



# ST PIUS X COLLEGE

## CHATSWOOD

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



## 2016 ANNUAL REPORT

Submitted on 30 June 2017 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**  
**St Pius X College 2016 Annual School Report**  
***against***  
**NESA RANGS Manual Mandated Inclusions**

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## SECTION 1

### MESSAGES FROM KEY SCHOOL BODIES

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

The year 2016 began with a celebration of the high HSC results of the Class of 2015.

Academic achievement in an overtly Catholic environment continues to be our primary goal. This goal is enriched by the spiritual compass of the four Touchstones of the Edmund Rice Community. Our key focus for 2016 was Inclusive Community.

HSC summary: Our HSC results for 2016 were particularly strong.

#### 2016 HSC HIGHLIGHTS

<b>ATAR 99.15</b>	College Dux – Stewart Ross
<b>All-round Achievers</b>	Stewart Ross Nicholas Parker
<b>Art Express Nomination</b> <b>Encore Nomination</b>	Zac Tomaszewski Nektary Kotlaroff
<b>Distinguished Achievers</b>	94 mentions
<b>ATAR over 90</b>	27 students attained ATARs over 90
<b>100% St Pius X students attained Top 2 bands</b>	English Extension 1, English Extension 2, Music 1 & Music 2, Music Extension
<b>Courses Above State Average</b>	81%

The College has always offered a range of activities to students outside the academic sphere. Our commitment to the Touchstone of Inclusive Community provided us with a unifying ethos to connect those apparently disparate activities. In this way, the now regular Kokoda Expedition has become an opportunity to connect with Callan Services – a not-for-profit educational program conducted by the Christian Brothers in Papua. The College made a number of donations to Callan Services in 2016, totalling over \$25,000. In addition, the trek gave our participants a great opportunity to gain some knowledge of what the soldiers experienced in the Second World War Pacific Campaign.



In July, we farewelled our Pilgrims to World Youth Day, held in Krakow, Poland. The 15 student pilgrims were led by College staff members Mr Adrian Brannan, Mr Greg Virgona and Ms Sophie Allington. They were accompanied by Parish Priest Father Paul Finucane, who has continued to be a valued source of spiritual wisdom and support for the College community. Such dramatically impressive events, with their large crowds witnessing Christ, remind us here in Chatswood that we are part of the worldwide church community.

The year also marked the end of the direct involvement of the Christian Brothers in the day-to-day teaching activities at the College, apart from Brother Carl Sherrin, who has done a wonderful job in re-establishing the College Archives. We have been able to set up a fine facility for the Archives in the heart of the College Administration. This new location and the expanded storage facility allow us to acknowledge our growing heritage as well as provide a place of welcome for any ex-students who may wish to return to the school. I invite anyone with stories or memorabilia from the College's history to contact us.

On 3 May 2016, the College held a Special Mass of Acknowledgement and Appreciation for the 79 years of the Chatswood Christian Brothers community. This community closed this year due to diminishing numbers; Brother John Henry Thornber and Brother Tony Whelan were the last Christian Brothers in that community. We continue the legacy of the Christian Brothers in providing Catholic education in the Edmund Rice tradition here at St Pius X College. Many Christian Brothers, Old Boys, staff, parents and students gathered to honour the Brothers in a great celebration.



The facilities occupied by the Brothers will now be converted to other use by the school. The College has extended the Brothers' Chapel, which will be available for use in 2017. The Mission and Identity Team of the College has now made the Brothers' House its centre, as the heart of the College. In addition, a classroom facility specifically designed for Drama has been developed to enhance our Performing Arts curriculum. A Learning Support Centre has also been established and much needed classroom space has become available through the reallocation of spaces throughout the College.

A new electronic scoreboard was installed at Oxford Falls, dedicated to the memory of Mr Bryan Hoy, a highly committed staff member who passed away in 2015, in recognition of his outstanding contribution to the College. Bryan was unique. He was the son of ex-student Dermott Hoy, an ex-student himself, a teacher at the College and father of two current students. He was committed to sport, and coached Cricket, Rugby and Tennis. Mr Hoy was truly part of the DNA of St Pius X College.



Another long-term member of the College community, Mr Phil Ryan of Chatswood, passed away in November 2016. Phil had a strong link to the College. His sons all attended St Pius X College, as does his grandson, David Mooney, now in Year 7. Phil was one of the last of the 'First Dayers' – those young men who were present on the day the school opened on 2 February 1937.

Next year marks the 80th Anniversary of the College and plans are well underway for a suitable commemoration. We greatly value the history of the College and welcome any contribution to it from past students.

At the conclusion of his term of office, 2016 College Captain Liam Houlihan handed over to 2017 Captain Joseph Unwin who announced that, in our 80th year, the College theme will be the Touchstone of Gospel Spirituality.

Managing an educational institution has become increasingly complex. I offer appreciation to the College Leadership Team comprising Mr Mark Casey (Deputy Principal), Mrs Donna Dempsey (Assistant Principal Mission and Identity), Mr Alex Damo (Assistant Principal Teaching and Learning), Ms Sarah-Jane Grove (Head of Staff Services), Mr Sean Brannan (Head of Student Services), Mr Nick Carson (Business Manager) and Mr Tim Long (Head of Junior School) for their support. Together with the College Coordinators, they provide an excellent source of wise advice on the many and varied school activities which in any one year include complex academic programs, the vital unions of Faith, immersion experiences, an array of extracurricular activities and excursions, Social Justice initiatives, IT developments, Learning Support, concerts and liturgies.



I am very pleased also to be part of the College Board. This group meets regularly to oversee the direction of the College and to think strategically about its future. One of the major achievements of the 2016 year was the successful completion of the EREA Renewal Process, which also contributed to the extensive consultation on the development of the College Strategic Plan 2017–2019. This was finalised by the Board's Strategic Planning Committee and ultimately approved by the Board. I am grateful for the Board's support and advice, and acknowledge Mr Peter Hughes' outstanding leadership as College Board Chair.

The College enjoys a dynamic and involved Parents & Friends Association and I thank the P&F Executive, the Clubs and the Old Boys Association, especially the President of the P&F, Mr Paul Hunt, and Mr David Bullard, President of the Old Boys' Association, for their leadership and support.

Finally, I would like to thank the many teachers, ancillary staff, parents, students, and associated families and friends who work so hard to make the College such a successful institution. I am always greatly encouraged to see the many parents who volunteer to work on barbecues, in the canteen, transporting students, coaching and managing sport, thus offering the College community the privilege of partnering with them in the education of their sons.

Thank you all. We give thanks to God for the many blessings upon our school community throughout 2016.

God bless you all,



Mr John Couani  
**Principal**



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

**Review of 2016**

The College Board has a strategic and advisory role of supporting the College's authenticity as a Catholic school in the Edmund Rice tradition and its long term sustainability.

Like the College, the Board puts a high priority on reflection and formation, ensuring that mission and charism are understood and supported. This year we joined the College community in celebrating the contribution of the Christian Brothers to the College heritage and the building of its caring ethos as a Catholic school. We look forward to continuing our rich relationship with the Brothers for their wisdom and example of humble service.

This year there was special focus by the College on being an inclusive community – in the words of our Charter “accepting and welcoming, fostering right relationships and committed to the common good”. It was a year of successful review and acclaim of the College for its faithfulness to the Charter by Edmund Rice Education Australia. The College is also commended for its inspiring achievements with its Social Justice Statement and Environmental Stewardship efforts during 2016.

Under the leadership of our Principal Mr John Couani, the Board and the College community contributed to the development of the next Strategic Improvement Plan for 2017-2019. The new 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 future sustainability. It is fitting to acknowledge the successful completion by the College of the 2011-2016 Strategic Plan as evidenced by continual reflection, action and improvement.

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

enjoy their time at school, parents are welcomed and included and the staff are valued and respected.

We also acknowledge the wonderful contribution to College life of the Old Boys Association lead by David Bullard and the Parent & Friends Association lead by Paul Hunt. As Board Chair, I would like to thank all our Board and Committee members for their generous service to successful College governance over 2016, with special acknowledgement of Br John Henry Thornber and Jan Hunter who retired from the Board after many years of wise contribution.

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

Peter Hughes

Board Chair, 2016



<b>Back row:</b>	<i>Tony Masone, Catherine Ephraums, Greg Wilson, Therese Maclaine, David Kennedy</i>
<b>Front row:</b>	<i>Jan Hunter, John Couani, Peter Hughes (Chair), Brian Populin (Deputy Chair)</i>
<b>Absent:</b>	<i>Br John Henry Thornber</i>

## **(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 great social outlet and contributes financially to the clubs from which the students benefit directly.

Apart from financial assistance to the clubs and the College, the P&F also assisted the College with Campus Inspection Day, the Orientation Day for new students, and with recognising the parents through Mothers' Day morning tea and Fathers' Day breakfast. This assistance may take the form of a sausage sizzle, a cup of tea or a muffin, which may at first glance seem trivial, but when over 1,000 sausages get consumed by prospective parents at a Campus Inspection Day, you know it must be of no small benefit.

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.

Due to overwhelming satisfaction with the College, 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 that volunteer to assist with particular events. All members of the Parents and Friends Association are to be thanked for their contribution throughout 2016.

Paul Hunt  
**P&F President 2016**





**(I) (d) FROM THE STUDENT LEADERSHIP TEAM 2016**

On behalf of the student body of St Pius X College Chatswood, the Student Leadership Team can confirm 2016 was a very sound year. Under the EREA touchstone of Inclusive Community, the students cemented a proud sense of school culture and developed a cohesive attitude of respect for oneself and one another. It was inspiring to see the school unite in celebration, stand gracious in defeat, or to overcome inevitable challenges. 2016 was a vastly valuable year for the boys as students and as young men.

The Year 12 Student Leadership Team channelled its energy into manifesting our goal of Inclusive Community. To the senior boys, this ideal meant more than ending bullying or increasing participation in sport. We wanted students to feel comfortable as individuals but also experience the respect, compassion, and warming support of a community. To create this atmosphere, we organised a series meaningful but light-hearted student-based and student-run initiatives. To reach all students, we diversified our projects and, to name a few, ran a momentous and rather boisterous inter-year group Dodgeball competition, complete with teacher participants, commentary and music during lunchtimes, we established an Art Club and Writing Club to provide an outlet for the interests of more reserved students, and implemented an exciting drama performance into the Academic Awards Ceremony.

One of the most exciting days of the year, and perhaps the greatest expression of school culture and community, was the CIS Football Semi-Final against Moriah College. Over two hundred boys sacrificed their afternoon commitments and rode down on buses to support the Open Football team. Huddled together, chanting rehearsed songs, bellowing war cries, the boys demonstrated their unwavering spirit as Pius students. While the fixture was a narrow and painful loss, they held their heads high, and stood in gracious defeat. Like many events of 2016, success was often elsewhere than the scoreboard.

Our Community Day, held in Term 1 to encourage students to support a series of basketball and cricket fixtures, and to fundraise, saw a great number of students come to watch out of pride above a desire to win. As students, we believe St Pius X is not the finest academic or sporting school but our culture of brotherhood, of connectedness,

of providing a shoulder for others to lean on or hand to help others up, is exactly what makes our school, and particularly the year of 2016, so special. St Pius X does develop fantastic academics and athletes, but *more importantly*, it cultivates respectable and noble young men.

As always, the HSC year was a challenge for the Year 12s, but it wasn't a challenge taken alone. Hardship was sprinkled with humour and relief found regularly between classes, weekly assemblies, or Year 12 trivia nights. The majority of the cohort applied their best efforts and were rewarded with the results they wanted. Unfortunately, as a year group we fell a little short of our expectations of living up to the exceptional standards of previous years. Nonetheless, there were plenty of individual accolades including 15 students receiving an ATAR above 95, a nomination for ARTEXPRESS and ENCORE, and aside from the HSC, a Debating Championship, numerous selections into CIS sports teams, and a successful drama production.

While 2016 was guided by the aspirations of the Student Leadership Team, we were, in fact, guided by those who had contributed to our school journey. It is thanks to an outstanding support network involving the Student Empowerment Team, the Mentors and Mentees, all staff, and student counsellors, and their products such as RUOK Day and Peer Support, that St Pius X is an amazing place. People work tirelessly for the wellbeing of the boys and each other, and we were privileged to be part of such.

**Liam Houlihan**

**St Pius X College Captain 2016**



## **(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. The EREA Council (as members of Trustees of EREA) undertakes the governance role on behalf of the proprietor (Trustees of the Christian Brothers). 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 Edmund Rice Education in Australia and the Touchstones.

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



### Responsible Persons St Pius X College, Chatswood 2016\*

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
Prof Maryanne Confoy rsc	Council Member	1 September 2006
Br Kevin Paull cfc	Council Member	1 January 2013
<b>EREA BOARD</b>		
Mr Graham Goerke	Board Chair	1 January 2013
Ms Catherine Scott	Deputy Board Chair	1 January 2012
Br Jude Butcher cfc	Board Member	16 March 2009
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
<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 2016.



### (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**



***The Christian Brothers Centre at the Treacy Complex, Oxford Falls***



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

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

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

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

**FAITH, RESPECT, OPPORTUNITY, EXCELLENCE**



**2016 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 1 155 students.

- 89% of students are Roman Catholic
- 2% of students have a language background other than English
- English as the first language is spoken by 98% of students

Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
96	128	160	156	155	159	146	155	1 155

## **(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 – 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 cocurricular activities.

