



ST PIUS X COLLEGE
CHATSWOOD

Annual Report

2023



'fide et labore,
THROUGH FAITH AND HARD WORK

2023 Annual Report

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Acknowledgement of Country

St Pius X College acknowledges the traditional custodians who have cared for the land on which we stand, the Cammeraygal people. This land is enriched by the song lines, traditions and cultural experience of its traditional custodians within the wider Eora Nation. We acknowledge that these original custodians have cared for this land for generations. We honour those elders, past, present and emerging of the Cammeraygal people, whose sacred connection with this country is a gift to us all.

Our College

St Pius X College is a non-selective Catholic school in the Edmund Rice tradition for boys in Years 5 to 12. The college has approximately 1,150 students. The college motto is *Fide et Labore* – through Faith and Hard Work.

Our core values are respect, justice, opportunity and excellence. The college embraces a diversity of student abilities and talents. We aim for true respect and value the dignity of all. The college has implemented a range of practices which are underpinned by research into boys' education, with the goal to develop students into independent thinkers and collaborative workers; to be creative and curious; to have a balanced approach to life.

The college promotes the pursuit of knowledge, a love of learning and a commitment to personal excellence. The boys' educational experience is both comprehensive and cohesive – every student is valued and respected.

The 2023 theme, developed by the Year 12 student leadership team was 'Listening to Learn, Learning to Listen'.



This theme is underpinned by the concept by Miriam-Rose Ungunmerr of 'Dadirri', which is Inner Deep Listening and Quiet Still Awareness. All students were encouraged to be mindful of listening to learn and also learning to listen in their day-to-day activities.

The main education campus is in the Chatswood CBD, and our sporting and extra education facilities are at our Oxford Falls Campus. A new facility, adjacent to the Chatswood Campus, is currently under development. This new facility, to be known as the Waterford Learning Centre, will provide further learning spaces for students. The college also shares a retreat facility, known as Workul Koo, at Wamberal on the NSW Central Coast.

The college aims to assist students to achieve their own personal goals and rejoice in modest, personal-best achievements as much as outstanding academic, sporting and cultural successes.

Mission, Vision and Values

Mission Statement

The Mission of St Pius X College is to provide a 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.

Values

The core values of St Pius X College are embedded in the touchstones of the charter for Catholic Schools in the Edmund Rice tradition: Gospel Spirituality, Justice and Solidarity, Liberating Education and Inclusive Community.

Faith

As a Catholic community we give witness to the Good News of Jesus Christ through a vibrant sacramental and prayer life.

Excellence

As a Catholic learning community we are committed to excellence in the education of boys and the pursuit of the highest levels of personal attainment in all aspects of education – spiritual, intellectual, cultural, social and sporting.

Respect

We hold a deep regard for self and others through care, compassion and service to promote justice and peace, as well as the dignity and rights of all people.

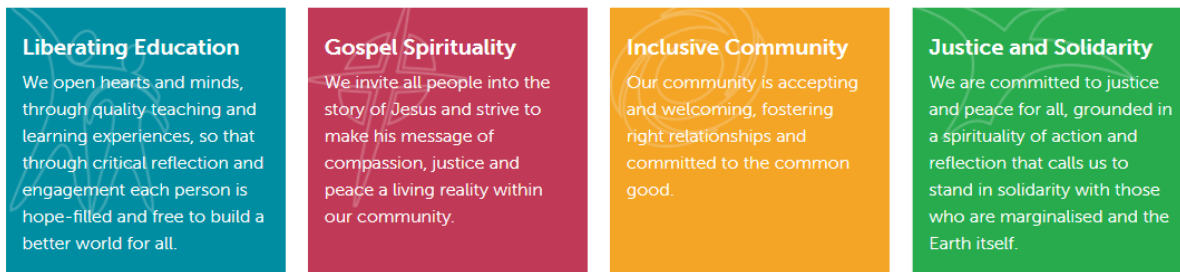
Opportunity

We encourage and support each person to achieve and sustain aspirations and goals, whilst maintaining and promoting Catholic Social Teaching.



EREA Touchstones

As a Catholic College in the Edmund Rice tradition we aspire to be faithful to these four touchstones:



Actions to promote respect and responsibility

As part of the Inclusive Community and Justice and Solidarity Touchstones, the college provides many opportunities to promote respect and responsibility within the college and flowing out to the wider community through our faith in action works. These opportunities include, but are not limited to:

- Anti-bullying and cyber-bullying presentations
- Assembly presentations on topics such as justice, reconciliation, remembrance, International Women’s Day, Ugandan refugees, Chinese New Year etc
- BeConnected program in conjunction with Chatswood Library of providing assistance in the use of technology to seniors
- Lenten Appeal, Winter Appeal, Christmas Appeal (supporting various organisations and schools)
- Eddie Rice Hours comprising service for those on the margins (Years 10 & 11)
- Edmund Rice Society
- Formation Days for Years 5, 6, 10 and 11
- IFTAR A Taste of Ramadan dinner during Ramadan (Year 11 students)
- Immersions to Northern NSW, Barradine, Bowraville, Central Coast, Greater Sydney where students interact with those on the margins
- Matthew Talbot homeless shelter assistance with serving dinner
- Mentor/mentee program for Years 5, 6, 7, 10 and 11

- Movember for men's health
- National Day of Action Against Bullying and Violence, Harmony Day, RUOK? Day
- Peer Support for Years 5, 7 and 11
- Police Liaison visits
- Push-up challenge for mental health and suicide awareness
- Retreats for Year 11 and Year 12
- Student surveys on bullying and wellbeing
- Year 11 Leadership Day
- Year 9 Respectful Relationships Day with nearby girls' college



Messages from Key School Bodies

From the Principal

Introduction

The theme developed by Year 12 for 2023 was 'Listening to learn and learning to listen!' This exhortation underpinned the advice given by our excellent College Student Leadership Team throughout the year. As always, we were guided by the Touchstones of EREA: Gospel Spirituality, Inclusive Community, Liberating Education and Justice and Solidarity.

Gospel Spirituality

Our Parish Priest, Fr David Ranson, as well as his assistants, under the leadership of the Bishop Randazzo of Broken Bay continued their wonderful involvement with the College. We truly value their support of our students' spiritual and faith development.

Some of the many ways the College continues to be an authentic Catholic school is by celebrating liturgies and maintaining a Gospel presence in all our newsletter and other communications. This year we particularly focused on presenting the story of the Edmund Rice Icon to the College community. Classes, assemblies, meetings and other events also regularly began with prayers.

Two features of 2023 were the development of Religious elements as central to our newly presented Year 6 Graduation ceremony as well as the remarkable Nativity liturgy that included live animals, including camels, to graphically represent this foundational story of our Christian Faith.

Liberating Education

The year saw strong NAPLAN results. It was pleasing to note that the College is well above state averages and that the data is invaluable in determining future directions for teaching and learning.

Darcy Keenlyside achieved the outstanding ATAR of 99.85 and was nominated as a State All Rounder along with Jack Lonergan who also gained an ATAR above 99, as did Joshua Bewley. In all, 10 students gained ATARs above 95, and 23 students were 90 or above. The top students were also active in music, public speaking, debating, sport, peer support and peer mentoring. Many HSC students received early offers to further studies, especially to Macquarie University.

