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 St Pius X College 2018 Annual School Report
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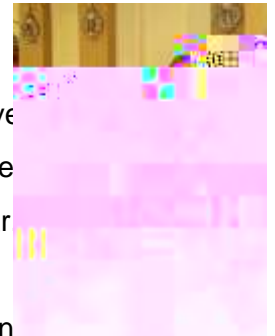
SECTION 1

MESSAGES FROM KEY SCENARIOS

I a) FROM THE PRINCIPAL

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

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



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

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

in 2018. We are delighted to welcome him as our Pastor to the school. Fr. Jim is a great friend of the College. He led our opening school Mass on Tuesday 13th February and has attended many formal and informal functions over the year.

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 Treacy Centre at Oxford Falls on Friday 23 November. While the weather was clear, the outside activities were
 made difficult by a howling wind that blew papers, tables and bins onto the ground. Year 11 coped
 wonderfully well under trying circumstances. The day featured an excellent presentation on Mental Health
 and Resilience by Steve Smith, former Australian Cricket Captain. Steve spoke very effectively about the
 challenges he has had to address and stayed afterwards to talk with the students. He was very willing to
 also have a knock around band-bowl with the students, effortlessly sending the ball flying across the field
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 also some other excellent performances by students and teachers in a variety of forms and costumes.
 was a great way to celebrate the community.

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

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 Clarke. The College offers sincere thanks to all the teachers, students, parents and other members of the
 College community for their great support. I am particularly grateful to the College Leadership Team with
 whom I share so many key activities and decisions. They provide a source of ideas and support for the
 many and varied issues involved in running a modern school.

The College is grateful for the efforts of its staff. We welcome the staff members who have served the College so well for over
 20 years- Judy Black, Melissa King, Rick Russo, Kiara
 O'Byrne, Maxine Hunt, Steve Quilty, Patrick Cogan, Tracey
 Bates, Marianne Erickson, Sue Cheney and Leisa Proc.



A number of staff have left the College after giving great service. Ms Trac

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

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

Jasper Choi, gained First Place in New South Wales in History Extension

he was invited to present it on stage at the prestigious ENCORE concert to be held in the Concert Hall of the Sydney Opera House on Monday 18 February 2019. In addition Jack Moran was nominated for ARTEXPRESS and Callum Stephen was also shortlisted for OnSTAGE as a result of his fine presentation in Drama.

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

It is particularly pleasing to note that so many of the boys balanced their academic achievements with a high level of involvement in the College's extra-curricular program, or were active as student leaders. The College Captain, Daniel Hall, who achieved a very respectable ATAR of 98.7, was a student leader and a fine leader who was highly involved in College life. Nikita Papastamatis, another Distinguished Achiever

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

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

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

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

Life in the College is remarkably varied. On the same night of the Twilight Concert, our Snowy Mountains Hiking expedition departed for their adventures in the Australian Alps. The 35th such expedition since 1,000 students have tested themselves in this challenging but exhilarating environment.



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

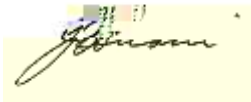
The College is always seeking ways to expand the scope of the education offered to the students. There have been developments in Gifted and Talented education as well as the establishment of a Philosophy course in Year 8. Also, it is encouraging to see teachers continue to work to extend their own knowledge.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

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

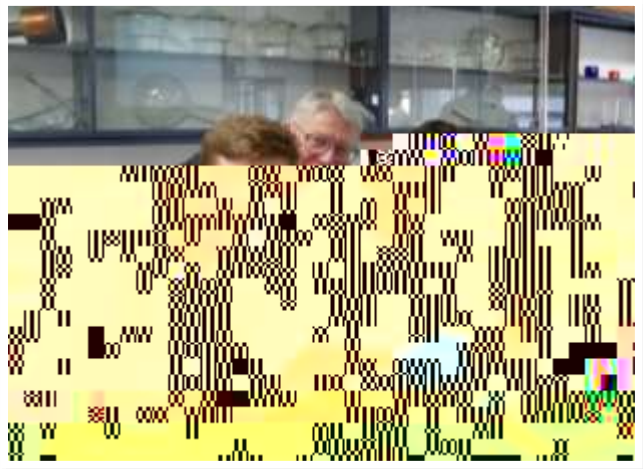
A number of initiatives gave practical form to our Touchstone of Faith, Justice and Solidarity.