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





## (VII) STUDENT RETENTION RATES 2016

### 2016 Retention Rates

	Years 5-6	Years 7-10	Year 11-12	Years 7-12	Years 5-12
<b>Apparent</b>	99.10%	95.71%	98.34%	96.56%	97.06%
<b>Actual</b>	98.66%	95.40%	98.01%	96.24%	96.71%

Years	Year Start	Year End*	Leavers	Enrollees during 2015
<b>5 &amp; 6</b>	224	222	3	1
<b>7 – 10</b>	630	603	29	2
<b>11-12</b>	301	296	6	1
<b>7-12</b>	931	899	35	3
<b>5-12</b>	1155	1121	38	4

*\*including enrollees during 2016*

## (VIII) STUDENT ATTENDANCE

### (a) 2016 Rates

School Year	Students	Days	Attendance rate
Y05	96	208	96.2%
Y06	128	208	96.3%
Y07	160	208	96.4%
Y08	156	208	96.5%
Y09	155	208	96.8%
Y10	159	208	96.3%
Y11	146	208	97.3%
Y12	155	208	97.9%

For the 2016 school year, cohort Years 5 – 12 recorded an average student attendance rate of 96.7%. 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 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 after 1 October 2004 meet the accreditation requirements of the NSW Education Standards Authority.

<b>TEACHER STANDARDS CATEGORY</b>		<b>NO. OF TEACHERS</b>
(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.	92
(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 2016 was 85.4% 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 2016 to 2017 was approximately 96%. A small number of teachers left at the end of 2016, with others having left during 2016, having completed short-term placements in order to replace existing staff on leave. Those who left did so for the following reasons:

- Moving closer to home or for personal/family reasons
- Accepting promotional positions in other schools
- Relocating intrastate or interstate
- Completing temporary positions at the College.

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 increased formalised training and inclusion of peer mentoring and coaching to benefit staff of all career stages. This awareness around the importance of mentoring as a support for teachers for their retention and own well-being is a part of College planning.

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

- (a)** The overall goal for Professional Learning at St Pius X College in 2016 was to further strengthen the framework of professional Learning Communities. This is based on the following research:

### **Professional Learning Communities**

Teachers are the key to changing the culture within a school. Teachers must operate as a professional learning community and be engaged in working together to assess professional problems, making decisions as to what to do about them and committed to implementing the decisions (Geijsel, Slegers, Van Den Berg & Kelchtermans 2001; Newman, King & Youngs 2000 cited in Andrews et al 2004:9).

Schools should seek opportunity to engage the entire group of professionals in coming together for learning within a supportive, self-created community. Learning is more complex, deeper, and more fruitful where the teachers can interact, test their ideas, challenge their inferences and interpretations and process new information with each other. All staff grow professionally and learn to work together to reach shared goals that will improve student learning (Morrissey, 2000).

Learning communities are one of the key strategies that Fink and Resnick (cited in Fullan, 2002:16) identify as being crucial for sustainable large scale revitalisation.

Continual learning is important for individuals and a professional learning community collectively combines this learning to promote cultural change. Fullan (2002) states, a norm of sharing ones knowledge with others is the key to continued growth for all.

### **General Professional Development**

Throughout the year, teachers engaged in an extensive array of professional learning. Our major focus were the issues of student engagement and wellbeing. Our aims are to ensure that our students are thoroughly immersed in their learning. To be deeply engaged contributes to wellbeing as they are learning with genuine curiosity that will lead to deep learning. This aligns with the Learning Framework statement:

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

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

College-wide professional learning was provided through a combination of Staff Meetings, Staff Learning Days, Department Meetings and Professional Learning Teams



**Staff Meeting Topics:**

ICT Resources, Student Wellbeing; Child Protection; EREA Code of Conduct; Cocurricular Responsibilities and Student Safety; Student Grading Discussion; Open Forum; Student Engagement Introduction; Strategic Planning.

**Staff Learning Days Topics:**

Student Wellbeing and Engagement; Understanding the Context of St Pius X College as a Place of Learning; Learning Spaces – Current Models at St Pius X College and Contemporary Practice; Staff Spirituality; HSC Reforms; Compliance Training (CPR, Emergency Evacuation, Anaphylaxis, Disability Discrimination); Social Justice in the Curriculum.

**Workshops:**

ICAS Assessment Data, Student Wellbeing; STEM Coding; Robotics; Latest Developments in Education including PISA, Case Studies of Other Schools Implementing Innovative Practice and Literacy Initiatives.

**Department Meetings:**

Development of Individual Professional Learning Plans; Establishing Departmental Goals; Sharing and Discussion of Learning ideas; Programming and Assessment Discussions and Evaluations; Grading of Student Achievement; Analysis of Student Achievement.

**Professional Learning Teams**

Sharing and Review of Professional Learning Plans; Using Data to Improve Student Learning Outcomes; Assessment Terminology and Concepts – with a range of exemplars provided; The SPX Learning Framework – improvement through shared understanding; Learning Scaffolds; Consolidating and Embedding ICT (follow up from Staff Meeting); Library and Information Services.



## **Other Opportunities**

Workshops at the College: AITSL Standards; Early Career Teachers; Group Mentoring and Workshops to support staff applying for BOSTES PT Accreditation:

- Ongoing Formation - opportunities as a whole
- Staff Retreats
- Staff choosing to participate in HSC Marking; Network Meetings; Post-Graduate Study completed - Masters Level - various courses
- Online Learning

## **Australian Professional Standards for Teachers**

From these learning opportunities, the following Australian Professional Standards for Teachers were met:

- 1.1 Physical, social and intellectual development and characteristics of students
- 1.2 Understand how students learn
- 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 1.6 Strategies to support full participation of students with disability
- 2.1 Content and teaching strategies of the teaching area
- 2.2 Content selection and organisation
- 2.3 Curriculum, assessment and reporting
- 2.5 Literacy and numeracy strategies
- 2.6 Information and Communication Technology (ICT)
- 3.2 Plan, structure and sequence learning programs
- 3.6 Evaluate and improve teaching programs
- 4.1 Support student participation
- 4.4 Maintain student safety
- 5.1 Assess student learning
- 5.3 Make consistent and comparable judgements
- 5.4 Interpret student data
- 5.5 Report on student achievement
- 6.1 Identify and plan professional learning needs
- 6.2 Engage in professional learning and improve practice
- 6.3 Engage with colleagues and improve practice
- 6.4 Apply professional learning and improve student learning
- 7.1 Meet professional ethics and responsibilities
- 7.2 Comply with legislative, administrative and organisational requirements
- 7.4 Engage with professional teaching networks and broader communities

## Use of External Course/Trainers

In 2016 there was a total of 140 external professional learning events attended by 71 individual members of staff.

These opportunities were provided by the following organisations/agencies:



Cambridge	ACER
Hawker Bronlow	AHISA
Pearson	AIS
Northern Curriculum Network	AITSL
Abbotsleigh	BOSTES
Waverley College	CEC
Mt St Benedict	CEO
Knox College	Congregational Schools Disability Coordinators
Drama NSW and Australian Teachers	Network
Institute	CSDA
NSW HTA	CSO Broken Bay
ETA	CSSA
Legal Studies Association	EREA
Chinese Teacher Association of NSW	IPSHA
3P LEARNING AUSTRALIA	Microsoft
ACHPER	Museum of Disease UNI NSW
ASET	PALS
BLACKDOG	Peaceful Kids Training
CAANSW	Peer Support Australia
CIVICA	SCIS
CLTANSW	St Johns
Criterion Conferences	STANSW
Diabetes NSW	Syba Academy
Internal	Sydney Symphony
ISRA	Teach Start
Law Sense	The Royal Botanic Garden Sydney
Learning Support Umbrella Group	Total Height Safety
Learning Team Australia	TTA
Melbourne Rebels ARU	The Australian Centre for the Study of Armed
Michael Auden	Conflict and Society (ACSACS) at ADFA

## 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

ECO/GEO/BUSINESS	1.4
PDHPE	1.5
LANGUAGES	1.6
PERFORMING ARTS	2.0
VISUAL ARTS	2.0
MATHEMATICS	2.1
CAREERS	2.2
COCURRICULAR	3.0
RELIGION	3.0
SUPPORT STAFF	3.0
TAS	3.2
STAFF SERVICES	3.5
LEADERSHIP	3.9
LIBRARY INFORMATION	4.4
OUTDOOR EDUCATION	5.5
ENGLISH	7.0
WELLBEING	7.0
LEARNING SUPPORT ENRICHMENT	7.4
SCIENCE	7.5
HISTORY/LEGAL	9.6
TEACHING AND LEARNING	19.3

**100.0**

In 2016 the average expenditure per teacher on professional learning, including teacher replacement costs, was approximately \$1487 an increase of 28% from 2015.



## **(XII) (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 access induction at the most suitable points, as relevant to their role.

### **Internal Induction Processes include:**

#### **Prior to commencement at College**

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

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

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

- Information Sessions for all staff new to the College on the College processes for assessing and reporting student achievement
- Pastoral Care approaches at the College – the role of the Homeroom Teacher, pastoral activities
- Information for new staff on the College Policy for the Co-curricular Program
- Specific support sessions for Early Career Teachers in the first weeks of teaching – particularly referencing and promoting online tools from AITSL and NSW Dept. of Education
- Staff collegiality – new staff welcome event with whole staff
- NESA Accreditation - College procedures and policies 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 Staff Training – First Aid, Evacuations and Child Protection
- 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.

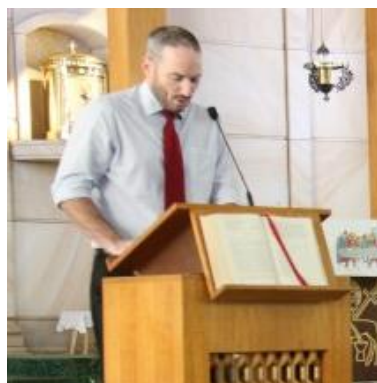
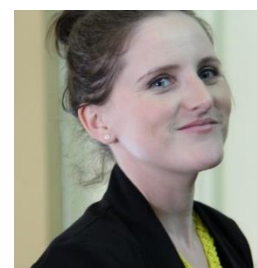
### **External Processes include:**

- CSO, AITSL, AIS, and DET Network Induction Programs and Resources.
- Promotion of the EREA GALILEE Induction Program for those new to EREA schools.



### **(XIII) WORKFORCE COMPOSITION**

The teaching staff ranges from mature, experienced practitioners to recently qualified graduates. Of the 92 members of the teaching staff, 58 are at a classification of 'Senior Teacher 1', recognizing their experience and broad contribution across the College Community. In 2016 the ratio of male to female members across the entire staff was 71:66. 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 2016.

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.

#### **2016 Inclusive Community Prayer**

*God of peace and compassion, we ask your blessing on us as we strive to build an inclusive community that recognises the value of every person because they are made in your image. Within our school let us create relationships that show genuine respect and care for each other so that we are able to grow as a community that values tolerance and understanding.*

*As we continue to build and develop Indigenous and global partnerships, may we strive to nurture relations that celebrate, value and support the cultures of these communities.*

*We pray that we are able to open our hearts more fully to those who are marginalised by society. May we stand in solidarity with them, ready to fight against oppression with faith, prayer and service so that they will have a voice that proclaims justice and acceptance.*

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

In 2016 the College embraced the Touchstone of **Inclusive Community** as our theme for the year. 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 2016 Assembly and was used in worship on various occasions such as college assemblies, class prayer and meetings. Inclusive communities are built upon right relationships: relationships with people and organisations through which we call them to be all that they can be through deep respect, mutuality and compassion. (EREA Charter 2007)



Our hope for 2016 as we embraced the theme of *Inclusive Community* was that we would continue to recognize 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 2016 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 their indigenous touring strips. Kaleb Taylor, Indigenous Liaison Officer at CBHS Lewisham, and several Indigenous students from CBHS conducted a Smoking Ceremony and dance which was integrated into a Reconciliation liturgy.

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

This is just one of the activities our young men were involved in to further their educational awareness of our indigenous people. An important aim was to help them to learn and develop a genuine social conscience that fulfils the truly holistic education that is the key in embracing the theme of *Inclusive Community*.

In 2016 the College continued to identify strongly with all aspects of Social Justice teaching as outlined in the Charter. A survey was begun of all areas of the college with the intention to publish the St Pius X College Social Justice Framework at the end of 2017.

Key developments in 2016 included:

- The Edmund Rice Society (ERS) introduced the Edmund Rice Badge at the end of 2016 for Year 10 2017. This badge is given to Year 10 students who nominate. During the course of the year 10 and 11, students follow a set criteria to earn their badge and if successful will receive a formal certificate at the end of Year 11.
- The ERS, under the direction of Social Justice Coordinator continued to develop a partnership with EREA education institution, The Haven, on the Central Coast, the Flexi Learning Centre at Wollongong and the Savio Centre at Penrith. The ERS coordinated the gifting of sets of donated computers from St Pius students when computers were renewed. ERS students attended the centres representing the college. The college also made available the services of an IT staff member to ensure a smooth integration of the computers into the systems at each centre. ERS students also continued the program of making several built skateboard decks to donate to The Haven for their students to personalize and assemble. The Music Department also donated over 30 musical instruments to the Haven to fill their new music room.
- The ERS also began the initiative in Term 2 and 3 of selling Fairtrade chocolate. Over \$500 was raised and forwarded to Callan Services in PNG. This was a very good initiative for junior ERS members as they supported the stall each Friday.
- The ERS introduced signage of key initiatives and slogans. This signage proved very effective in creating awareness and highlighting initiatives throughout the year.
- The ERS also ran two other initiatives in 2016: Footy Boots for Africa and the Colour Run where students volunteered and their donation went to the White Knight Foundation.
- Across the curriculum, each Key Learning Area (KLA) continued to integrate Social Justice teaching into its programs, with specific links to Inclusive Community.
- Year Groups were again involved in supporting allocated charities and Social Justice organisations.





Years and their charitable foci are:

**YEAR 12** Caritas Project Compassion 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 such as  
Legacy, Red Shield Appeal, Daffodil Day

**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 2016 over \$50,000 was raised and donated to the following list of charities and welfare groups:

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



Again in 2016 the Year 12 cohort was successful in promoting *Project Compassion*. The outcomes from the appeal was \$11680 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. Liam presented a workshop at the 2016 Founders Day.