The College continues to promote and celebrate the Performing Arts across the years. We presented concerts as well as other musical and dramatic performances, including our wonderful College production of *The 39 Steps*. Another proud celebration was the very successful Open Day on 18 March. Major excursions and activities included the Year 8 Ski Trip, the Year 11 Snowy Mountains Hike, the Year 9 Retreats to Workul Koo in the Central Coast, as well as the immersion experiences in Year 10.

Some significant successes of particular note over the year included our Middle School Novice Concert Band which achieved an excellent First Place in their highly competitive section in the prestigious City of Sydney Eisteddfod. In addition, our Intermediate Jazz Ensemble were Highly Commended and our Junior Jazz Ensemble also performed creditably. Capping off the success was the Senior Jazz Ensemble, awarded 1st place in the Premium section. They were the standout winners in this highest level of competition.

We continue to offer students the opportunity to compete academically at the highest level: our Junior School team achieved First Place in the da Vinci competition in Mathematics and Year 9 student, Michael Cheah, came First in the National History Competition with a perfect score.

Some outstanding sportsmen this year, of particular note, were Nicholas Gladen (Year 11) in Swimming, Nicholas Tozer (Year 11) in Tennis, Cristiano Calcarao (Year 6) in Athletics, James Sykes (Year 6) in Cricket, Patrick Butler (Year 6) in Australian Rules Football, Max Lynn (Year 10) in Cricket, Matthew Hunt (Year 11) in Athletics, as well as John Carroll (Year 11) in Gymnastics and Connor Lynch (Year 12) also in Gymnastics.

Staff development is a constant focus with programs in professional learning ongoing. Staff completed a program on implementing the EREA Liberating Practice, as well as further developed their skills in the College's Learning Management System, CANVAS.

Inclusive Community

We have continued to maintain the sites under our care including the Oxford Falls Campus, the Chatswood College Campus and Workul Koo at Terrigal. The maintenance and refurbishment of these sites is ongoing. Some of the works carried out include renovation of the Junior Resource Centre, rejuvenation of the Art education and creation spaces and also major painting to buildings and classrooms to enhance the aesthetic of the College.

Building continues on the new learning hub in Chatswood, the Waterford Learning Centre, which will provide much-appreciated extra education facilities.

The College Leadership Team meets weekly to review the management and policies of the school. Mr Mathew Stearn joined the team in Term 4 in the newly created position of Assistant Principal, Cocurricular. The new Assistant Principal, Mission and Identity, Mr Daniel Petrie commenced in Term 3. Both leaders have added considerable experience to the leadership of the College.

The College Advisory Council is a source of wise advice – in particular the various subcommittees on Finance & Risk, Property as well as Governance & Strategic Planning that meet regularly to review our finances and other matters.

Other groups that are a vital part of the College community include the Parents and Friends Association, led by Mrs Sarah Gillard and Mr Eoin Geaney who show their support in many practical ways, such as providing breakfasts to teachers in recognition of their work and holding functions throughout the year to develop and maintain parent connection with each other and the college. In addition, The Old Boys Association has been supportive through the establishment of a Business Support group. The Bill James Fellowship program offers excellent opportunities for professional development to our teachers. We were pleased to welcome a number of former students to the College during the year, including our guest of Honour the Hon Justice Rear Admiral Michael Slattery who spoke at our Remembrance Day Ceremony in November.

The year has seen significant changes in staffing. Mr Mark Casey, our much valued Deputy Principal retired after a long career in Catholic Schools. One of our long-standing and much loved College counsellors, Mr Richard Russo, also retired.

Justice and Solidarity

St Pius X College is aware that Edmund Rice's tenet *To Give to the Poor in Handfuls* has to be lived in our daily life. To this end, each year group champions a unique cause. Donations, to a total of \$28,209.80, were given to The Edmund Rice Centre, World Vision, The Glen, Project Compassion, ERAF - Callan Services, along with the following schools: St Joseph's Walgett, St Mary's Bowraville, St Gabriel's, Castle Hill and St Edmund's, Wahroonga.

To support Indigenous Reconciliation, we have maintained a number of programs including our Red Dirt Immersion Tour and Reconciliation Week. Other community activities include Remembrance Days for ANZAC and 11 November.

Other activities to promote mental and physical health as well as respect included Wellbeing Wednesday, Boxercise, the Buddy System, the Push-up Challenge, Peer Support, Peer mentoring, International Women’s Day and White Ribbon Day. An important part of our social focus has been to foster respectful gender relations in the College.



The College maintains strong connections with other Catholic Schools, locally or through the EREA network. The College also has a number of shared activities with local girls’ schools.

Conclusion

It has been a very busy and productive year. We look forward to 2024 with new staff and new opportunities. We particularly welcome Ms Elizabeth Watson, who is the incoming Deputy Principal for 2024.

Mr Michael Ronchetti

Principal

From Edmund Rice Education Australia NSW Colleges Ltd CEO / Director of Schools

St Pius X College is a highly valued member of the Edmund Rice Education Australia national network of schools which deliver learning through the charism of Blessed Edmund Rice underpinned by the four Touchstones of Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity. This strong national network consists of 55 schools in every state and territory serving approximately 40,000 students in a wonderfully diverse range of learning communities.

While the unique national network will always be a great asset to our school communities, in 2022 EREA underwent a significant process of reflection and regeneration to ensure best practice governance was in place to enable each school to flourish. From this process, a new governance structure for EREA was born.

On 1 January 2023, EREA NSW Colleges Limited was established to enable more proximate governance for the seven mainstream NSW schools in Greater Sydney, Wollongong and Gosford with 8,552 students and approximately 1,000 staff. The model of a company limited by guarantee was chosen because it is a familiar model of governance both within the Catholic Church in Australia, and in the corporate and civil environment in which EREA schools operate and is seen as a best practice model for corporate governance within education and in the broader not-for-profit sector.

The EREA NSW Colleges Ltd Board has governing responsibility for the schools specifically including ensuring the highest standards of child safety are met, oversight of compliance, staff experience and student experience including teaching and learning.

It has been a great privilege coming into the organisation in 2023 and getting to know the community of St Pius X College. I have been very impressed by the young men of the College and their many achievements as well as the collegiality and professionalism of the staff and the strength of the broader school community.

I would like to take this opportunity to thank the many community members who make our schools great places to learn and grow. To our parents, our school leaders, our staff, our advisory council members, our board members, our Old Boys and all the many people who contribute without an official title, thank you for your care, wisdom and generosity of spirit.

To our young people in our schools, thank you for providing the energy and inspiration that brings our community together to strive for greater things.