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

In conclusion, it is hard to summarise the achievements of a school community of 100 students over 100 teaching and support staff and the thousands of carers, parents, grandparents, siblings, ex-students and friends of the College. In its 81 years the College has grown from a modest six classrooms tucked in a corner of Tradition (Thank you) to all who continue to make this possible.



Mr John Couani
Principal



I b) FROM THE BOARD

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

This year there was a special focus by the College on Environmental Stewardship, reflecting the theme of the Papal encyclical Laudato Si' which calls us to realise that global influence derives from positive local actions of caring for all life on earth as part of our common good. A Sustainability and Environmental Management Plan was developed providing for the implementation of key operational initiatives as well as progress on the planning for upgrades to facilities to incorporate environmentally sustainable deliverables such as solar cells.

Under the leadership of our Principal Mr John Couani, the Board and the College community contributed to the ongoing development of the Strategic Improvement Plan 2020 and implementation of its vision and mission statements and the EREA touchstones and values which remain our constant.

The College is very much dependent on Commonwealth and State funding to help keep fees affordable. There will result in a significant decline in Commonwealth funding in real terms for our College over the next 10 years. While the commencement of the Department reviews the basis upon which the funding is determined, the Board remains committed to ensure the fees remain as affordable as the College can sustain while allowing for increases in education costs and the ongoing need to maintenance and upgrade of buildings and services.

planning for upgrades to facilities to incorp1792 Q q 0.0 595.(fo)-4(r)685tr11E0003>39<017D>-5<0128

I c) FROM THE PARENTS AND FRIENDS ASSOCIATION

There are

Away from the sporting field, other events throughout the year provided opportunity to display the talent and hard work of students. The multiple Twilight Concerts • U Á Z] Z • Z } Á • š Z } o c and orchestras, were well received as always by friends and family. Market Day put the hard work and business acumen of Year 9 students on display, while the Write

II GOVERNANCE OF THE COLLEGE

In 1996 a College Board was established by the Christian Brothers to have a 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

III LOCATION

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

The College Mission and Vision Statements were reviewed in 2013 through community consultation and inaugurated during the February 2014 College Commencement Mass.

VIII STUDENT ATTENDANCE

a) 2018 Rates from 31/01/2018 t 20/12/2018

SchoolYear	Students	
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b) Management of Non-Attendance

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

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



XI TEACHER RETENTION RATES

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

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

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

W μ o] š] } v • v] CE š ~ } v (] v š] o • • μ % • % WCE gū l e r (r e f e r e n c e o f C o n s u r e Z Z that staff know how they can be supported in personal and professional

XII TEACHER INVOLVEMENT IN PROFESSIONAL DEVELOPMENT

a) Teacher Professional Development

In 2018 there was a total of 214 external professional learning events. These were attended by 82 individual members of teaching staff, representing 90% of teachers applying for professional learning opportunities and fulfilling Standard 6 of the Australian Professional Standards for Teachers. 100 professional learning events were provided by the following organisations/agencies:

Australasian Problem Solving Mathematical Olympiads	ETA English Teachers Association of NSW	NESA
16th Street Acting School	GATSTA	NSW Ombudsman
ACEL (Australian Council for Educational Leaders)	GTA NSW	Orff Schulwerk Association of NSW Inc
ACSA	HALT Network with AITSL	PDHPE Teachers Association
AISNSW	HTA NSW	PETAA
AITSL	IEU	Q Station Sydney Harbour
Australian College of Commerce And Management	Innovative Education and Training	Resource Factory
Australian Psychological Society	Institute of Positive Education	Resource Factory
Bosch Communications	IPSHA	RIDBC
Brigidine College St Ives	ISRA	Science Alliance
CAA	LAN Network	Science Teachers Association of NSW