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

There were other opportunities for students to participate in the Reach Foundation program, involving selected students from Year 11 attending an intensive weekend camp looking at meeting the needs of the broader community through acceptance and tolerance. The Reach Foundation built upon leadership opportunities and initiatives for students in Years 5 to 10.

## **(II) EUCHARIST**

### **(a) Overview**

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

In 2016 the entire school community commenced and concluded the College year with the celebration of a Mass of Thanksgiving celebrated by old boy Father Tom Stevens. Masses were also celebrated at the Year 12 Graduations and senior retreats.

A Liturgical highlight of the year was the Brothers Thanksgiving Mass which acknowledged the end of an era with the closing of the Chatswood Christian Brothers Community. This Mass on 3<sup>rd</sup> May was celebrated by Bishop Peter A Comensoli (Bishop of Broken Bay), Bishop Peter W Ingham (Bishop of Wollongong and Old Boy), Bishop Emeritus Michael Malone (Old Boy), Bishop Emeritus David Louis Walker and Father Paul Finucane (Parish Priest, Our Lady of Dolours Church). Many of the 166 Christian Brothers who have served the St Pius X College were in attendance. Afterwards a supper was held in the College Gymnasium with speeches given by Ted Magee (Christian Brothers Oceania Province Leadership Team), current Principal John Couani and staff member and historian Tony Cuneen.



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 2016 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 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.



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

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

Liturgy for the Year cohorts included:

- Programmed singing practice in preparation for major College liturgies
- Opening prayers at the commencement of Year Meetings
- The Sacraments of Eucharist 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 2016:

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



Year 12, 2016 - Graduation Mass



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 Saint Mary of the Cross
- Feast of St Pius X
- Remembrance Day
- Advent/Christmas Liturgy for Staff



*Easter Liturgy 2016*

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

This was not done in 2016 but will be implemented again in 2017.

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

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

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





## **(V) CLASS PRAYER**

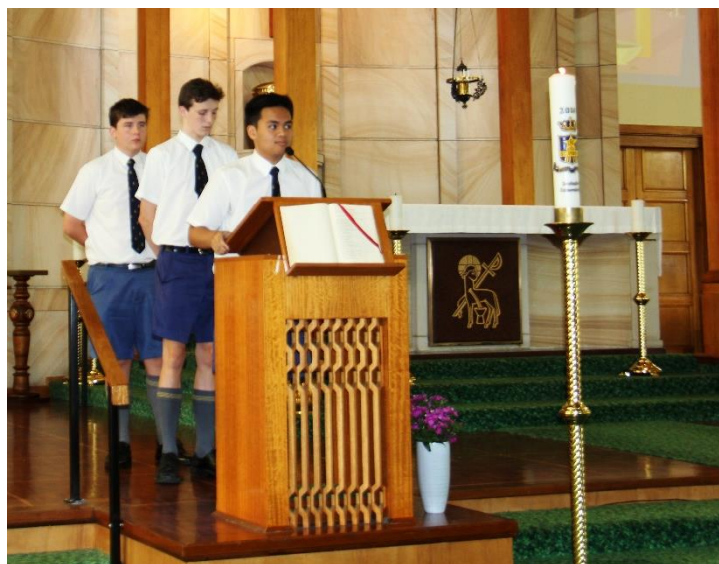
All Religious Education classes and many other classes began with prayer. The "Living Faith" book of Daily Catholic Devotions was distributed to all Religious Education teachers. These books enriched the Prayer Life in the College.

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

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

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

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



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

**(b) Resource Sharing**

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

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

**(c) Sacramental Programs**

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

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

- Our year's theme of **Inclusive Community** culminated with our Founder's Day Festival on the 25<sup>th</sup> November when students were introduced to two of the College partners: The Haven Flexi Learning Centre and the White Knight Foundation. Presentations were given about the work of the Flexi Learning Centre (Years 5-9) 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 who ensured we were able to raise **\$11,680** to continue to support our partners at St Mary's, Bowraville, St Joseph's, Walgett, Callan Services in PNG, the Haven Education Centre at Gosford, the White Knight Foundation as well as St Edmund's, Wahroonga.

- The Eucharistic Ministers' Course was completed by nine Year 10 students at the end of the year in collaboration with Mercy College. 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 2016, with the number of students able to access the programs increased. Fifteen Year 10 students were selected to attend and work at the three different locations of our partnership schools.



*Year 10 Students at St Mary's Bowraville*

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

- The College continued to grow its links with Callan Services in PNG with a Letter Writing Program introduced to 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 25 hours respectively of community service, with students opting for work at a wide range of outreach centres including St Edmunds School, Wahroonga; St Vincent de Paul Society; Willowood Retirement Village and Matthew Talbot Hostel for Homeless Men.
- In 2016 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 2016 the College continued the responsibility of serving the guests of the Matthew Talbot Hostel for Homeless Men in Woolloomooloo every Wednesday night. A group of staff and students complete this most rewarding task each week.
- Year 8 students, through their PD/H/PE Program, worked collaboratively with the Year 8 students from St Edmund's School, Wahroonga. This project has helped to 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 Tallow Beach. These experiences deepened the spiritual awareness, respect, tolerance and inclusiveness of each student. The Eucharist and a Reconciliation Liturgy were celebrated at most of the retreat venues.

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

Year 10 held three Reflection Days in Terms 1, 2 & 3 at Oxford Falls. The Reflection Day Program explored the theme of *Journey* for our students, identifying the hurdles they face, the importance of developing trusting relationships as they discover more about themselves and the role of God in their lives. Visiting speakers provided excellent input which was consolidated through prayer and reflection. Input included "Journeys – Dealing with Hurdles" (Term 1), "Building Relationships" (Term 2) and "Day of Hope – Goal Setting" (Term 3).



*Year 12 Retreat at Tallows Beach*

Years 7, 8 & 9 had Pastoral Days addressing the varying issues surrounding the students' needs based on the MindMatters Program. The Year 7 students attended the Snowy Mountains Skiing Trip. This excursion emphasised the need to develop tolerance, respect and trust of others.

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

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

In the year of embracing our touchstone of **Inclusive Community**, our Staff spent the day participating in a workshop run by Christian Brother Damien Price on the life of Edmund Rice at our Oxford Falls campus. Staff then choose to attend two workshops with presentations from a number of organisations who are in partnership with the College. These include: The Haven, EREA Flexi-schools, CIP Partners, Year 10 Immersion Partners and CIP Partners.

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

In 2016 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 Board of Studies 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 2016 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 2016, 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 well above the state average with many ranked in the top band (Band 6). Students in 1 unit Studies of Religion were slightly above the state average.
- 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*.



*Junior School Aboriginality Workshops*

## 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 a year cohort under the direction of a Guidance Coordinator 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. Year 5 and 6 similarly are supported by one member of staff per Homeroom or Pastoral Care base group.

Pastoral and Reflection Days, Camps and Retreats for students took place as is the practice. These opportunities help holistically develop personal reflection, responsibility, and respect for self and others. The interventions were well received by students and parents. Each activity is evaluated and refined annually. The Year 7 students attended the Snowy Mountains ski trip. This excursion emphasises the development of personal and interpersonal strengths and skills including organisation, tolerance, respect and trust of others.

Year 8 and Year 9 attended the Great Aussie Bush Camp at Tea Gardens for a sequenced, progressive program of educational experiences in the outdoor environment. Year 11, under the Reach Foundation, had three Reflection Days at the Treacy Complex. For Year 12, College staff facilitated simultaneous retreats at Mulgoa Retreat Centre, and at Tallows Beach as an 'Outward Bound' style retreat, timed 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.

They 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 progress into Year 11 from Year 10.

Enhancing the successful application to the Federal Government for a Chaplaincy grant in 2012 and 2013, counselling services have been bolstered in recent years. With the College financially supporting the increase of part-time counsellor time for student wellbeing. 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.

Peer Support continued for Years 5, 7 and Year 11 leaders during First Term. Year 10 students were trained in Term 4 in preparation for their responsibilities in the New Year.



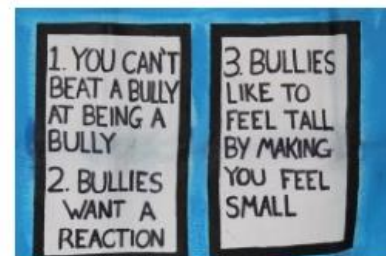
Leadership initiatives also occurred with Prefects, Transport Monitors, House Captains and Senior Mentors acting on a one-to-one basis for targeted younger students. Semester House Vice-Captains and Summer/Winter Sport Captains, were elected and trained to broaden distributed leadership opportunities 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 Senior 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 progress. Summative interviews are also catered for at the conclusion of Term 4. Details of Parent/Teacher interviews for Years 5 and 6 may be found in the Junior School Report (Section 7). Parental comments indicated a high level of appreciation of the staff and their dedication to the teaching of the students. These structures and adjustments will be evaluated and reviewed for and over the 2017 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 Assemblies periodically throughout the year.

## (II) STUDENT WELFARE POLICIES

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



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 on the Yard, Sport or Excursions. Positive reinforcement (e.g. see Awards System – Student Diary) is preferable to punishments. Nevertheless, students need to be educated that actions or inactions have consequences and that with privileges usually comes responsibilities. 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 2016 the focus was on developing an Inclusive Community as a vehicle of positive social change and improved bystander behaviour.

### **(III) GRIEVANCE/COMPLAINTS PROCEDURES**

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

- Try to work out the difficulty with the person involved at the level at which the problem occurred. For example if a person is unhappy with a mark in an examination then consult with the relevant teacher or marker for feedback.
- Move to the next level within the school's hierarchy – either a Guidance or Studies Coordinator.
- If such contact is unsatisfactory then curriculum issues should be addressed to the Assistant Principal – Teaching and Learning, and pastoral issues should be addressed to the Head of Student Services. Refer to the Student Diary about facilitating contact within the College.
- After the Deputy Principal as the subsequent contact, the next level is the Principal.
- Further representations can be made to the EREA 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 requirements of the NSW BOSTES (now NESAS) Registration and Accreditation for Non-Government Schools Manual.

## SECTION 4

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

To ensure we are clear with our objectives, a major project undertaken this year was the development of the St Pius X College Learning Framework. The purpose of this is to have a shared and agreed understanding of what we believe are the important fundamental principles of teaching and learning at the College. Through an open process of distributive leadership, a volunteer group of teachers formed the Learning Framework Group to collect and analyse a comprehensive array of feedback from teachers. Through their efforts the following statement now forms an agreed foundation for future learning at the College.

***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.***

A key elements of this statement is that we are a learning community comprised of students, teachers and parents. One of our challenges is to instil a passion for learning generated by curiosity and not hindered by fear of failure. We strive for deep learning that is generated through being challenged with our thinking.

Throughout the year, teachers engaged in an extensive array of professional learning. Our major focus were the issues of student engagement and wellbeing. Our aims are to ensure that our students are thoroughly immersed in their learning, To be deeply engaged contributes to wellbeing as they are learning with genuine curiosity that will lead to deep learning.

Inclusive Community was our Touchstone for 2016 and this provided a major and ongoing focus to provide all our students with the opportunity to learn and make a difference. It is important that we as a College understand and know each individual through the comprehensive use of data. This enables targeted teaching as a means of addressing the learning needs of individual students.



Literacy across all year levels continues to be a fundamental focus for the College. For our senior students, the College developed an online resource to assist their understanding of the BOSTES key terms so as to recognise the fundamental requirements in answering questions. The key to success in the HSC is not just knowing the content but being able to demonstrate this in the required format.

Our Semester 2 Academic Assembly was titled a 'Celebration of Learning' where students were able to display their creativity. We congratulated our high achievers but we also celebrated the wonderful efforts of students who willingly contributed examples of their learning. To widen the range of students acknowledged for demonstrating growth in learning, a new award was introduced to recognise students who had demonstrated significant growth in their grades from the last reporting period.

A new initiative this year was the *Write a Book in a Day* workshop. Working in teams, students had the daunting task to carefully draft, illustrate and draw together a myriad of contributions to write a novel in one day. The students experienced a wonderful array of learning that encapsulates the characteristics of 21st Century education.



One of the strategies the College employs to monitor quality of teaching and learning is to record and analyse student achievement data including the results of external testing, diagnostic and summative assessments and monitoring the progressive achievement of students over time.

In 2016, all students in Years 5 to 10 participated in the UNSW ICAS competitions in the subjects of English, Mathematics and Science. Year 10 Students also participated in the Australian Geography competition and all language students participated in the Language Perfect competitions. All results are recorded and analysed to inform further teaching and learning.

For all report periods, students' levels of achievements were recorded and monitored to identify students with significant changes to their Grades. Other indicators of achievement including Marks and Approach to learning Indicators were also used to monitor learning.

Teachers were provided with a comprehensive array of data to assist their knowledge of students and how they learn so as to target teaching to individual needs. Further resources were provided towards Learning Support and Enrichment to cater for diversity in the learning needs of students.

There is a very strong learning culture at St Pius X and this stems from high expectations. We all expect everyone to do their best and we have to ensure that this is always maintained. Students were led and encouraged to reflect on their achievements and to set goals for their future learning.

Effective communication between students, parents and teachers plays a significant role in improving student learning outcomes. In 2016, communication between parents and school was further enhanced with increased usage of the St Pius X Portal which allows parents to directly access academic information relevant to their child.

In 2016, all academic reports for all students from Years 7 to 12 were posted online.

All Year 12 assessment marks were issued to students for each task and similarly communicated.

## (II) 2016 HIGHER SCHOOL CERTIFICATE RESULTS

In 2016, 153 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.