Ms Maura Manning

CEO / Director of Schools

EREA NSW Colleges Limited

From the College Advisory Council

The College Advisory Council has a strategic and advisory role in ensuring the College remains sustainable while providing the best possible educational experiences that are affordable and aligned with the ethos of Edmund Rice Education. St Pius X College continues to remain the most affordable independent single sex school on the North Shore of Sydney. However, as we focus on providing the best possible educational experience, we must also acknowledge the budget challenges that the College is facing in running a school to the standard of St Pius X College. Some of the financial challenges the College faced in 2023, and will continue to face in the future, include:

- Decreased government funding: the College continues to receive less funding from both the State and Federal governments.
- Salary increases: to ensure we retain and attract exceptional teachers, salaries will rise in 2024 by more than previously forecast. This is in keeping with recent increases in Department of Education and Broken Bay Diocese Catholic Schools.
- Operational costs: there will also be significant increases in key operational costs.
- Property costs: maintenance expenditure for both main campuses and long-term capital expenditure to redevelop the Chatswood site will also be required.

In 2023 Michael Ronchetti took up the position of Principal of St Pius X College. Michael has embraced this role, and with the support of the college leadership team, has ensured continued smooth operation of the school. The Council would like to thank Michael and the College Staff for their commitment to educating our boys in the Edmund Rice tradition, striving as they did to promote academic, pastoral and faith development as part of our inclusive school community. The Class of 2023 were a credit to their families and to the many staff who supported them through their time at the College.

The Council acknowledges the retirement of Deputy Principal Mr Mark Casey and thanks him for his leadership and guidance of the College Community as well as his many years of service to Catholic education.

The Council also acknowledges the wonderful contribution to College life of the Old Boys' Association led by Mr Barry Wong and the Parents & Friends Association led by Mrs Sarah Gillard and Mr Eoin Geaney.

As Council Chair, I would like to thank our Council and Committee Members for their service to College governance during 2023. The Council and Committee Members are volunteers and are generous with the time they provide in playing a key governance and advisory role for the School. We are pleased to welcome Mr Nick Carson to the Council for 2024.

In closing, the Council thanks our community of parents, carers and their families for their continued support. We also affirm our continued dedication to delivering the best possible education for your sons. We are excited about future opportunities for your sons at St Pius X College and are grateful to have you as part of our school community.

Mr Christopher O'Donnell

College Advisory Council Chair



From the Parents & Friends Association

The Parents & Friends Association at St Pius X College has three main goals:

1. Provide social engagement for parents & carers to foster an active St Pius X community
2. Provide a liaison between parents & carers and the College
3. Assist the College with all its undertakings, including financial support of targeted initiatives.

Social engagement is achieved via a series of P&F events which are held throughout the year. These events provide the St Pius X community with opportunities to meet other parents and carers and build year group friendships.

Events include the Welcome Mass and Supper, Mother's Day, Father's Day and Staff Thank You Breakfasts, a Cocktail Party and Trivia Night. These are a fun way for parents and staff to connect and raise funds to be re-invested back into the College. To build the year group networks, the P&F coordinates year group representatives and provides each year group with funds to assist with social events throughout the year.

The P&F supports the six main clubs: Performing Arts, Football, Cricket, Basketball, Rugby and Robotics, providing financial assistance throughout the year including coordinating the main fundraising event, Trivia Night. The P&F also assists with building the profile of Club Committees and calling for volunteers, thus showcasing the many ways parents can engage and participate in the College.



The P&F assists the College with the College Open Day by having current parents assist at such events to showcase our strong St Pius X community spirit to prospective and new families and facilitate answers to many new parents' questions.

Liaison between the college and parents/carers is primarily done through P&F meetings held each term. These meetings are an opportunity to facilitate presentations from staff to parents on topics such as wellbeing, technology, campus upgrades, teaching and learning. It is also an opportunity to present information on other immersion programs or have guest speakers present on topics of interest. P&F members are also encouraged to give their feedback, thoughts and suggestions regarding support of the college.

The St Pius X College P&F is an active and engaged parent body, due to the commitment and dedication of the members of its Executive, along with the many volunteers who assist throughout the year at events, and within clubs.

Mrs Sarah Gillard
P&F President 2023

From the 2023 School Captain, Eamon Boyle



The 2023 school year at St Pius X College was a dynamic period of growth and reflection, encapsulated by our theme: 'Listening to Learn, Learning to Listen.' This theme underscored our commitment to fostering meaningful conversations both within and beyond the classroom, encouraging students to embrace active listening as a pathway to personal and communal growth. The student leadership team worked to enhance student connectivity and school culture, continuing the legacy of initiative and engagement set by our predecessors.

A significant milestone this year was the arrival of our new principal, Mr Michael Ronchetti. His fresh perspective and innovative ideas brought renewed energy to the college. The student leadership team worked closely with Mr Ronchetti, introducing him to the school community and assisting in the implementation of his vision for the future. His leadership emphasised inclusivity, student empowerment, and the integration of new educational technologies, aligning seamlessly with our theme of active listening and learning.

The prefects commenced or continued a range of initiatives through the college, including the push-up challenge in an awareness of mental health, presenting on the ongoing community concerns of vaping and bullying, the micro-fiction contest, the da Vinci Decathlon and Write a Book in a Day. They also worked to maintain a vibrant cultural life through the college, with events such as Harmony Day and Chinese New Year celebrations. Our House Captains were integral to the college's sport and community spirit. Their efforts were pivotal in reinforcing a culture of supporting sport events and fostering a strong sense of camaraderie.

In addition to the ongoing initiatives, the student leadership team introduced a highly successful trivia night in collaboration with Mercy College, raising significant funds for the Cancer Council. This event not only fostered inter-school relationships but also highlighted the community's commitment to supporting important causes.

Reflecting on the year, it is clear that the student leadership team made significant strides in promoting a culture of active listening and learning. Their efforts have left a lasting impact on the college, fostering a supportive and engaged student body. The dedication of the leadership team and the unwavering support of the staff were instrumental in achieving these outcomes. Their collective work, alongside the new leadership of Mr. Ronchetti, has laid a

robust foundation for future leadership teams to build upon, ensuring that the values of St. Pius X College continue to thrive.

As we look back on 2023, we celebrate the achievements of our student leaders and the broader school community. Their commitment to 'Listening to Learn, Learning to Listen' has set a precedent for future success and growth. We are confident that the values and initiatives established this year will continue to inspire and empower students in the years to come.

Eamon Boyle

2023 College Captain

Mission and Identity

It is with a sense of celebration that 2023 was an opportunity to enhance the experiences offered by the College to nurture a union of head, heart and hands, as we sought to invest in the next chapter of what it means to be a Catholic School in the Edmund Rice Tradition.

The college hosted a Social Justice Day for Year 7 students, dedicating a day to the exploration of social justice themes, while Year 10 and 11 students engaged in the CentaCare Solidarity program. During the Term 2 holidays, these students volunteered at CentaCare's Belmore warehouse, collaborating with neurologically diverse workers with different abilities.

The generosity of the St Pius X community continued once again this year with our Project Compassion Lenten Appeal, our Winter Appeal and Christmas Appeal raising much-needed funds and other items which supported various communities in need.

We were delighted to increase the Matthew 25:40 Immersion Program from three to four immersions for 2023, while also tripling the number of places for Year 10 students to attend. During the Greater Sydney, Central Coast, Bowraville and Baradine Immersions students collectively were involved in activities such as volunteering at a Women's Refuge, Rainforest Regeneration and tree planting, classroom buddy program in disadvantaged primary schools and providing meal services for the homeless.

