staff being met.</p>	<p>Leadership Team</p> <p>Deputy Principal, Sports Masters, Performing Arts Coordinator,</p> <p>Leadership Team</p>	2017
<b>5 STEWARDSHIP AND SUSTAINABILITY</b>	5.1	<b>BUILDINGS, FACILITIES AND BUILT INFRASTRUCTURE</b>			
	5.1.1 Facilities Master-plan	<p>5.1.1.1 <i>Undertake final consultation with Coordinators and staff in the development of College Education Brief.</i></p> <p>5.1.1.2 <i>Develop the College Masterplan for the Chatswood Campus</i></p>	<p>Draft Educational Brief shared with all staff and feedback received and included. Draft tabled at the Property Committee and to be tabled at the Board meeting on 21 November.</p> <p>Masterplan initiated through process of discussion with potential Architects.</p> <p>Masterplan to be developed in 2018.</p>	<p>Principal, Resources Coordinator</p> <p>LT, Board Property Committee</p>	<p>Term 1</p> <p>2017</p>
	5.2	<b>FINANCIAL SUSTAINABILITY AND AFFORDABILITY</b>			
	5.2.1 Sustainability and Affordability	5.2.1.1 <i>Engage external consultants in developing long term projections and financial benchmarking.</i>	Consultant was engaged. Modelling and benchmarking conducted. Draft Business Plan developed and presented to the Leadership team. To be finalised in early 2018	Finance & Risk Committee	Term 1-2
	5.2.2 Affordable Catholic Education	5.2.2.1 <i>Ensure adequate fee assistance for families who are in financial need.</i>	Significant fee assistance and equity scholarships offered. Increases to 2018 budget for further provisions incorporated into budget.	Finance & Risk Committee	2017



	<b>5.3</b>	<b>ENVIRONMENTAL RESPONSIBILITY</b>			
	5.3.2 Environmental Management Plan	5.3.2.1 <i>Develop a school wide Environmental Management Plan utilizing NSW Government guidelines.</i>	SEMP was developed by a subset of the Property Committee and is set to be tabled at the Board meeting on 21 November.	Property Committee, Leadership Team	<i>Term 1-3</i>
	<b>5.4</b>	<b>TECHNOLOGY AND INFORMATION MANAGEMENT</b>			
	5.4.1 ICT Master-plan	5.4.1.1 <i>Develop an ICT Infrastructure Plan in conjunction with the College Masterplan</i>	Draft plan completed and tabled to Leadership Team and Property Committee.	Business Manager, Knowledge Management Coordinator, IT Manager, Property Committee	<i>Term 1-3</i>
6 STRATEGIC LEADERSHIP AND PARTNERING	<b>6.1</b>	<b>COLLEGE COMMUNITY ENGAGEMENT</b>			
	6.1.2 Social Media Technologies	6.1.2.1 <i>Utilise fully the potential of the Portal and the College website with particular assistance to parents.</i>	Semester 1 and 2 Reports only available on the Portal. Mailout on request  Development of College App undertaken with launch due at the end of Term 4 2017.	Knowledge Management Coordinator, Leadership Team	<i>2017</i>
	6.1.3 Engaging with Parents in the Faith Development of their Sons	6.1.3.1 <i>Provide parent faith opportunities in the year of Gospel Spirituality. Open Chapel to strengthen College Transition Program particularly include Eucharistic opportunities in Stage 4.</i>	Chapel and regular Mass program developed between St Pius X and Mercy Colleges. Inclusion of all families in November remembrance Month prayers, masses and Remembrance Book.	AP Mission & Identity, Youth Minister	<i>2017</i>
	<b>6.3</b>	<b>STRATEGIC LEADERSHIP, THINKING AND ACTING</b>			
	6.3.2 National School Improvement Framework	6.3.2.1 <i>Develop a St Pius X College evaluation instrument utilizing the National School Improvement Tool.</i>	Project developed and agreed. Consultant engaged and project completed throughout 2017 and presented to Board in November. New instrument utilised by Staff, leadership and Board in evaluating 2017 performance.	Strategic Planning Committee	<i>2017</i>
	<b>6.4</b>	<b>GOVERNANCE</b>			
	6.4.2 Alignment – College Board and EREA	6.4.1.1 <i>Implement Complispace to ensure all policies and school documentation is compliant and easily accessible.</i>	Complispace contracted and agreed. Implementation commenced in Term 4.	LT, Finance & Risk Committee	<i>2017</i>



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