	2016	2015	2014	2013	2012
No of Courses	32	34	28	29	27
Total enrolment in courses	913	837	839	851	854
Courses above State Average	26	27	27	25	24
% of Courses above State Average	81.3	79.4	96.4	86.2	88.9
Courses above State Average by 5%	13	10	15	13	12
% of Courses above State Average by 5%	40.6	29.4	53.6	44.8	44.4
% of Students BAND 6	10.3	11.4	14.8	16.0	13.2

MERIT LISTS	2016	2015	2014	2013	2012
First in State			2		
All Rounders	2	1	3	3	2
Top Achievers		3	2	1	2
Distinguished Achievers	94	95	129	142	113

In 2016, 81% of courses were above State Average. This is an decrease of 2% from the previous year. Two student attained 'All Rounder' and the number of Distinguished Achievers decreased from the previous year by 1%.

### Total Achievement Across all Bands

The College is pleased with the general achievements of the 2016 cohort. An area it continually strives to achieve is increasing the proportion of students achieving at the higher bands. Targeted discussion involving all teachers and across all faculties has been a specific strategy aimed at sharing recognized approaches to teaching and learning that assist students access these higher band results.

#### Bands Achieved as a Percentage of Students

	2012	2013	2014	2015	2016
Band 2	1.9	1.5	0.6	3.1	1.0
Band 3	8.9	6.7	5.2	7.4	10.1
Band 4	27.0	26.4	23.7	29.7	30.6
Band 5	38.0	40.0	43.0	40.0	40.0
Band 6	19.0	16.0	21.0	19.0	18.0

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. The equivalent of ten professional learning days was allocated to send selected Subject Coordinators to seminars to further their analysis of HSC results. Each teacher of a 2016 HSC course was required to complete their own analysis.

### **Enrolment in Courses**

There was a significant increase in the number of students completing Visual Arts and Legal Studies. There was also increases in Geography, Drama and Chemistry. There was a notable decrease in students enrolled in English Extension 1 in 2016.



### HSC RESULTS SUMMARY BY COURSE

	2016	2015	2014	2016	2016	2016	2015	2015	2015	2014	2014	2014
Subject	Students	Students	Students	SPX Ave	STATE Ave	Diff	SPX Ave	STATE Ave	Diff	SPX Ave	STATE Ave	Diff
French Continuers*	3	3										
French Beginners*		3										
Chinese Beginners*			3									
Visual Arts	32	17	30	79.7	79.6	0.1	81.5	79.2	2.3	77.7	78.3	-0.6
Studies of Religion II	27	22	20	86.3	75.6	10.7	79.8	74.2	5.6	84.6	75.4	9.3
Studies of Religion I	116	95	94	38.7	38.3	0.3	40.9	38.5	2.4	40.2	38.2	2.1
Software Design & Develop	7	12	14	80.6	74.6	6.0	81.1	73.5	7.5	78.3	73.1	5.2
Senior Science	6			77.2	73.3	3.9			0.0			
Physics	40	37	36	75.5	72.7	2.8	77.0	72.7	4.4	80.1	73.5	6.6
Personal Dev,Health & PE	26	28	36	79.4	72.1	7.3	73.2	73.1	0.1	78.6	72.9	5.7
Music Extension	1	1	1	40.8	43.2	-2.4	46.1	43.6	2.5	48.8	45.8	3.0
Music 2	2	4	2	87.6	87.0	0.6	85.7	86.7	-1.0			
Music 1	3	2	3	91.7	80.9	10.8	84.9	80.6	4.3			
History Extension	7	10	7	40.6	38.9	1.7	43.1	38.6	4.4	40.4	38.7	1.7
Modern History	47	40	38	78.8	74.5	4.4	83.3	75.3	8.0	81.0	75.0	6.0
Mathematics Extension 2	16	14	13	80.9	81.0	-0.1	70.8	82.3	-11.4	83.0	81.6	1.4
Mathematics Extension 1	34	49	48	80.4	79.7	0.7	79.2	81.2	-2.0	80.7	80.6	0.1
Mathematics	61	82	77	77.8	77.8	0.0	80.6	77.9	2.7	82.5	78.4	4.1
Mathematics General 2 BDC	69	45	55	75.2	68.5	6.7	73.6	68.6	5.0	77.6	68.9	8.7
Legal Studies	20	5	12	84.7	75.0	9.6	83.1	74.6	8.5	86.7	73.4	13.3
Info Process & Technology	2	5		76.4	71.4	5.1	84.3	72.4	11.9			
Industrial Technology	14	15	5	75.9	69.0	6.9	78.9	69.9	8.9	75.3	70.7	4.7
Geography	33	26	18	75.1	74.7	0.4	76.4	73.9	2.5	78.2	73.6	4.6
English Extension 2	2	1	1	47.5	38.5	9.0	45.6	39.5	6.1	45.8	38.5	7.3
English Extension 1	8	16	7	42.5	41.9	0.6	43.2	41.8	1.4	42.7	41.2	1.5
English (Advanced)	84	86	80	80.5	80.7	-0.2	83.3	80.4	2.8	81.6	80.5	1.1
English (Standard)	68	49	58	74.9	68.7	6.2	70.5	67.1	3.4	72.5	67.5	5.1
Engineering Studies	9	7	5	81.6	75.3	6.3	84.3	75.0	9.3	78.5	73.1	5.4
Economics	36	34	21	74.1	76.6	-2.5	77.2	76.1	1.1	82.0	75.7	6.3
Drama	11	5		79.96	77.83	2.13	75.7	77.8	-2.1			
Design and Technology		3	12				85.3	76.3	9.1	77.8	75.9	2.0
Chemistry	26	19	28	79.9	75.6	4.3	78.3	75.8	2.5	84.3	76.1	8.2
Business Studies	64	57	61	76.1	73.2	2.9	77.9	73.7	4.2	81.2	74.0	7.2
Biology	27	28	30	79.9	73.7	6.2	74.7	71.1	3.5	76.5	71.7	4.9
Ancient History	15	17	24	78.0	71.2	6.9	82.1	71.3	10.8	83.4	71.7	11.7

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



## TVET

The number of students enrolled in Year 12 TVET courses in 2016 was consistent with previous years.

VOCATIONAL COURSES	2016	2015	2014
Automotive	1	1	
Construction	4	4	
Electrotechnology	2	2	1
Human Services	1	1	

In 2016 the College issued three Records of Student Achievement (RoSA).



### (III) 2016 NAPLAN RESULTS

In May 2016, all Years 5, 7 and 9 students participated in National Assessment Program for Literacy and Numeracy (NAPLAN). The test results provide valuable information about student achievements in literacy and numeracy. Students in all relevant cohorts achieved excellent results, significantly above the State average in all areas. Most pleasing was the significant level of improvement shown by students at the College from Years 7 to 9.

<b>YEAR 5 2016</b>	<b>State Mean</b>	<b>School Mean</b>	<b>% Diff</b>	<b>Result</b>
READING	502.9	534.3	6.2	Above state
WRITING	477.6	499.8	4.6	Above state
SPELLING	501	517.5	3.3	Above state
GRAMMAR & PUNCTUATION	512.2	542.3	5.9	Above state
NUMERACY	499.4	542.3	8.6	Well above state
<b>YEAR 7 2016</b>	<b>State Mean</b>	<b>School Mean</b>	<b>% Diff</b>	<b>Result</b>
READING	543.2	582.8	7.3	Well above state
WRITING	515.5	548.1	6.3	Above state
SPELLING	550.7	572	3.9	Above state
GRAMMAR & PUNCTUATION	545.2	574.3	5.3	Above state
NUMERACY	554	611.4	10.4	Well above state
<b>YEAR 9 2016</b>	<b>State Mean</b>	<b>School Mean</b>	<b>% Diff</b>	<b>Result</b>
READING	583.6	629.7	7.9	Well above state
WRITING	546.8	594.2	8.7	Well above state
SPELLING	587.4	624.4	6.3	Above state
GRAMMAR & PUNCTUATION	595.5	650.3	9.2	Well above state
NUMERACY	595.4	653.1	9.7	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.

### Students Below or at Proficient Standards

#### YEAR 5

	Below Min (Band 3)		At Minimum (Band 4)		Proficient (Bands 7 and 8)	
	School Mean %	State Mean %	School Mean %	State Mean %	School Mean %	State Mean %
READING	1	6	2.1	12.9	51.1	38.6
WRITING	2.1	5.3	6.3	11.1	31.3	18.7
SPELLING	2.1	5.4	3.1	9.2	35.4	33.2
GRAMMAR & PUNCTUATION	1	4	0	11.4	53.2	40.8
NUMERACY	0	4.3	0	12.9	51	30.5

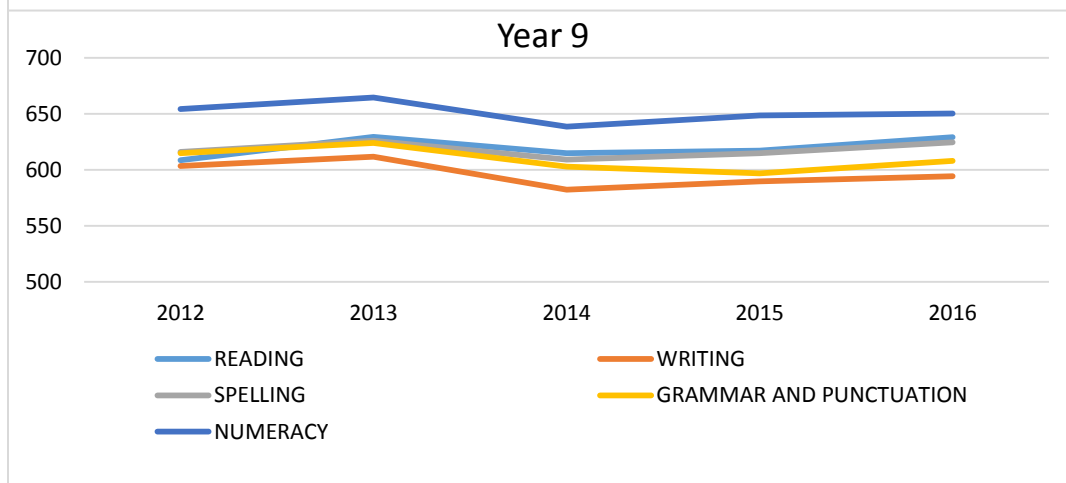
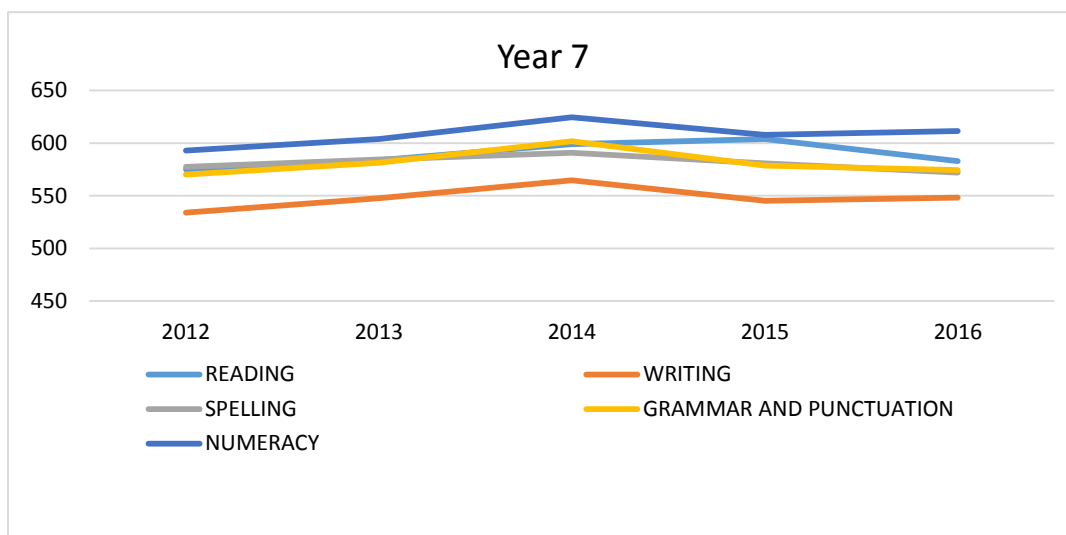
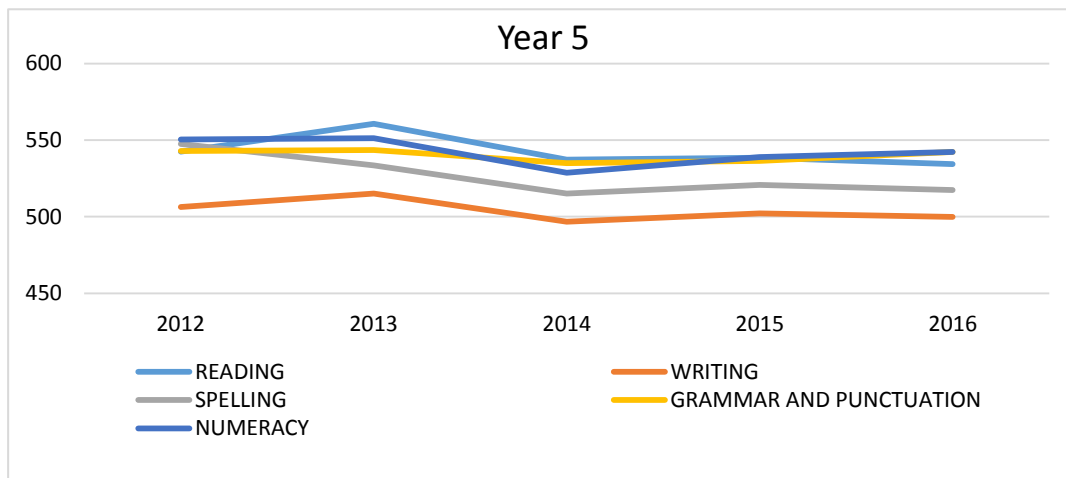
#### YEAR 7

	Below Min ( Band 4)		At Minimum (Band 5)		Proficient (Bands 8 and 9)	
	School Mean %	State Mean %	School Mean %	State Mean %	School Mean %	State Mean %
READING	0.6	4.8	3.1	14.9	51.9	30
WRITING	1.3	8.1	10.1	19.3	27.1	17.8
SPELLING	0	5.4	6.3	11.8	46.6	34.1
GRAMMAR & PUNCTUATION	1.3	5.2	6.9	17.7	45.2	30.8
NUMERACY	0	3	0.6	12.9	61	31.4

#### YEAR 9

	Below Min (Band 5)		At Minimum (Band 6)		Proficient (Bands 9 and 10)	
	School Mean %	State Mean %	School Mean %	State Mean %	School Mean %	State Mean %
READING	0	5.6	3.2	16.8	48	24.8
WRITING	2.6	16.3	11.6	22.5	22.6	12.4
SPELLING	0	8.5	3.2	12.9	39.3	25.5
GRAMMAR & PUNCTUATION	0.6	10	5.2	17.3	38.1	22.2
NUMERACY	0	2.3	0	16.3	59.1	26.9

## TREND DATA IN NAPLAN SCORES



The trend indicates a decrease in scores of students in Year 5 in 2014 though have displayed growth when tested in Year 7 2016. There is consistent growth in Year 9. Reading in Year 7 2016 has decreased and requires mediation. Writing continues to be an area the College has focused on.