The 'head and heart' of the College was nourished as the worship and prayer life of St Pius X was likewise increased with Masses and liturgies throughout the year such as Opening College Mass, Mother's Day and Father's Day Masses along with Retreat Masses and Holy Week liturgies. Our weekly college chapel masses introduced the prayerful element of live music.

To supplement our sacramental approach to the rites of passage in a young man's life, the College introduced a Year 6 Liturgy of Graduation to mark the transition from their Junior schooling to their entry into the Senior School. Each student in Year 6 was asked to walk across a bridge as a sign that they were setting sail on the next stage of their voyage towards adulthood. As they stepped off the bridge into Senior School, they were welcomed by a Senior Student big brother gifting them with a lapel Cross reminding them of Christ as their true north and the centre of the community to which they belong.

As we continued to give witness to the touchstone of Gospel Spirituality, the College embarked on a significant liturgical undertaking by introducing the 'Road to Bethlehem - A liturgical Pilgrimage'. As a collaboration between Mercy Catholic College and St Pius X College, our Advent liturgy saw a full scale live nativity unfold across the playground, as biblical

personalities in period dress moved through a congregation of 2,000 students, staff and parishioners including purpose-built sets, with a donkey, a flock of sheep and three camels. On behalf of the Mission Team, we extend our heartfelt gratitude to the Parish of Our Lady of Dolours, Fr David Ranson, Fr Joseph Frez and Fr Marek Woldan for their support and leadership. I also extend my gratitude to Mr Nathan Mulheron whose leadership of Mission and Identity at the College during his tenure bore much fruit, and to Mr Sam Di Sano, Mrs Lisa Guerrera and Mr Ryan Balboa as the Mission Team, for whose gifts and sense of vocation breathe life and vitality into the Mission of the College.

Mr Daniel Petrie

Assistant Principal, Mission and Identity



Cocurricular

The College has an extensive cocurricular program that involves before and after school training sessions as well as Saturday or other weekly fixtures throughout the year. These activities form part of the holistic education offered at the college as well as facilitating positive relationships between staff and students. Participating in the cocurricular program allows students to form friendships amongst themselves while at the same time fostering their physical and mental fitness and general wellbeing.

Students are also expected to make themselves available for selection for teams involved in the Independent Sporting Association (ISA) and Independent Primary School Heads' Association (IPSHA) competitions.

In 2023 the full complement of sporting activities was offered at inter-school or club level: athletics, basketball, cross country, cricket, football, rugby, softball, tennis, skiing and squash. Other cocurricular activities included debating, public speaking and chess. Boxercise, robotics and strength and conditioning are also seen as valuable auxiliary activities.

Currently we have 165 teams and various individual entrants participating across 14 different activities.

Representative Honours were achieved by students in the following:

State and National Gymnastics	State Athletics
Australian National Athletics	IPSHA & ISA Swimming
State and National Level Swimming	IPSHA & ISA Basketball
ISA and State Cross Country Running	IPSHA & ISA Rugby
IPSHA & ISA Football	ISA and State Level Cricket

Many of our athletes went on to represent NSW CIS in their respective sports.

As an extension of cocurricular opportunities, in partnership with the Mind Matters Outdoor programs, before/after school activities of Indoor Climbing, Bushwalking and Paddle Boarding and Boxercise were offered. All activities provide greater opportunities for leadership development in the older students as mentors and are much appreciated by all younger mentees.

Performing Arts

The highlight of the 2023 St Pius X performing arts calendar was the production of *The 39 Steps*. This production was showcased over two nights in April. Over 30 members of cast and

crew joined with key actors from a nearby girls' school, Mercy College. Cast, musicians and crew were enthusiastic, supportive of each other and worked extremely hard to produce magnificent performances.

In June, several of our bands and ensembles took part in the Sydney Eisteddfod. We congratulate the Senior Jazz Ensemble and Middle School Concert Band who both received first places in their sections, along with our Junior Jazz Ensemble who received third place in their section.

Our bands, choirs and ensembles were once again kept busy with Twilight Concerts, Band Concerts, Masses, Chamber concerts and more.

Mr Matthew Stearn

Assistant Principal, Cocurricular



Junior School

In 2023, the Junior School community united to weave a rich tapestry of spiritual and academic growth. Events such as the reverent Ash Wednesday Liturgy and the celebratory Commencement Mass anchored our Spiritual journey. Exploring the Holy Scriptures during the Bible Liturgy and honouring the legacies of figures like Blessed Edmund Rice and Mary MacKillop deepened our bonds of faith and compassion. Moments of reflection, like the Year 5 Reflection Day, and acts of service, such as the Social Action Expo, embodied our commitment to justice and community. We commemorated heroes on Remembrance Day and symbolic journeys through the Kokoda Walkway and the Road to Bethlehem enriched our collective experience.

Throughout the year, our pedagogical endeavours promoted intellectual exploration and creative expression. Renowned authors inspired our students, while the da Vinci Decathlon nurtured teamwork and critical thinking. Educational excursions to Milson Island and Canberra expanded horizons while competitions like the Willoughby Short Story Competition and Maths Olympiad celebrated literary and mathematical talents. Cultural appreciation thrived through experiences like the Chinatown excursion, and scientific curiosity was ignited by the 'Mad About You' Science Incursion.

Our sporting endeavours epitomised resilience, skill, and camaraderie. From the Junior Sport Trials to IPSHA competitions and the Swimming Carnival, our athletes showcased exceptional prowess and sportsmanship. Trials in tennis and rugby provided platforms for talent to shine, while events like the Cross Country and Athletics Carnival celebrated perseverance and achievement. The Armidale Rugby Tour was a highlight, fostering both competition and friendship. Emphasising fitness and well-being, activities like Boxing and the Walkathon promoted healthy lifestyles. Swim and Surf Programs offered valuable skill development, enriching recreational experiences, and fostering water safety awareness.

In addition to our core activities, our school community engaged in meaningful initiatives that enriched our students' experiences. From cultural celebrations like the Chinese New Year assembly to raising awareness about cyber-safety, our students embraced diverse perspectives. Our Robotics program fostered creativity and problem-solving skills, while initiatives like Peer Support, the Buddy Program, and the Mentor Program nurtured connections and supported growth. Significant occasions such as International Women's Day and the National Day of Action Against Bullying and Violence instilled values of equality,

respect, and empathy. Open Day showcased our commitment to academic excellence, while events like the Father and Son Sport Day fostered camaraderie and family engagement. Initiatives like the RUOK Day Assembly promoted mental health awareness, and the inaugural Year 6 Graduation celebrated achievements and growth, affirming our commitment to nurturing well-rounded individuals equipped for a changing world.

Mrs Jill Greenwood

Head of the Junior School



Priority areas for improvement

Mission & Identity

- Strengthen religious literacy of students and staff.
- Develop and implement a program of professional learning that builds pedagogical skills, qualifications and accreditation to teach Religious Education.
- Continue the cohesive program of community service and social outreach, which encompasses students, parents, staff and the parish.

Teaching and Learning

- Develop and implement a whole school learning framework which encompasses a shared understanding, vision and practice for authentic teaching and learning.
- Establish a culture and practice of professional learning for all staff comprising highly contemporary programs to address college and individual professional learning priorities which also focus on pedagogical innovation and curriculum change.
- Strengthen teamwork, collaboration and sharing of classroom teaching strategies by sourcing and offering professional learning opportunities for teachers and teachers' aides.
- Students engage with the assessment of learning undertaking regular goal setting and review.
- Implement progressive reporting for Years 5 - 7.

Wellbeing

- Ensure there is a whole school understanding of and proactive response to student wellbeing, utilising a range of programs across all aspects of school operations.
- Integration of the student pastoral care theme of Listening to Learn and Learning to Listen, aligned with Dadirri – deep listening for rich learning.
- Streamline new and existing approaches which support the transition of students into and through the college.

Buildings and Facilities and the Built Infrastructure

- Planning for the delivery of the facilities Master Plan, specifically the provision of contemporary and adaptable facilities and teaching environments on the Chatswood and Oxford Falls campuses and informed by the College Learning Framework.
- The College built environment mitigates risk to the individual and collective safety and wellbeing of the college community.
- An environmental management plan to be researched, developed and fully implemented.

2023 Annual Improvement Plan

The comprehensive 2023 Improvement Plan can be accessed [here](#).

Quality of Teaching and Student Learning

This year saw great progress in teaching and learning with significant gains made in implementing key projects at the College. A particular success was the College's shift to continuous reporting via the Canvas Learning Management System as well as the improvement of feedback via rubrics and student self-evaluation.

Continuous Reporting

Parents and students are used to the typical cycle of reporting that Australian schools comply with. To provide timely and effective feedback, St Pius X College trialed continuous reporting via the Canvas Learning Management System. Through this system, teachers were able to provide comments and marks that targeted specific areas for student improvement. The College aims to continue progressive reporting in 2024 with the goal to provide continuous methods from improvement and develop a growth mindset amongst students.

Rubrics/Success Criteria/Learning Intentions

In 2023, all teachers participated in professional learning, illustrating the benefits of marking and feedback rubrics. These were then developed and utilised to enhance the learning experience for students. Additionally, all teachers were instructed on the benefits of utilising a written Success Criteria and Learning Intentions at the beginning of every lesson.

2023 Higher School Certificate Results

The College was again immensely proud of the 2022 HSC results.

One hundred and thirty-six students including 28 Accelerants sat a total of 815 examinations across 32 ATAR eligible HSC courses.



MERIT LISTS	2023	2022	2021	2020	2019
No of ATAR Eligible Courses	32	34	33	35	32
No of Students All HSC EXAM Courses	815	807	839	842	779
Cohort Exam based (includes accelerants)	154	147	152	161	150
First in State	0	0	1	0	1
All Rounders	2	3	5	1	0
Top Achievers	2	3	2	0	2
Distinguished Achievers	82	94	118	120	126
Courses above State Average	26	26	24	28	27
% of Courses above State Average	81.25	76.5	72.7	80.0	84.4
Courses above State Average by 5%	13	15	10	18	19
% of Courses above State Average by 5%	40.63	44.1	30.3	51.4	59.4
Number of individual students attaining a Band 6	51	48	56	68	79
HSC Band 6 Overall State Rank	181	145	140	113	101
Percent of students attaining a band 6	33.1	32.7	36.8	42.2	52.7
% of BAND 6	8.83	11.65	14.1	14.0	16.2
% of BAND 5	39.01	37.2	37.5	42.0	48.9
% of BAND 5 and 6	47.85	48.8	51.6	56.1	65.1
% of BAND 4	34.35	34.3	34.3	33.6	29.1
% of BAND 3	10.67	13.5	12.8	9.0	6.4
% of BAND 2	0.73	3.1	2.1	1.2	0.6
% of BAND 1	0.1	0.1	0.1	0.1	0.0
Accelerants	28	16	13	20	14

The percentage of students attaining a Band 6 was 8.83, was down from last year. There was a slight increase in the percentage of students attaining a Band 5 which was pleasing to note. The percentage of courses achieving above state average increased by 4.75%.

The highest ATAR of 99.85 was achieved by an outstanding student across a broad range of subjects.

Overall, the HSC Class of 2023 have achieved very pleasing results. 51 students or 32.27% of the cohort were acknowledged as Distinguished Achievers by attaining a Band 6 in one or more courses.

Two students were included in the prestigious 'All Rounders List' as they attained Band 6's in at least 10 units. One student attained 4th in state for Business Services and another placed 5th in the state for Retail Services. One student received an OnSTAGE Nomination for individual Drama Performances and one student received an ARTEXPRESS Nomination for Visual Arts.

HSC Analysis

In accordance with the College's commitment to implement evidence-based teaching and learning, all Year 12 teachers are required to conduct a detailed analysis of their HSC results and the formulation of goals for both the current Year 12 cohort as well as broader application across all year levels if required. A meeting was held with all Leaders of Learning and results were analysed for future improvement.

Enrolment in Courses

The College offers a diverse range of courses to cater to students' varied interests. There is a continued focus to ensure that subject selection in Stage 5 is closely informed to ensure that students are selecting courses that are at the appropriate level of difficulty.

Course Name	Students Included		Course Name	Students Included
Ancient History 2 unit	12		Legal Studies 2 unit	8
Biology 2 unit	30		Mathematics Advanced 2 unit	57
Business Services Examination 2 unit	11		Mathematics Extension 1 2 unit	27
Business Studies 2 unit	52		Mathematics Extension 2 2 unit	3
Chemistry 2 unit	17		Mathematics Standard 2 2 unit	66
Design and Technology 2 unit	11		Modern History 2 unit	41
Drama 2 unit	12		Music Extension 1 unit	2
Economics 2 unit	38		Music 1 2 unit	9
Engineering Studies 2 unit	6		Music 2 2 unit	4
English Advanced 2 unit	65		Personal Development, Health and Physical Education	34
English Extension 1 1 unit	4		Physics 2 unit	29
English Standard 2 unit	71		Retail Services Examination 2 unit	2
Geography 2 unit	14		Software Design and Development 2 unit	8
History Extension 1 unit	15		Studies of Religion I 1 unit	108
Industrial Technology 2 unit	16		Studies of Religion II 2 unit	27
Information Processes and Technology 2 unit	6		Visual Arts 2 unit	10

TVET

This year saw a decrease in the range of TVET courses in which students were enrolled. The number of students undertaking this pathway remains stable and relatively small. Unfortunately, the number of applications is greater than the opportunities provided which highlights a need that the College should investigate.

VOCATIONAL COURSES	2023	2022	2021	2020	2019
Automotive	2		1		
Business Services		4	6		
Construction		5	1	5	1
Design Fundamentals					
Electro technology	2			1	3
Entertainment					1
Human Services (Nursing)					1
Information Design & Technology					
Hospitality	1		3		
Laboratory Skills				1	
Retail Services					
Screen and Media	1				1
Tourism and Events					
TOTAL	6	9	11	7	7
Percentage of Cohort	3.7%	6.60%	7.40%	4.96%	5.15%

Record of School Achievement

In 2023, zero Records of School Achievement were issued.