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

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

Students with identified needs, either enrichment or support have individual learning plans. 1.8 full-time equivalent College Counsellors work closely with the Learning Support and Enrichment (LSE) Department and the Pastoral Care Teams headed by the Guidance Coordinators in all years.



Boys are encouraged to seek help when in need. Regular meetings are held between the LSE Department, the College 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 for 2016:

### **Literacy and Numeracy**

Innovative and robust literacy and numeracy program supported by ICT and integrated across the curriculum

- 2.2.1.1 Implementation of Mathletics from Years 5 to 12
- 2.2.1.2 Review of Year 6 Stage 3 Literacy Program
- 2.2.1.3 Renew the College Literacy Plan
- 2.2.1.4 Continue implementation of Text Types in assessment tasks Years 7 to 9 and BOSTES key terms in Years 10 to 12
- 2.2.1.5 Develop Literacy Apps based on BOSTES key terms
- 2.2.1.6 Continue implementation of Turn It In in Years 10 to 12

### **Pedagogy**

Student-centred personalised learning in all areas of curriculum

- 2.3.1.1 Putting Faces to the Data Phase 2

Teachers collaborating in the sourcing, production and distribution of curriculum resources

- 2.3.2.2 Stage 3 Teacher collaboratively planning and sharing units of work and resources.

### **Diverse Learning Needs**

Effective programs in support of students with special needs

- 2.4.1.1 Review of Multi-lit program in Stage 3. PD for MACQLIT and implement MACQLIT (small group).
- 2.4.1.3 Gifted and Talented

### **Assessment and Reporting**

Clear concise and timely communication of student academic progress

- 2.5.1.1 Student assessment marks released through Portal - Years 7 - 12

Teaching practices informed by the collating, tracking and analysis of student assessment data

- 2.5.2.2 Identify key teaching needs for each core class in Years 7 to 10
- 2.5.2.3 Implement student centred discussion between core class Teachers in Years 7, 8 and 10
- 2.5.2.4 Review current assessment practices within each Faculty
- 2.5.2.5 Review use of UNSW Competition results and assess further use of Allwell Testing

### **Curriculum Provision**

The Australian Curriculum effectively implemented

- 3.1.1.1 The NSW Australian curriculum in History and Geography implemented in Stage 3.
- 3.1.1.2 Familiarise and prepare for implementation of Stage 4 and 5 Australian Curriculum Geography in 2017

## **(VI) POST SCHOOL DESTINATIONS**

There were 153 students in the 2016 HSC cohort eligible to receive the HSC. Eighty-four percent of these students (129) received an offer from UAC for university in 2017. Of these students, 23 received 2 offers. The following table lists how many offers were made from the major Universities:

<b>Macquarie University</b>	62
<b>UTS</b>	25
<b>ACU</b>	19
<b>UNSW</b>	21
<b>University of Sydney</b>	15
<b>ANU</b>	1
<b>Southern Cross</b>	1
<b>University of Western Sydney</b>	2
<b>National Art School</b>	1
<b>ICMS</b>	2
<b>ACAP</b>	1
<b>Charles Sturt</b>	1
<b>Newcastle</b>	1

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

(Includes Double Degrees)

Business/Commerce/Accounting/Economics	55
Science/Medical/Health/Sport & Exercise	34
Arts	18
Engineering	15
Construction/Property Management	6
Creative Arts/Architecture/Music	5
IT	5
Law/Politics	5
International/Security Studies	4
Education	3
Other	5

## SECTION 5

### (I) COLLEGE COCURRICULAR PERFORMING ARTS

As the co-curricular Performing Arts program grows at the College, so too does the number of people who appreciate, acknowledge and affirm the performances and hard work of the students and staff involved. The 2016 performance calendar was jammed packed with numerous solo and concert opportunities, allowing the students of St Pius X College to truly showcase their amazing and unique talents.

It is important to recognise the dedication of the Ensemble Directors and teaching staff, as well as the Instrumental Tutors, who play a vital role in ensuring that students are ready for any dramatic or musical performance that comes their way. Additionally, the work of the Performing Arts Parents Association (PAPA) cannot be understated. They work tirelessly behind the scenes at our events, quietly supporting and raising funds, so that items like Orchestral Timpani can be purchased, to enhance our music making in Concert Bands, Percussion Ensembles and the College Orchestra. Sincere thanks to Mrs Odette Shahady (President), Mrs Tanya Ceravolo (Vice President), Mr Steve Benson (Treasurer), Mrs Sherry Hawkins (Secretary), as well as the many other committee members who provide assistance.



## PERFORMING ARTS CALENDAR 2016

### Term 1

Commencement Mass	Senior Choir
Ash Wednesday	Senior Choir
On Stage	Year 12 Drama
Academic Awards 1	Senior Percussion Ensemble, Intermediate Percussion Ensemble
Encore Concert	Years 10, 11, 12 Elective Music
Meet The Music Concert 1	Years 9, 10, 11, 12 Elective Music
National Day Against Bullying	Senior Choir, Years 10 and 12 Students (Rock Band)
Campus Inspection	Senior Jazz Band, Senior String Trio, Senior Guitar Ensemble
Easter Liturgy	Junior Choir, Senior Choir
Workshop	College Orchestra

### Term Two

ANZAC Ceremony Bunnings Artarmon	Year 12 Student
ANZAC Ceremony/Assembly	Senior Choir, Year 12 Student (Bugler)
Mercy Drama Production: "Stories in the Dark"	Selected Drama Students Years 9 - 10
Jazz Band Workshops	Intermediate and Senior Jazz Band
Willoughby Art Space: "Smart Expressions Exhibition"	Senior String Trio
Christian Brothers Appreciation Mass and Reception	Senior String Ensemble, Senior Choir, Senior String Trio, Brass Fanfare (Year 8 and Year 12 students)
Meet The Music Concert 2	Years 9, 10, 11, 12 Elective Music
Founder's Day Assembly	Senior Choir
Senior School Mother's Day Liturgy	Vocal Ensemble, Intermediate String Quartet, Piano Solo (Year 10 Student)
Junior School Mother's Day Mass	Junior Choir
Twilight Concert 1	Junior and Senior Percussion Ensembles; Junior, Intermediate and Senior Guitar Ensembles; Junior, Intermediate and Senior Concert and Jazz Bands; Senior Choir; Intermediate and Senior String Ensembles; College Orchestra
Meals on Wheels Chatswood Lunch	Intermediate String Quartet
Year 9 Music Performance Night	Year 9 Elective Music
Summer Sports Colour Awards	Intermediate Jazz Band
Sydney Eisteddfod	Intermediate Jazz Band
Sydney Eisteddfod	Senior Jazz Band
Gordon Waterhouse Memorial Music Scholarship Concert	Year 12 Student
Ensemble Theatre Excursion "The Big Dry"	Years 9 and 10 Elective Drama
Year 11 Drama Performance Night	Year 11 Drama
White Knight Foundation Fund Raising Dinner	Senior String Trio
Depot Theatre Excursion "The Laramie Project"	Year 12 Drama

### Term Three

IPSHA Performing Arts Festival Combined Rehearsal	Junior Choir
Year 12 Drama HSC Trial Performance Showcase	Year 12 Drama

Academic Awards 2	Intermediate Concert Band, Year 12 HSC Drama Class Group Performance
Workshop and Recording Day	College Orchestra and Senior String Ensemble
Studio Concert	Chris Richardson Voice Students
IPSHA Performing Arts Festival	Junior Choir
Meet The Music Concert 3	Years 9, 10, 11, 12 Elective Music
Youth Theatre Ensemble Excursion "Blackrock"	Year 11 Drama
Year 12 Drama	HSC Performance Examinations
Year 12 Music 2	Mandatory Composition Recording Day
Splinters Splashes, Sounds and Stage	Year 12 HSC Music Class, Year 12 HSC Drama Class, Intermediate String Quartet
Father's Day Breakfast	Junior, Intermediate and Senior Guitar Ensembles
Twilight Concert 2	Senior, Intermediate and Junior Concert and Jazz Bands, Senior and Junior Choirs, Vocal Ensemble, Senior String Trio and Intermediate String Ensemble, Senior String Ensemble, College Orchestra, Senior, Intermediate and Junior Percussion Ensembles
Chatswood Spring Fair	Years 10 – 11 Students
Year 12 Music 1	HSC Performance Examinations
Winter Sports Colour Awards	Senior Jazz Band
RUOK Day	Senior Choir
Year 10 Music Performance Night	Year 10 Elective Music
Year 12 Music 2 and Music Extension	HSC Examinations
Year 12 Internal Graduation	College Orchestra
Year 12 Graduation Mass	Year 12 Choir Students, Year 12 Music Class
Manly Jazz Festival All Star Big Band	Year 10 and Year 12 Student
Manly Jazz Festival	Senior Jazz Band

#### Term Four

Performing Arts Festival	Strings, Voice, Woodwind
Performing Arts Festival	Percussion, Brass
Performing Arts Festival	Music Production
Performing Arts Festival	Guitar, Piano
Performing Arts Festival	Drama Ensemble (Theatre Sports)
Senior Leaders Investiture	Senior Concert Band
Workshop	College Orchestra
Renewal Assembly	Vocal Ensemble
Orientation Morning	Senior String Quartet
Willowood Nursing Home Christmas Carols	Vocal Ensemble
Year 9 Music Performance Night	Year 9 Elective Music
Remembrance Day	College Orchestra
Meet the Music Concert 4	Years 9, 10, 11, 12 Elective Music
Christmas Twilight Concert	Senior, Intermediate and Junior Concert and Jazz Bands, Senior Intermediate and Junior Percussion and Guitar Ensembles, Senior and Junior Choir, Vocal Ensemble, Intermediate and Senior String Ensembles, College Orchestra, Drama Ensemble
Junior Prize Giving and Sports Awards	Junior Jazz Band, Junior Choir
Years 5 – 10 Closing Mass	Junior Choir

## **Ensembles 2016**

### **Ensemble**

Senior Concert Band  
Intermediate Concert Band  
Junior Concert Band

Senior Jazz Band  
Intermediate Jazz Band  
Junior Jazz Band

Senior Choir  
Junior Choir  
Vocal Ensemble

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

Senior Guitar Ensemble  
Intermediate Guitar Ensemble  
Junior Guitar Ensemble

Senior Percussion Ensemble  
Intermediate Percussion Ensemble  
Junior Percussion Ensemble

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

Drama Ensemble

### **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 Pawel Lewandowski  
Mr Geoff Power  
Mr Christopher Richardson  
Mr David Sismey  
Mr Ian Talati  
Mrs Stella Talati

Mrs Stella Waddington

### **Performing Arts Captain**

### **Performing Arts Vice 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 Jessie Tu  
Ms Tracey Bates, Miss Felicity Whelan

Ms Tracey Bates  
Ms Tracey Bates  
Miss Jessie Tu  
Ms Tracey Bates  
Year 12 Student

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

Senior and Junior Choir  
Vocal Ensemble

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

Year 12 Student

Year 12 Student





## 2016 COLLEGE CURRICULAR PERFORMING ARTS

Drama and Music classes motivate, challenge, inspire and encourage students of all ability levels to be the best that they can be.

The 2016 Year 12 Drama class consisted of eleven students, each of whom was required to present an individual, as well as a group project. The individual projects saw the students undertake a range of activities. The monologues presented included "A Matter of Respect", "Hi, My Name's Steve", "My Collection", "Yours to the Final Deadline", "Happy Days", "The Pitch", "The Merry Wanderer of the Night" and "Flowers for Algernon". Additionally, one student chose to design a set to scale for "A Midsummer Night's Dream", another wrote a script "Good Boy" and finally one student created a moving video drama "The Academy". The group projects (where all students performed) were: "Brains, Brawn and a Little Finesse"; "Captain Craig"; and "The Plan".



The Year 12 Music 1 class consisted of three students, each of whom presented a full performance program of four works. One showcased his ability on trumpet as a jazz player, with two standout works being "Halfway Blue" and "Georgia on My Mind". The second, a vocalist was nominated for Encore (best HSC performance) for his commanding program sung in both English and Russian and the third, a student who studied bass guitar showed that his instrument can be used in both rock and contemporary art music, by presenting "A Portrait of Tracy" by Jaco Pastorius, as a contrasting work in his program.

The two Year 12 Music 2 candidates, also presented full performance programs, along with their submitted mandatory composition. The first had a demanding program which showcased his technical prowess and skill on the violin. His most challenging work "Repetepetition" by Matthew Hindson, certainly stretched his imagination as well as his fingers. The second student presenting on guitar performing both classical and contemporary works, also displaying his considerable abilities.

Both students had the opportunity to work with well-known Australian composer Jim Coyle in developing their mandatory compositions. The two resulting works "Fractured" and "An Expectation" were also recorded by a string quartet and quintet respectively, adding a new dimension to the teaching and learning of composition at the College.