Post School Destinations

- There were **158** students in the 2023 HSC cohort.
- **136** undergraduate student applications were made through UAC.
- UAC made **120** offers, **16** students received no offer.
- **134** students applied to the Schools Recommendation Scheme (SRS) of which **54** received an offer in the November Offer Rounds.
- **40** students applied through the Educational Access Scheme (EAS).
- **57** offers were made in November Round 1, 2 and December Round 1.
- **126** Main round offers were made in December Round 2 and January Round 1.
- **11** offers were made January Round 2, February Round 1 and February Round 2.
- No offers were made for March Round 1.
- (**63** students received **ONE** offer. **42** students received **TWO** offers, **15** students received **THREE or more** offers).
- **31** of the courses offered were **Double Degrees**, for example: Bachelor of Commerce with Bachelor of Science.
- **76** students received an early entry offer from Macquarie University.
- **31** students received an early entry offer from ACU.

Number of offers made by tertiary institutions:

ACPE	3
Macquarie	78
UNSW	28
Uni of Sydney	18
ACU	11
WSU	7
Newcastle	2
UTS	41
ICMS	2
Wollongong	1
Canberra	1
Avondale	1
Notre Dame	2

Offers by field of study:

Natural and Physical Sciences	16
Information Technology	15
Engineering and Related Technologies	26
Architecture and Building	4
Health	20
Education	1
Society and Culture	33
Creative Arts	16
Mixed Field Programs	4

Student Outcomes in standardised national literacy and numeracy testing

It is very pleasing to see overall scores continue to remain above state averages.

Overall, the Year 9 results are very pleasing as St Pius X students are achieving above Statistically Similar School Groups in the domains of Writing, Reading, Spelling and Grammar and Punctuation.

Year 5 2022	School mean	National mean	Diff from mean
READING	527	496	31
WRITING	512	483	29
SPELLING	515	489	26
GRAMMAR & PUNCTUATION	526	497	29
NUMERACY	532	488	44

Year 7 2022	School Mean	National mean	Diff from mean
READING	590	536	54
WRITING	578	534	44
SPELLING	578	539	39
GRAMMAR & PUNCTUATION	590	539	51
NUMERACY	614	538	76

YEAR 9 2022	School Mean	National mean	Diff from mean
READING	612	564	48
WRITING	593	567	26
SPELLING	599	568	31
GRAMMAR & PUNCTUATION	599	557	42
NUMERACY	630	568	62

BANDS

From 2023, NAPLAN student's standard of achievement is reported in the following Bands: Exceeding, Strong, Developing, Needs additional support.

The tables below show the percentage of students within the four Bands for Year 5, 7 and 9 compared to both State and National levels.

It should be noted that 2023 was the first year that ACARA implemented the new reporting bands. This has made comparison from stage to stage difficult, however, the College's continued use of Academic Assessment Services' diagnostic testing has proved beneficial in this area.

Year 5	Needs Additional Support			Developing			Strong			Exceeding		
	St Pius X	NSW	National	St Pius X	NSW	National	St Pius X	NSW	National	St Pius X	NSW	National
Grammar & Punctuation	6.3	9.5	10.1	15.6	22.8	24.3	53.1	50.3	50.8	25.0	16.0	13.1
Numeracy	2.1	8.3	9.3	6.3	19.5	21.4	66.7	55.3	55.8	25.0	15.6	12.0
Reading	2.1	6.6	7.0	8.3	16.6	17.2	58.3	51.7	52.9	31.3	23.7	21.3
Spelling	1.0	7.5	8.7	19.8	18.6	20.7	51.0	48.1	48.4	28.1	24.5	20.6
Writing	4.2	8.3	9.6	18.8	20.6	22.6	57.3	55.8	54.7	19.8	14.0	11.5

Year 7	Needs Additional Support			Developing			Strong			Exceeding		
	St Pius X	NSW	National	St Pius X	NSW	National	St Pius X	NSW	National	St Pius X	NSW	National
Grammar & Punctuation	0.6	9.7	10.6	7.9	22.6	23.9	60.4	50.1	50.2	31.1	16.1	13.8
Numeracy	0.0	8.2	9.3	1.2	20.3	22.0	59.1	54.3	54.5	39.6	15.8	12.6
Reading	0.0	8.1	9.0	8.5	19.9	21.0	51.2	49.0	49.3	40.2	21.5	19.2
Spelling	0.6	6.1	7.5	3.0	15.9	18.2	62.2	50.7	50.9	34.1	25.8	21.8
Writing	0.6	9.1	10.9	9.8	23.3	25.1	65.6	49.6	47.7	23.9	16.5	14.8

Year 9	Needs Additional Support			Developing			Strong			Exceeding		
	St Pius X	NSW	National	St Pius X	NSW	National	St Pius X	NSW	National	St Pius X	NSW	National
Grammar & Punctuation	0.6	12.0	10.1	17.4	28.8	24.3	62.1	42.8	50.8	19.9	14.8	13.1
Numeracy	0.0	9.2	9.3	4.4	23.0	21.4	70.6	53.5	55.8	25.0	12.7	12.0
Reading	1.9	10.4	7.0	9.4	24.4	17.2	52.5	45.5	52.9	36.3	18.0	21.3
Spelling	0.0	7.0	8.7	7.5	18.0	20.7	65.8	53.0	48.4	26.7	20.2	20.6
Writing	1.9	10.8	9.6	25.9	28.3	22.6	54.9	41.2	54.7	17.3	18.0	11.5

Year 5 SPX compared to State

In Year 5, Bands typically range from Strong to Exceeding. Students attaining Developing or Needs Additional Support are below National Minimum Standards.

It is pleasing to note that the College is above average in the Exceeding Band, however, a focus will be on developing students' numeracy and literacy skills to ensure all have the proper foundation for learning.

Year 7 SPX compared to State

In Year 7, student results are significantly weighted towards the Strong and Exceeding Bands with students significantly above State and National average in all domains. Additionally, students are below State and National average in the Needs Additional Support and Developing Bands, indicating the strength of the cohort. Whilst the cohorts are different, these results indicate strong engagement in Year 5 and 6.

Year 9 SPX compared to State

In Year 9, student results are again significantly weighted towards the Strong and Exceeding Bands with students significantly above State and National average in all domains. It is noted that the College is above the National average in the Developing band for writing with plans in place to address these needs.

Utilising the Data

A detailed analysis of the NAPLAN results is now being undertaken to identify focus areas for improvement for each year level. Appropriate strategies to address these areas will then be formulated and implemented across the College. Analysis of individual students is also being conducted to identify particular students who may benefit from appropriate intervention.

Writing will continue to be a College Wide focus for all year levels.



Staffing

Teacher Qualifications

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

Teacher Standards Category		Number of Teachers
(i)	Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	104
(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 content.	0

Teacher Attendance Rates

The average attendance rate for teachers in 2023 was 82% indicating a very high level of teacher satisfaction. This attendance rate has been calculated including personal leave, carer's leave and sick leave. Long Service Leave has not been included in these calculations.

Teacher Retention Rates

The percentage of teachers retained from 2023 to 2024 was approximately 87%. Some teachers left the college during 2023, having completed short-term placements, replacing existing staff on leave or others to take up positions elsewhere. Those teachers who left at the end of the school year did so for the following reasons:

- To be closer to home, or for personal/family reasons
- Accepting promotional positions in other schools
- Relocating intrastate or interstate
- Completing temporary positions at the college
- Retiring from the teaching profession

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

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

Workforce Composition

The teaching staff ranges from mature, experienced practitioners to recently qualified graduates. By the end of 2023, 102 of the 104 teaching staff held Proficient Teacher Accreditation through NESA, with the remaining teachers holding Provisional/Conditional Teacher Accreditation.

In 2023 the ratio of male to female members across the teaching staff of 104 persons was 62:42. Non-teaching staff comprise 51 employees, with the ratio of male to female being 22:29 and with 18 of the support staff being full time and 33 part-time.

In 2023 the ratio of male to female members across the entire staff of 155 persons was 84:71. There are no staff members who identify as being Aboriginal or Torres Strait Islander.

Policies

St Pius X maintains all relevant policies to safeguard the wellbeing of the College community. These policies are reviewed and upgraded as needed and to fulfil EREA and government requirements.

- [Child Safeguarding](#)
- [Attendance Enrolment](#)
- [Student Management and Discipline](#)
- [External Providers and Outside Tutors](#)
- [College Educational and Financial Reporting Policy and Procedures](#)
- [EREA Complaints Handling Policy and Guidelines](#)
- [EREA Privacy Policy and Guidelines](#)
- [Enrolment Policy](#)
- [Whistleblower Protection Policy](#)
- [Whistleblower Protection Policy Guidelines for Employees and Service Providers](#)
- [Whistleblower Protection Policy Guidelines for Students and Parents](#)
- [Link to EREA Policies](#)



Characteristics of the Student Body

Enrolment Statistics

The College is an independent Catholic boys' school catering for students from Years 5 to 12, with a population of 1,159 students.

- 83% of students are Roman Catholic
- 4% of students have a language background other than English
- English as the first language is spoken by 96% of students

Year	5	6	7	8	9	10	11	12	Total
Students	96	128	164	161	162	155	147	146	1,159

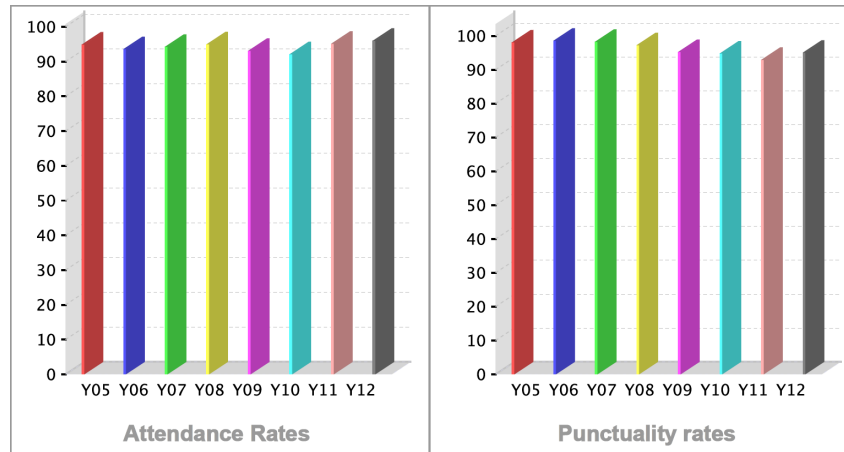
2023 Student Retention Rates

	Years 5-6	Years 7-10	Year 11-12	Years 7-12	Years 5-12
Apparent	96.43%	97.82%	100.68%	98.72%	98.27%
Actual	96.43%	96.57%	99.32%	97.43%	97.24%

Years	Year Start	Year End*	Leavers	Enrollees during 2022
5 & 6	224	216	8	0
7 - 10	642	628	22	8
11 - 12	293	295	2	4
7 - 12	935	923	24	12
5 - 12	1,159	1,139	32	12

Student Attendance

Year	5	6	7	8	9	10	11	12	Total
Students	96	128	164	161	162	155	147	146	1,159
Attendance Rate %	94.9	93.6	94.25	95.0	93.1	92.1	95.1	96	94.3
Punctuality Rate %	98.1	98.5	98.2	97.2	95.2	94.8	92.9	95.0	96.2



For the 2023 school year, students from Years 5 to 12 achieved an average attendance rate of 94.3%. This percentage includes all absences, excluding official leave granted by the principal. The attendance rate and high degree of participation in college activities are holistic indicators of a culture of positive student and parental engagement with the college. These positive rates were attained in the wider educational context of a global incidence of periodical school refusal or social and emotional challenges to attending school by a small minority of students. These issues are managed by pastoral care staff, family, counsellors and case managers.

Management of Non-Attendance

The college manages student non-attendance through its pastoral care processes. In the event of a student absence, where there has been no communication from the home, parents are emailed with a request to communicate with the college to explain the absence satisfactorily. The homeroom teacher, Pastoral Leader or college ancillary staff facilitate further contact with the parents on/after the third consecutive day of an unexplained absence. This system is easily manageable due to the relatively minimal number of students involved and enhances positive interaction, expectations, and communication between the college and families within the community. Team approaches to supporting student and staff attendance and wellbeing, such as additional staffing to homerooms, and contact and communication, have been employed. Any student with a chronic problem regarding attending school is referred to the college counsellors for consultation, and appropriate outside agencies for support when necessary. Case managers are appointed, case conferences and other trigger point interventions are employed where regular school attendance becomes problematic for some students and their families in support of their connection and engagement with learning. Student attendance and other concerns are identified at transition points during the student's pastoral care journey through the college.

Stakeholder Satisfaction

The College annually conducts surveys of the staff, parents and students. The survey is conducted by an external organisation, MYP Corporation, who conduct similar surveys across Australia. The overall satisfaction was very pleasing and recommendations for parents and students will help form our future development and improvements. The college recorded an overall satisfaction score of 78% (3.9 out of 5).

Reviewing and analysing the results of this survey allows the college to ascertain whether its current strategies are effective and what the key issues are for parents.

The reports are given detailed analysis and consideration by the College Council and Leadership Team, and results were provided to the College community through our college newsletter, Woodchatta.

In the 2023 survey, best practice areas included values and culture, school communication, pastoral care/wellbeing, cocurriculum, leadership and direction, parent engagement, teaching standards, learning environment and student engagement.

Parent Satisfaction

The College continues to enjoy a high level of satisfaction from the parent community. Regular acknowledgement and thanks for the efforts of staff were passed onto the College Leadership Team and staff through P&F meetings and the College Advisory Council.

Parents are included in annual satisfaction surveys. A high percentage of parents participate in this survey each year. In 2023 the parent satisfaction score was 3.98 out of a possible 5.

The three highest key areas of parent satisfaction were Curriculum, Values and Culture, School Communication.

Staff Satisfaction

Ensuring staff satisfaction and wellbeing is a continuing priority for the leadership of the College. Staff are invited to participate in the annual satisfaction surveys, with over 70% of staff participating this year. The overall Satisfaction Score was 3.98 out of a possible 5.