There was only one Music Extension candidate in 2016. His program focussed on presenting works showcasing his skills as a jazz, classical and contemporary guitarist.

In addition to the College teaching staff and instrumental tutors, the following external teachers also worked with and supported the Year 12 musicians in 2016; Jim Coyle (Composition), Greg Arnold (Guitar), Valerie Dart (Violin) and Dallas Watts (Voice).

In Stage 6 Year 11 Preliminary Course studies both the Music and Drama classes approached their studies with gusto and a willingness to be challenged and extended, 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.

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

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



The academic Performing Arts program at the College is indebted to the hard work and dedication of the staff; In 2016 this staff included, Ms Tracey Bates (Years 11 and 12 Music 1, Music 2 and Music Extension) Miss Jessie Tu (Years 5, 6, 7, 8, 9 Music) Miss Felicity Whelan (Years 7, 8, 10 Music) and Mrs Sarah Fernando (Years 7, 9, 10, 11 and 12 Drama). The College Instrumental Tutors should also be recognised for the important role they play in effectively supporting and working with the academic staff.



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

#### **CATHOLIC SCHOOLS DEBATING ASSOCIATION PUBLIC SPEAKING**

St Pius X College participates in the CSDA Public Speaking Competition. Students from Year 7 to Year 12 participate in this event. There were a range of topics from: *Be Afraid, Be Very Afraid, Grand designs, Hashtag, Like, My Kitchen Rules, Remember, School Daze, The Sound of Music and Women's Agenda.*

Luka Krizan and James Baldock of Year 7; Japer Choi of Year 10; Andrew Jackson of Year 11 and Billy Moran and Keenan Smith of Year 12 participated in Round 1 of the CSDA Public Speaking competition held at Catherine McAuley College, Westmead. Keenan Smith (Year 12) and Jasper Choi (Year 10) were successful on the night. Keenan and Jasper presented exceptional speeches at the CSDA Public Speaking Zone Finals at Riverview but unfortunately did not move through to the Final round.

#### **THE NSW LEGACY JUNIOR PUBLIC SPEAKING AWARD COMPETITION**

Our Junior public speakers, Gabriel Doyle-Darling (Year 7) and Jasper Choi (Year 10), competed in the NSW Legacy Junior Public Speaking Competition at Killara High School. The schools in the competition were Cheltenham Girls High School, Killara High School, Carlingford High School, Epping Boys High School, Cherrybrook Technology High School, Castle Hill High School and Glenwood High School.

#### **THE NSW PLAIN ENGLISH SPEAKING AWARD COMPETITION**

The NSW Plain English Speaking Award aims to encourage the use of clear and effective spoken English. The eventual national winner of this competition wins the right to compete in the international final in London and receives return flights to London. St Pius X College filled two positions our Round which was held at Carlingford High School on Wednesday 11<sup>th</sup> May, 2016. Other schools in our round were Roseville College, North Sydney Boys' High, Shore School, Arden Anglican School, Carlingford High and Cheltenham Girls' High.

### **CSDA PUBLIC SPEAKING ADJUDICATOR ACCREDITATION SEMINAR**

St Pius X College hosted the above seminar on Wednesday 24 February 2016. This seminar was an opportunity for our Year 12 students and ex-students to become accredited as CSDA Public Speaking adjudicators. Several students have used this qualification to adjudicate Public Speaking events once they concluded the HSC.

### **CSDA DEBATING ADJUDICATOR ACCREDITATION SEMINAR**

Billy Moran and Patrick McKenzie of Year 12 attended the CSDA Adjudicators Seminar at Riverview. They are now qualified CSDA adjudicators and will work in this capacity for the CSDA in 2017.

### **CSDA DEBATING COMPETITION**

St Pius X competes in two debating competitions: the Catholic Schools' Debating Association (CSDA) Competition <http://www.csdanew.edu.au/>, and the Schools Debating Network (SDN) Competition <http://www.sdndebating.com.au/>

### **PRE-SEASON 'FRIENDLY' DEBATES**

St Pius X hosted Marist College North Sydney in a 'friendly' debate in February 2016 and our Year 11 and Year 12 students adjudicated most of the debates. The students experienced an effective 'first' debate for the season gaining experience chairing and hosting a debate event. St Pius X College hosted Mercy College and Marist North Sydney for a three school 'Friendly' debate.

We fielded 20 teams with 10 debates and our Year 11 and Year 12 students adjudicated once again. We were extremely proud of our senior students who stepped up to ensure that we could field so many Years 7 to 10 debates. The convenors of Marist Sisters and Mercy Colleges commented on the professional feedback that these students presented to the teams.



### **Round 1**

**St Pius X College hosted Marist Sisters' College, Woolwich.** Our topic area for Years 7 to 10 was 'Entertainment'. All debaters presented effective arguments on the night and the results were exceptional with St Pius X College winning their 12A, 12B, 11A, 11B, 10B, 8A, 8B and 7A debates.

### **Round 2**

**Loreto College Normanhurst hosted St Pius X College.** Our Year 12 leaders and their supporting Year 11s were congratulated for their guidance and direction towards younger students during our train trip to Normanhurst. The following teams were successful on the night: 12A, 12B, 11A, 9A, 9B, 8B, 7B.

### **Round 3**

**St Pius X College hosted St Ignatius College (Riverview).** Many debaters participated in the Twilight Concert as well as debating Riverview at St Pius X College. Most teams had members running from their performance in the Twilight Concert through to their debates but a special mention goes to both Year 11 teams who had members performing in the final pieces of the concert and then into prep for 20 minutes before debating. On the night the following teams were successful: 12A, 12B, 10B, 9B, 8B, 7A, 7B.

### **Round 4**

**St Pius X College hosted Our Lady of Mercy College Parramatta**

Our teams presented excellent debates with the 12A 12B 11B 10B and 8A teams winning on the night.

### **Round 5**

**Santa Sabina College hosted St Pius X College.** St Pius X College travelled to Santa Sabina College, Strathfield. Our teams presented excellent debates with the 12A, 12B, 11A, 10B, 8B, 7A and 7B teams winning on the night.

### **Round 6**

**St Patrick's College Strathfield hosted St Pius X College.** St Pius X travelled to St Patrick's College, Strathfield. Our teams presented excellent debates with the 12A, 11A, 11B, 10B, 9B, 8B, 7A and 7B teams winning on the night.



### **Year 10 Debaters – Elimination Round 2**

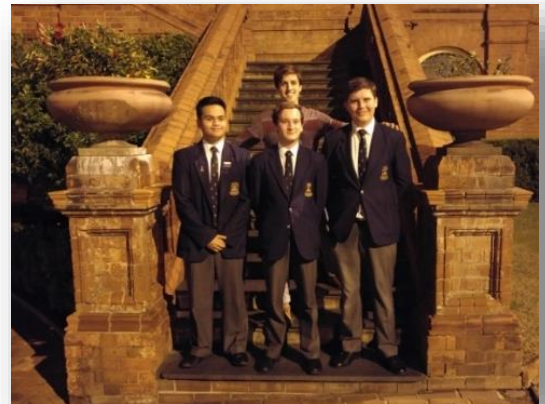
Our exceptionally articulate Year 10 debaters lost to Loreto Normanhurst at Marist North Shore, North Sydney. The Year 10's presented a very sound debate and understood how they lost to Loreto. Congratulations to Year 10 for a great season.

### **Year 12 Debaters – Quarterfinals**

The Year 12 B debaters (winning 6 from 7 debates) lost their CSDA Quarterfinals debate on Friday 24<sup>th</sup> June at Marist College, Eastwood. The Year 12 A debaters (undefeated) were victorious in their debate and moved through to the Semi Final at Santa Sabina College, Strathfield.

### **Year 12 Debaters - Semi-Finals**

The Year 12A debaters (undefeated) were victorious in their semi-final debate against St Andrews' College and moved through to the Final at Gilroy College, Castle Hill. It will be an Eddie Rice match-up as St Pius X College was pitted against Waverley College.



### **Year 8 and Year 12 Debaters – Finals**

Our Year 8 debating team participated in the Finals of the CSDA Competition at Oakhill College. Whilst they were not successful on the night they have achieved outstanding results in getting to the Finals of this competition. The team: Ethan Tat, Willem Falzon, Jude Boyle and Daniel Halverson were an exceptional 2016 team. They work seamlessly in their preparation, articulation of arguments and rebuttals. As always, supporters from the rest of the Year 8 debaters attending the Finals provided important moral support for their fellow debaters. Their commitment to their teammate's wellbeing reflected the selfless spirit of the entire Year 8 team.

Our Year 12 debaters, **Josiah Lising**, **Ryan Attard**, **Keenan Smith**, became the undefeated champions of the largest debating competition in the southern hemisphere. Mr Camilleri's Year 12A debaters were victorious in the CSDA Finals. They faced Waverley College at Oakhill College. Their win was well deserved and it was an honor to watch the way that these three Year 12 students work to win an argument.



### **SDN DEBATING COMPETITION**

2016 was the second year in which St Pius X College participated in the Schools Debating Network. The SDN is a debating competition held between independent primary and secondary schools located in Northern Sydney.

Round 1 - St Pius X hosted Roseville College with the topic area *Sport*

Round 2 - Stella Maris hosted St Pius X with the topic area *Education*

Round 3 - St Pius X hosted Riverview with the topic area *Environment*

Round 4 - St Pius X hosted Wenona but Wenona had to forfeit. The proposed topic area was *Technology*

Round 5 - St Pius X hosted Monte with the topic area *Media*

Round 6 - Abbotsleigh hosted St Pius X with the topic area *Law & Order*

Round 7 - Redlands hosted St Pius X with the topic area *Social Issues*



#### **(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.

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 2016 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.



Teachers with particular talents offer their services for school-based club activities which involve after-school participation. Such clubs/activities are beneficial and valued within the range of cocurricular activities. Students currently participate in Boxercise, rock-climbing, trampolining, rowing, sailing, surfing, paddle-boarding, skiing, canoeing, kayaking and alpine hiking, among many others.



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

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

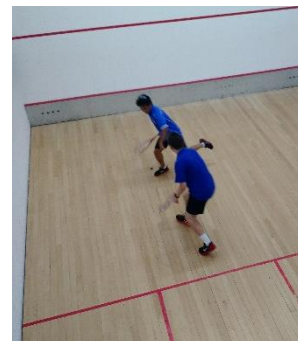




## (V) STRENGTH AND RESULTS - 2016 SPORT

Currently we have 160 teams and various individual entrants participating in 15 different activities. In 2016 the College fielded the following sporting teams and was involved in other cocurricular activities:

- **Rugby:** 18 teams
- **Football:** 24 teams
- **Basketball:** 42 teams
- **Cricket:** 12 teams
- **Athletics:** 90 students
- **Squash:** 13 teams
- **ISA Tennis:** 10 teams
- **NSTA Tennis:** 18 teams
- **Softball:** 1 team
- **Swimming:** 50 students
- **Cross Country:** 52 students
- **Debating:** 12 teams
- **Chess:** 13 teams
- **Duke of Edinburgh Award Scheme:** 30 students
- **Mock Trial:** 1 team



In 2016 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 AFI



## 2016 Team Achievements

In 2016 the College 1st XI Cricket finished Division 1 Runners Up. The 2<sup>nd</sup> XI were beaten Semi finalists

In Football our 14 teams made semi finals resulting in 5 teams finishing Runners Up.

In Rugby Union both the 1<sup>st</sup> XV and 2<sup>nd</sup> XV were Division 1 ISA 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 AFI
- Australian National Athletics
- NSW U15 Cricket

*(\*CIS is Combined Independent Schools)*



### Staff Achievements

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



## **(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 42 Junior and Senior Basketball teams, a significant increase from the 16 teams in previous years.

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

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



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

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

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

The Outdoor Education programs were extended with the 2016 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.



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



2016 Year 11 Snowy Hike

Expedition and Social Justice Immersion Program  
Kokoda Hike 2016

## SECTION 6

### (I) STRATEGIC INITIATIVES

The College's Strategic Improvement Plan 2012-2016 was brought to completion in 2016 and its full implementation showed significant benefits for the College community.

In 2016 the College undertook the Edmund Rice Education Australia (EREA) Renewal process. The external School Renewal Identity Team spent 3 full days at the College and consisted of:

- Mr Chris Smith, EREA National Director Identity and Liberating Education (Leader)
- Mr Brian Roberts, EREA Director Regional Support, Eastern Region
- Dr Tony Bracken, Catholic Schools Office, Broken Bay

Through this process, the College was highly commended as a Catholic school in the Edmund Rice tradition. Following is a summary of the major commendations and recommendations. These recommendations contributed to the development of the 2017-2019 Strategic Improvement Plan.

### **EDMUND RICE EDUCATION AUSTRALIA (EREA) RENEWAL REPORT SUMMARY**

#### **Major Commendations**

- There is a clear vision for continual reflection and improvement.
- The high profile of the Charter and Touchstones in the life and culture of the College.
- A strong academic emphasis and performance.
- The coordinated approach to Religious Education and faith development.
- Strong sense of community, pastoral care and mutual respect.
- The very positive relationships with Parish, the Diocese, the Catholic Schools Office and local Catholic schools.
- The supportive and engaged relationship with the Christian Brothers.
- The student leaders were impressive and spoke highly of their connection to the College, their pride in it and their relationships with teachers and their own peers.

- There is a strong commitment to Social Justice and the College Social Justice Statement including through the Edmund Rice Society.
- There is an increasing breadth of curriculum and pathways although there is still potential for greater diversity.
- The introduction of Drama and the expansive music, choir and band program.
- The development of the Learning Framework.
- The community has a confidence in its identity as a proudly Catholic boys' school with a rich history.
- Students spoke of the strong and mutually respectful relationships between staff and students.
- The College achieves very sound academic results and the learning environment is cooperative and effective despite the limitation presented by a crowded site.
- The Board's approach and focus of ensuring that mission and charism are understood and supported.