The three highest key areas of staff satisfaction were Team Leadership, WHS and Procedures. To assist staff with their mental health and wellbeing a staff development day was held for staff. This day focused on supporting staff and encouraging their own mental health and personal wellbeing. The Vital Staff Newsletter, which focuses on wellbeing and useful tips for

teachers, was forwarded to staff once a week. Free flu vaccinations were offered to staff, with over 80 staff members taking up this offer in 2023. Staff also have access to free counselling sessions through an external provider.

Student Satisfaction

Seventy one percent of students responded to the satisfaction survey. The overall satisfaction score for students was 3.81 out of 5 (or 76.2%). This figure is statistically 4% higher than the average satisfaction score for other comparable schools which conduct MYP Corporation surveys, as comparable schools have an overall satisfaction of 3.64 out of 5 (or 72.8%).

The top three best practice areas as reported by students was Co-curriculum, Reporting and Student Transition.

Regular form meetings for each grade are held which include meetings on various areas of health and wellbeing for students. Our college counsellors attend these meetings and regularly present on issues such as bullying, student mental health and wellbeing, developing a growth mindset and respectful relationships. Our 3 College counsellors are also available for students to discuss any issues they might be experiencing.

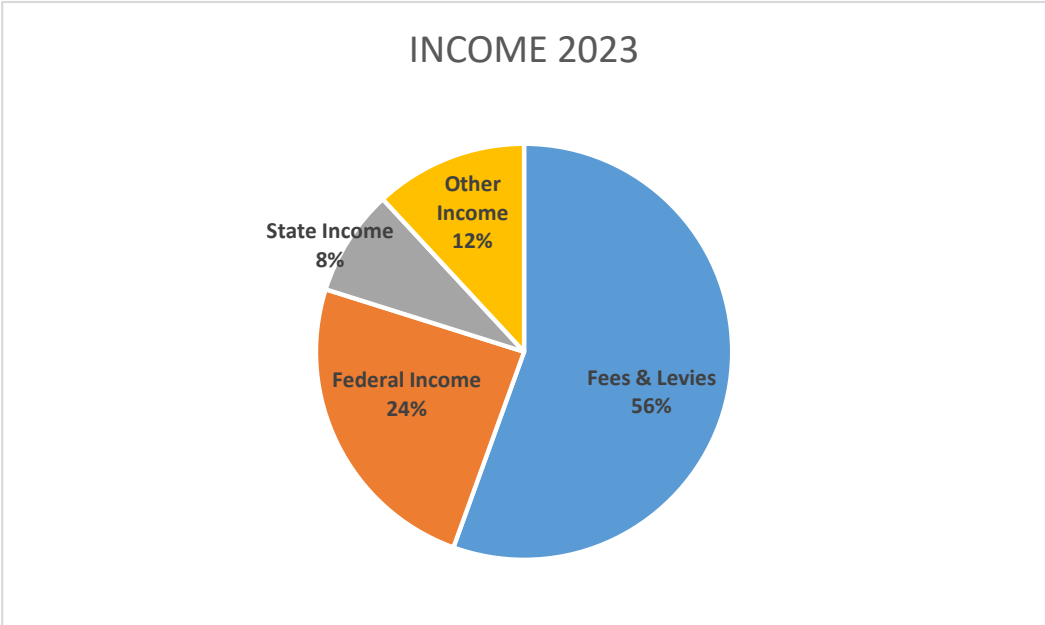
Anonymous bullying surveys are held throughout forms to check on students' wellbeing around this key area. Counselling is offered to students who are recognised as needing help in this area.



Financial Statement

Income

The College’s recurrent income for the year ended 31 December 2023 was derived from the following sources:

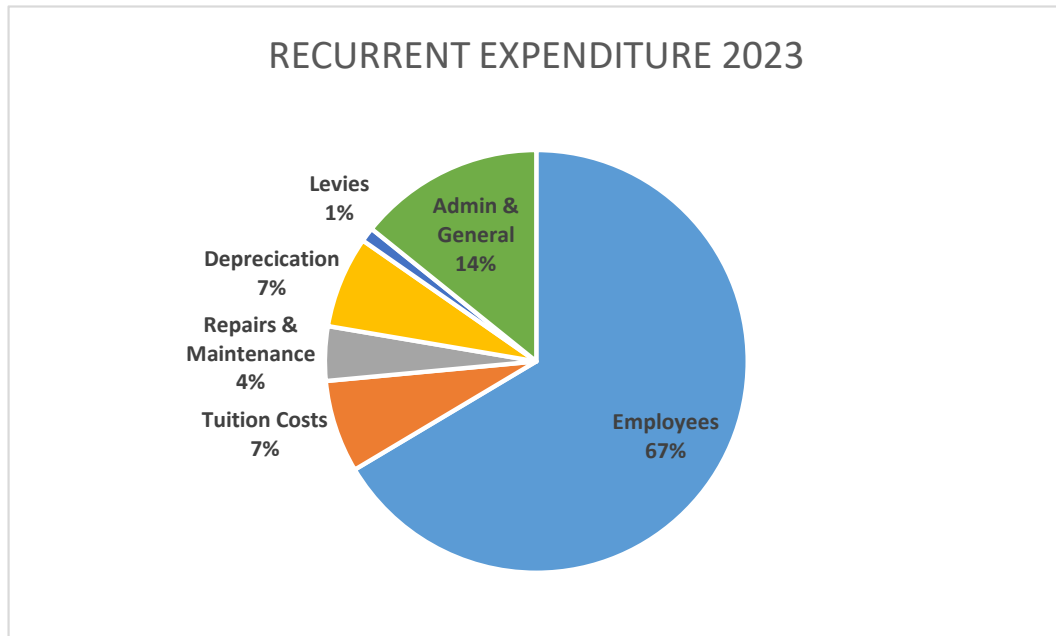


Fees and other income in 2023 were 67% of total income. This income includes Tuitions Fees as well as camps, excursions, sport and associated activities.

Government funding represented approximately 33% of the College’s total income. The College expects its Government funding, both Federal and State, to decrease at an increasing rate for the next five years in line with the Quality Schools package. The College will need to offset the loss of Government funding through increased fees and levies to families during the period to 2029.

Expenditure

The College's recurrent expenditure for 2023 by major expense category was as follows:



Employee costs, including salaries, wages, superannuation, and co-curricular expenses represent approximately 67% of all outlays. The major items in Admin and General expenditure include Communications, Consumables, Finance Costs, Insurance, Recruitment, Review and Professional Development of staff.

Capital Expenditure: In 2023, the College continued the building of the Waterford Learning Centre, now due for completion in 2024. In addition to this work, the College also undertook ongoing refurbishment of existing buildings at Chatswood and Oxford Falls. This included the refurbishment of the Junior School library and roofing works for A, B, and C buildings. A new garden space was created, which includes the planting of 5 trees. The exterior painting of Chatswood continues with the final stage of work to be completed in 2024. New signage was installed at both Chatswood and Oxford Falls. The College also continued to carry on the replacement of various items of plant, and equipment, IT equipment and classroom furniture as necessitated by needs and replacement.



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