### **Major Recommendations**

- Continue to develop a school wide Learning Framework that encourages independent learners and shared professional practice.
- Ensure that the true meaning of the Touchstones is not limited by too close a correlation with the College values.
- Continue to support the Christian Brothers in a significant time of transition.
- Consider ways to ensure the affordability of the College to an increasing range of families.
- Review the level of support for students with special learning needs.
- Assess the provision of student leadership opportunities and ways in which their voice can be heard.







# ST PIUS X COLLEGE

CHATSWOOD

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

## Strategic Improvement Plan 2017 - 2019



*fide et labore,*  
THROUGH FAITH AND HARD WORK

## How was the plan determined?

The 2017-2019 Strategic Improvement Plan is the result of extensive consultation with Parents, students, staff, the College Board and Leadership Team. The Edmund Rice Education Australia (EREA) Renewal process in 2016 was invaluable and the recommendations have been incorporated.

This plan is a “live” document. It is a “rolling plan” which will be continually evaluated as components and targets are realised and other imperatives emerge.

The solid foundations of our plan for the future are the College's Vision and Mission statements and the EREA Touchstones and the College values which remain our constant.

### 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.

The plan was developed over a period of over two years with some of the major consultations listed below.

- 2014 – “Conversations with the Principal”
- 2015 – Student, staff and parent Workshops
- 2015-2016 – Leadership Team Workshop
- Staff, student, parent surveys
- 2015-2016 SPX Board Workshops
- SPX Board Strategic Planning Committee
- 2016 EREA Renewal Process



The Plan outlines the College's six strategic priorities:



1. **MISSION AND IDENTITY**
2. **LEARNING AND TEACHING**
3. **PASTORAL CARE AND WELLBEING**
4. **A CATHOLIC WORKPLACE**
5. **STEWARDSHIP AND SUSTAINABILITY**
6. **STRATEGIC LEADERSHIP AND PARTNERING**

### **Touchstones**

**GOSPEL SPIRITUALITY**

**LIBERATING EDUCATION**

**JUSTICE AND SOLIDARITY**

**INCLUSIVE COMMUNITY**

### **Core Values**

**FAITH**

**EXCELLENCE**

**OPPORTUNITY**

**RESPECT**

*(See the College's website for a complete outline of our 2017-2019 Strategic Improvement Plan)*



## 2016 ANNUAL PLAN

Areas of focus chosen for the 2016 Annual Improvement Plan included:

### 1. Catholic Life

1.2.1.1	Adopt Inclusive Community as the Touchstone Focus for 2016
1.2.1.2	Undertake the EREA Renewal Process and extend the College understanding
1.2.1.3	Extend the celebration of Founders Day to give specific focus to the historical contribution of the Christian Brothers at Chatswood.
1.2.1.4	Engage ERBB in Peru, New Guinea and Principal's meeting in Calcutta
1.2.2.1	Continuation and development of Year 5 Edmund Rice and St Pius X unit at the beginning of Year 5.
1.2.2.2	Further develop and disseminate resources to Senior School for use across curriculum
1.3.4.1	Writing of Catholic values into all Junior School curriculum areas.
1.3.5.1	Review the Year 11 Spirituality Day Program
1.3.5.2	Develop Retreat and Camp experiences maximising the use of Huntington House
1.3.5.2	Conduct spirituality activity Growing Good Men for parents and students.
1.4.1.1	Develop and publish a fully integrated outline of the College whole school Social Justice program
1.4.2.2	Extend College partnerships with "The Haven" and with St Brendan's College Yeppoon and EREA Flexicentre at Penrith
1.5.1.1	Engage with WYD16 in Poland and send student pilgrim group supported by whole community. Full engagement with Broken Bay Diocese pilgrimage and engagement with Bishop Comensoli.
1.5.1.2	Increase opportunities for the Sacrament of reconciliation for students.

### 2. Learning & Teaching

2.2.1.1	Implementation of Mathletics from Years 5 to 12
2.2.1.2	Review of Year 6 Stage 3 Literacy Program
2.2.1.3	Renew the College Literacy Plan
2.2.1.4	Continue implementation of Text Types in assessment tasks Years 7 to 9 and BOSTES key terms in Years 10 to 12
2.2.1.5	Develop Literacy Apps based on BOSTES key terms
2.2.1.6	Continue implementation of Turn It In in Years 10 to 12
2.3.1.1	Putting Faces to the Data Phase 2 Refer to 2.5.2.2 and 2.5.2.3
2.3.2.2	Stage 3 Teacher collaboratively planning and sharing units of work and resources.
2.4.1.1	Review of Multi-lit program in Stage 3. PD for MACQLIT and implement MACQLIT (small group) REVIEW
2.4.1.3	Gifted and Talented
2.5.1.1	Student assessment marks released through Portal - Years 7 – 12
2.5.2.2	Identify key teaching needs for each core class in Years 7 to 10
2.5.2.3	Implement student centred discussion between core class Teachers in Years 7, 8 and 10
2.5.2.4	Review current assessment practices within each Faculty
2.5.2.5	Review use of UNSW Competition results and assess further use of Allwell Testing

### 3. Curriculum and Extra Curricular Programs

3.1.1.1	The NSW Australian curriculum in History and Geography implemented in Stage 3.
3.1.1.2	Familiarise and prepare for implementation of Stage 4 and 5 Australian Curriculum Geography in 2017
3.4.4.1	The trial implementation of AFL into the Junior School
3.4.4.2	Devise and implement an improved system to monitor and track student co-curricular involvement

### 4. Pastoral Care and Well Being

4.1.1.1	Work collaboratively to develop a Learning Framework for SPX
4.2.3.1	Consolidate student wellbeing practices within our Pastoral Care Programs to include mindfulness, positive psychology, and positive education principles to meet the developmental needs of the school community.
4.2.3.2	Further develop dedicated PD programs Years 5 - 12 which began anew in 2015
4.2.3.3	Continue to develop functionality and effective use of iWise and portals in Pastoral Care. Ensuring communication channels, student tracking and health alerts and learning needs
4.2.3.4	Review the College canteen consistent with healthy canteen guidelines

## 5. Human Resources and Development

5.1.1.1	Investigate the use of MyPL program for staff professional planning and development
5.1.2.1	Implement a process of teacher reflection and dialogue utilising coaching and mentoring strategies incorporating ATSIL standards
5.3.1.3	Staff Induction Model to implemented, evaluated and extended. Culture of professional learning promoted via College website for prospective employees

## 6. Information and Technology

6.2.1.2	Continue to enhance interoperability of iWise, Maze, Igloo.
6.2.1.3	Commence transition to online textbooks.
6.4.1.2	Continue to deliver a sustainable and equitable PLD program.

## 7. Facilities and Resources

7.1.1.1	Finalise College Educational Brief and tender the development of the College Masterplan
7.1.1.2	Upgrade Huntington House
7.4.1.1	In conjunction with Educational Brief develop an Environmental Mgmt Plan and in particular a Solar project.

## 8. Partnerships, Consultation and Communication

8.4.3.1	College Board representatives to present to a Staff meeting and to the P & F on the role and function of the College Board
8.4.3.2	Develop and publish new Strategic Plan 2017-2019 inclusive of EREA renewal recommendations

## 9. Strategic Leadership

9.4.2.1	Conduct information evening for prospective Board members and undertake recruitment of new Board members for 2017
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### (II) ACHIEVEMENT OF PRIORITIES FOR PREVIOUS YEAR

- Implemented the 2016 Annual Plan and concluded the College's 2011-2016 Strategic Improvement Plan
- Developed the 2017-2019 Strategic Improvement Plan
- Undertook EREA Renewal Process which listed the major achievements above.
- Introduced **Inclusive Community** as the Touchstone theme for 2016
- Moved into the final phase of developing the College's Educational Brief to inform the Master Plan for Buildings and Facilities.

### (III) SCHOOL DETERMINED IMPROVEMENT TARGETS

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

## SECTION 7

### (I) JUNIOR SCHOOL

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

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

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



The College aims to achieve this goal within a Catholic understanding of life. Pastoral care is designed so that the boys know their responsibilities and are responsible for their actions. Self-esteem, self-worth and self-discipline are nurtured. The professionalism of staff and the emphasis on quality relationships between teachers and students are important. Many boys have particular learning styles and, therefore, teachers design learning tasks that meet these different needs, particularly 'hands-on' (kinesthetic) learning experiences and 'visual' learning opportunities. These methods provide opportunities for many boys to access new learning. These methods are augmented by text, electronic and auditory learning.

## **(II) STAFFING**

- Head of Junior School
- Junior School Coordinator Curriculum
- Junior School Sportsmaster
- Three Year Five Class Teachers
- Four Year Six Class Teachers
- Specialist Teachers:  
Computer Studies, Teacher/Librarian, Music/Choir/Bands/Ensembles,  
Language Other Than English (Chinese), Physical Education, Visual Arts,  
Learning Support/Special Needs 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 six groups for Year 5 and eight groups for Year 6. The composition of these groups is reviewed throughout the year and there is the possibility of movement between groups.

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

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



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

In 2016 we had good NAPLAN results in Year 5. We had 100% attendance in NAPLAN.

The 2016 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	15.4	5.2	15.5	20.9	15.5	14.6	15.7
	<b>St Pius X</b>	<b>21.9</b>	<b>11.5</b>	<b>17.7</b>	<b>31.3</b>	<b>25.0</b>	<b>24.0</b>	<b>27.1</b>
7	State	23.2	13.5	17.7	19.9	15.0	15.9	20.2
	<b>St Pius X</b>	<b>29.2</b>	<b>19.8</b>	<b>17.7</b>	<b>21.9</b>	<b>26.0</b>	<b>27.1</b>	<b>31.3</b>
6	State	23.7	31.3	30.4	23.4	26.6	26.6	25.0
	<b>St Pius X</b>	<b>30.2</b>	<b>32.3</b>	<b>46.9</b>	<b>27.1</b>	<b>30.2</b>	<b>28.1</b>	<b>26.0</b>
5	State	18.8	33.7	21.8	20.4	25.8	27.8	20.9
	<b>St Pius X</b>	<b>15.6</b>	<b>28.1</b>	<b>12.5</b>	<b>18.8</b>	<b>18.8</b>	<b>20.8</b>	<b>12.5</b>
4	State	12.9	11.1	9.2	11.4	12.9	11.4	12.8
	<b>St Pius X</b>	<b>2.1</b>	<b>6.3</b>	<b>3.1</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>3.1</b>
3	State	6.0	5.3	5.4	4.0	4.3	3.8	5.4
	<b>St Pius X</b>	<b>1.0</b>	<b>2.1</b>	<b>2.1</b>	<b>1.0</b>	<b>0.0</b>	<b>0.0</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 81.3% of the boys in the top 3 bands compared to the state average of 62.3%.

In writing we have 63.6% of the boys in the top 3 bands compared to 50% for the state average. In spelling we had 82.3% of our students in the top 3 bands compared to the state average of 63.6 %. In Grammar and Punctuation we had 80.3% compared to the state average of 64.2%. 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 81.2% of the students in the top 3 bands while the state average for Numeracy was 57.1%. In Data, Measurement, Space and Geometry 79.2% of our students were in the top 3 bands compared to 57.1% for the state. 84.4% of our Year 5 students were in the top 3 bands for Numbers, Patterns and Algebra while 60.9% of students in the state were in the top 3 bands. It was pleasing we had no one in the bottom band of Mathematics and no student in the bottom two bands of Numeracy, Patterns and Algebra and Measurement, Space and Geometry.

Overall these results are very pleasing. This tells us that our results were solid but there is definitely room for growth as we have a lot of students achieving Band 6. However, it was pleasing to see more boys achieving band 7 than band 6 in Number, Patterns and Algebra. Developing good writers is a continued focus area. As stated previously this is a starting point for our students at St Pius X College.



In Reading and Grammar and Punctuation there was one student below the National Minimum standard and in Writing and Spelling there were two students. 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 66 boys new to Year 7 in 2016 compared to Year 5 in 2014. Hence individual comparisons are the best indication. These comparisons reveal that the vast majority of boys have improved, some quite markedly.

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

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

Reporting occurs:

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

#### **(IV) OTHER ASPECTS OF JUNIOR SCHOOL LIFE IN 2016**

- 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 in computers 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*
  - REACH
  - *Kadul* (Indigenous Education) – Year 5
  - *Let's Bridge the Gap* (Indigenous Education) – Year 6
  - *John Larkin - Writers Workshops* - Year 5 and Year 6
  - Book Week author, Tristan Bancks.
  - *World of Mathematics*
  - *Moving into the Teen Years*- Year 6 - Interrelate
  - *Minding Me* – Year 5 – Interrelate



*"The Bully is Back" play*

- The boys also experienced excursions such as:
  - Year 5 Camp at Milson Island. (Department of Sport and Recreation.)
  - Year 6 Canberra excursion
  - 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 \$13 000 from a Junior School Walkathon for charity.
- Awards are regularly conferred. These include:
  - Good Start Awards at the conclusion of Term 1;
  - Merit Awards weekly at the Junior School Assembly;
  - FIDE et LABORE (Faith and Hard Work) Awards at the end of each Semester.
- Respect and responsibility are fostered in the Junior School by a focus on good manners and pride in self-appearance. Boys are constantly reminded about their responsibilities to themselves and others.



- Leadership is encouraged for all. Each term in both Year 5 and Year 6 Class Captains are appointed and fulfil special duties for a term. Year 6 boys also elect Colour House Captains and Vice Captains for the year.
- A Peer Support program operates in Term 1 between the Year 5 boys and selected Year 11 leaders.



- A Buddies Program is provided for some boys. It involves an older Senior School student being a mentor/role model for a younger student.
- A 'Getaway Program' operates on Wednesday lunchtimes to assist selected boys in developing appropriate social skills.
- The REACH program. REACH was created to inspire every young person to believe in themselves and get the most out of life. The incursions promote mental health and wellbeing.
- Peaceful Kids program is a mindfulness and positive psychology based program to lessen anxiety and stress which aims to increase resilience in children.



*Peaceful Kids Program*



## (VI) COCURRICULAR ACTIVITIES

- Boys are involved weekly in a sporting program at The Treacy Education Complex and Oxford Falls Sporting Fields. Games vary depending on the season but boys may be involved in Basketball, Cricket, Tennis, Rugby, Football, AFL, Softball, Cross Country, Swimming and Athletics.
- There is also a Swimming Carnival. In addition to this, in Year 5 the boys participate in a 'Learn to Swim' program and in Year 6 the boys participate in a Surf Safety program.
- A high percentage of the boys also represent the school in the Independent Primary School Heads Association of Australia (IPSHA) competition. They train after school and compete on a Saturday in all of the sports mentioned above. Several boys go on to represent at the Combined Independent Schools (CIS) level in State competitions.
- Boys are involved in Chess, Public Speaking, Robotics and Debating competitions.
- Talented children are involved in various activities including: The Da Vinci Decathlon and Mathematics Olympiad.



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

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

- Adopt *Inclusive Community* as the Touchstone focus for 2016
- Continuation and development of Year 5 Edmund Rice and St Pius X unit at the beginning of Year 5
- Writing of Catholic values into all Junior School curriculum areas.

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

- Implementation of Mathletics from Years 5 to 12
- Review of Year 6 Stage 3 Literacy Program
- Putting Faces to the Data
- Stage 3 teachers collaboratively planning and sharing units of work and resources
- Review of Multi-lit program in Stage 3. PD for MACQLIT and implement MACQLIT (small group) REVIEW.

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

- The NSW Australian curriculum in History and Geography implemented in Stage 3
- The trial implementation of AFL into the Junior School
- Devise and implement an improved system to monitor and track student co-curricular involvement.

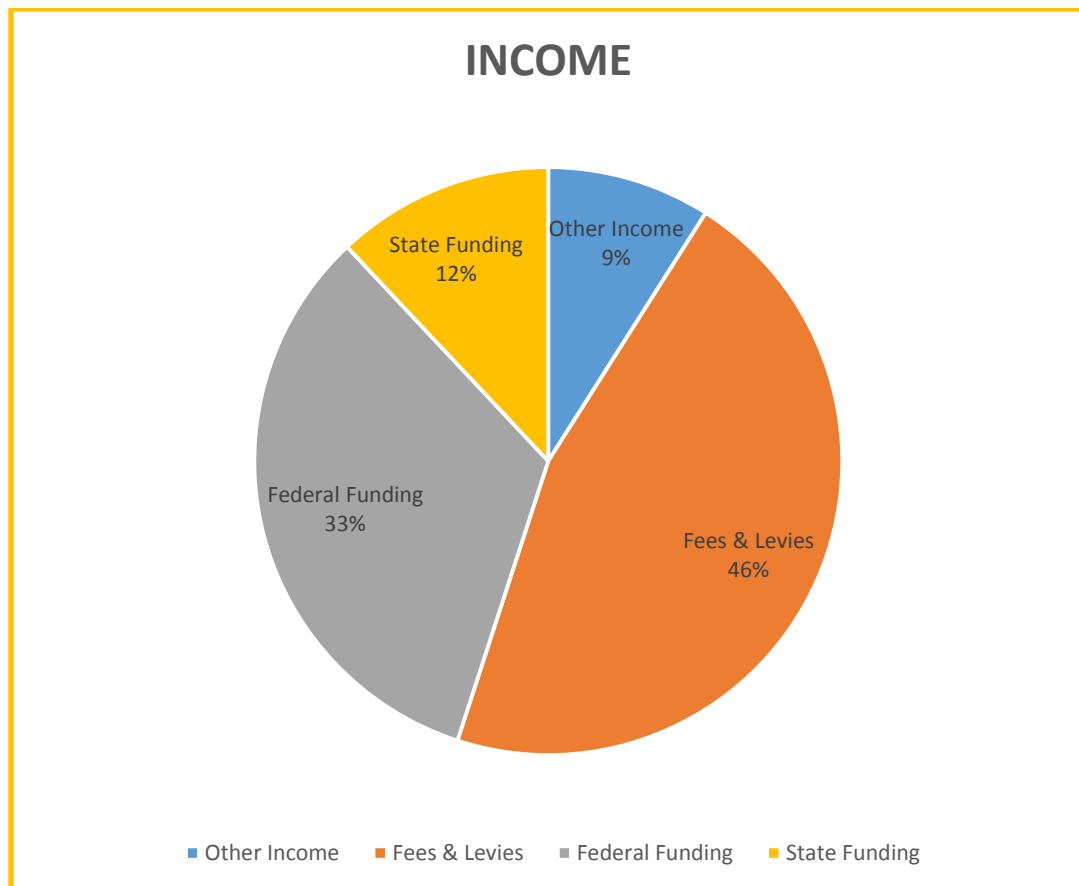
### **(d) Pastoral care and Well Being.**

- Consolidate student wellbeing practices within our Pastoral Care Programs to include mindfulness, positive psychology, and positive education principles to meet the developmental needs of the school community.
- Further develop dedicated PD programs Years 5 - 12
- Continue to develop functionality and effective use of iWise and portals in Pastoral Care. Ensuring communication channels, student tracking and health alerts and learning needs are indicated.

## SECTION 8

### FINANCIAL STATEMENT

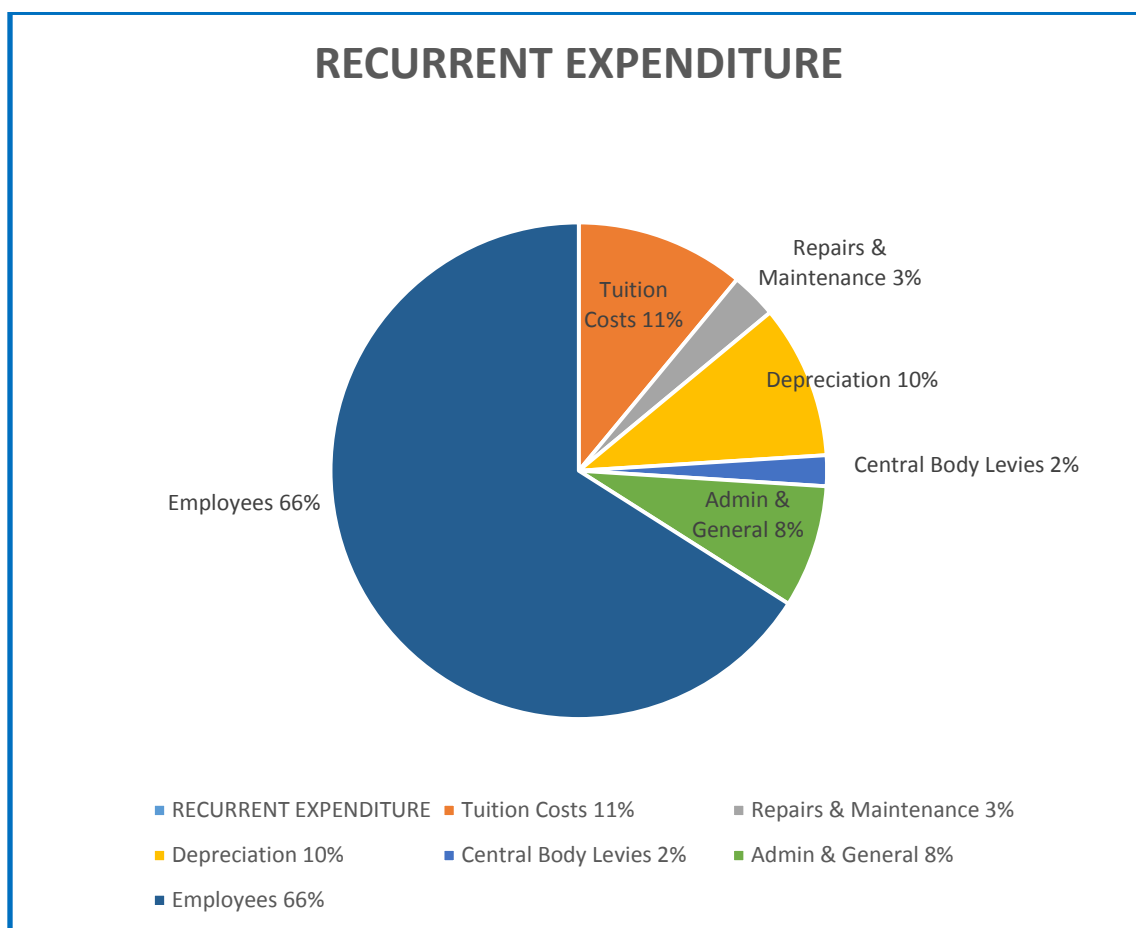
**Income:** The College's recurrent income for the year ended 31 December 2016 was derived from the following sources:



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

Government funding represented approximately 45% of the College's total income. For 2016, the College was still "funding maintained", that is, Federal funding was based on the old Education Resource Index (ERI) model. Following the Gonski review, an interim model operated for 2016 and this resulted in a three percent increase on 2015. The College expects its Government funding will decrease in 2017 following the "Quality Schools" Announcement by Senator Birmingham.

**Expenditure:** The College's recurrent expenditure for 2016 by major expense category was as follows:



Employee costs, including salaries, wages, superannuation, and co-curricular expenses represent approximately 66% of all outlays. Labour award increases for 2016 were 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 2016; however, continues with a series of maintenance and minor capital works projects for the ongoing enhancement of the overall learning environment at the Chatswood campus. The College also continues to carry on the replacement of various items of plant, equipment, IT equipment and classroom furniture.

## SECTION 9

### (I) FACILITIES

The College provides a 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 2016 the following improvements were undertaken:

- extensive refurbishment of the former Brothers' Residence to fit it for Administration and educational purposes. (The last two Christian Brothers living on the property were relocated at the end of Term 1, ending 79 years of residency);
- provision of a dedicated Drama Room and re-establishment of a College Chapel;
- consolidation of the Mission and Identity Team offices/stores around the Chapel;
- improvements to Counsellors' and Learning Support facilities;
- landscaping of the gardens on the Anderson Street frontage;
- fit out of new dust extractors in the Technology & Applied Science department and improvements to Science prep rooms and associated equipment;
- painting of all externals of the Christian Brothers' Centre at Oxford Falls;
- upgrade of toilet and change-room facilities in all staff areas including the women's toilets in the College Gym.

In 2016, the following also occurred:

- relocation of the Archives to a dedicated display space and separate office/work area (in preparation of our 80<sup>th</sup> Anniversary of foundation in 2017);
- finalisation of the College's Educational Brief to inform master planning;





- extension of our wireless network and ICT connectivity to the Sarto Centre;
- tree and garden maintenance at Chatswood and Oxford Falls including removal of the iconic 'Big Tree' in the Chatswood main yard. This was upon Council approved arborist's advice.
- continued upgrade and expansion of the general ICT capacities throughout the school have meant a significant increase in student access to computer facilities. In 2016 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. A combination of Smart Boards and ICT-driven data projectors are available in all teaching areas throughout the College both at Chatswood and Oxford Falls. Hence every teaching area has a form of multi-media technology installed and ready for everyday use.



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

In 2016 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. The Leary Learning Centre received particular attention with new furniture and interactive screens.

Improvements were made in the ongoing program at Oxford Falls:

- a new First Aid Room added in the Christian Brothers' Centre;
- new Walsh Oval electronic scoreboard;
- purchase of a new mini-mower and blower to assist with oval maintenance and pitch preparation;
- bin and machinery sheds were relocated creating better access and amenity.

The fine upkeep of ovals and pitches meant that only one sporting day was lost to wet weather over the 2015-2016 seasons and the College hosted games when "AWAY" matches at other venues were washed out.

## **(II) CHATSWOOD CAMPUS FACILITIES**

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

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

### **COMPUTING**

- Total of 36 Servers (Mail/File/Print/Database/Intranet/Management etc.)
- 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**

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



### **LEARY LEARNING CENTRE**

- Large flexible, collaborative teaching/learning area
- Theatre facilities, Internet connection and multi-media projection capacity and touchscreens
- Flexible configurations



### **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



## **ATTACHMENTS**

- (1)        Enrolment Policy Full Text**



## ATTACHMENT 1:



# ST PIUS X COLLEGE

## CHATSWOOD

### ENROLMENT POLICY

#### Introduction and Purpose

##### Enrolment Priorities

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

The College Enrolment Policy gives priority in the following order:

1.
  - Catholic enrolments from Feeder Schools – Our Lady of Dolours, Chatswood; St Thomas', Willoughby; St Philip Neri, Northbridge; Our Lady of Good Counsel, Forestville; St Martin de Porres, Davidson; Holy Family, Lindfield; Corpus Christi St Ives; Our Lady Help of Christians, Epping. \*Please see over for full details.
  - From **2017, Year 7 (only)** Catholic enrolments from Our Lady of Perpetual Succour, West Pymble. This is by special arrangement with the Catholic Schools Office, Broken Bay, beginning with the Year 7, 2019 enrolment intake. \*\*Please see over for full details.
  - Siblings of enrolled or attending students.
2. Catholic enrolments from non-feeder Catholic primary schools.
3. Catholic boys enrolments attending non-Catholic schools and who are members of a Catholic community.
4. Non-Catholics enrolments from Catholic Schools.
5. Non-Catholic enrolments from non-Catholic schools.

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

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

Applications for students to attend the College for Years 5 & 6 only are **NOT** accepted. All offers of enrolment are offered on the expectation that the enrolment will cover the period from commencement to the completion of Year 12.

#### BASIS OF DISCRETION

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

## Enrolment Numbers

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

## Procedures

### Expression of Interest – Mailing List

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

### Open Day

Every year the College holds an Open Day. In **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.

### **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:** July 2016

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

**Renewal Date:** Annually



## St Pius X College Chatswood

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