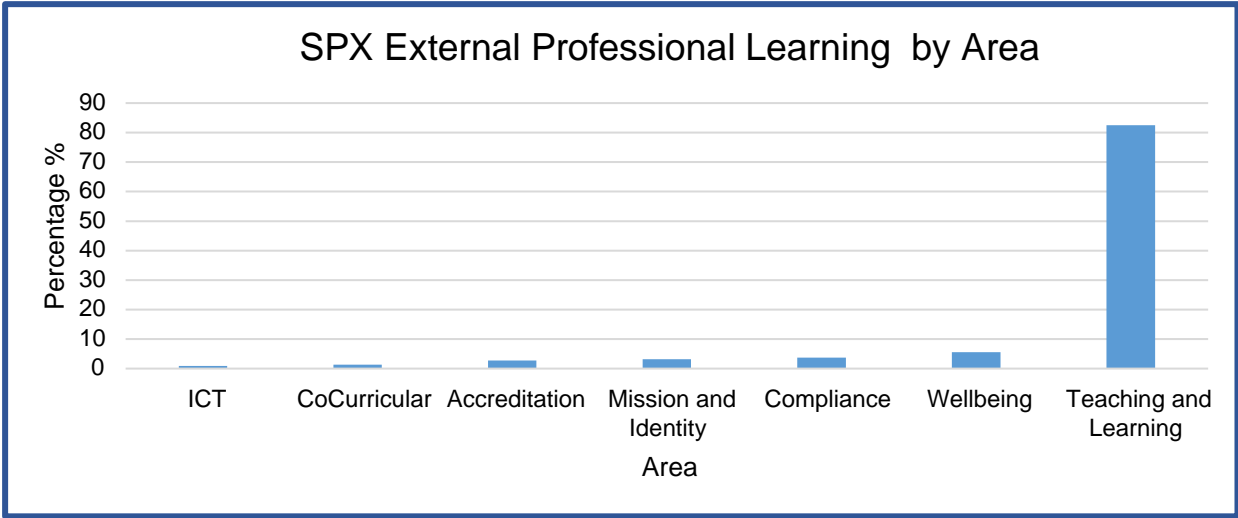
Catholic Education NSW 411.58 522.79 0.48001

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

7-10 PDHPE and Wellbeing Tool kit A guide for preparing to teach Preliminary PDHP	Leaders of Accreditation Network Meeting
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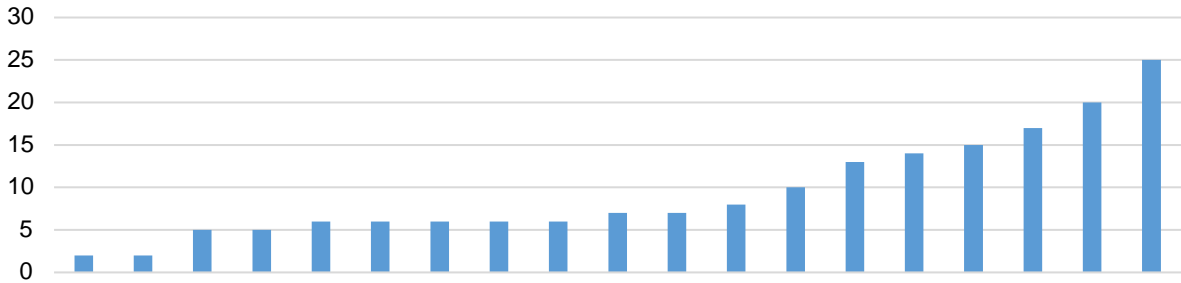
Professional learning was undertaken in ICT, CoCurricular, Teacher Accreditation, Mission and Identity, Compliance, Wellbeing and Teaching and Learning. The proportion of events for each of these areas is shown in Figure 1 below:

Figure 1: Professional Learning By Area



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

Figure 2: Professional Learning Applications



Teaching Standards

In analyzing the extent to which each Teaching Standard was addressed in the professional learning undertaken by Teachers in 2018, obviously Standard 1 was the most predominant as shown in Figure 3. Teaching and Learning were the next most predominant as shown in Figure 3.

Figure 3: Professional Learning and Teaching Standards



b) Teacher Induction

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

Internal Induction Processes include: Prior to commencement at College

- x Outlining the features of an Orientation Day for all new staff including lunch with College Leaders Team
- x Introductory session to the effective use of ICT at College, Child Protection Policy, Code of Conduct and WHS information provided

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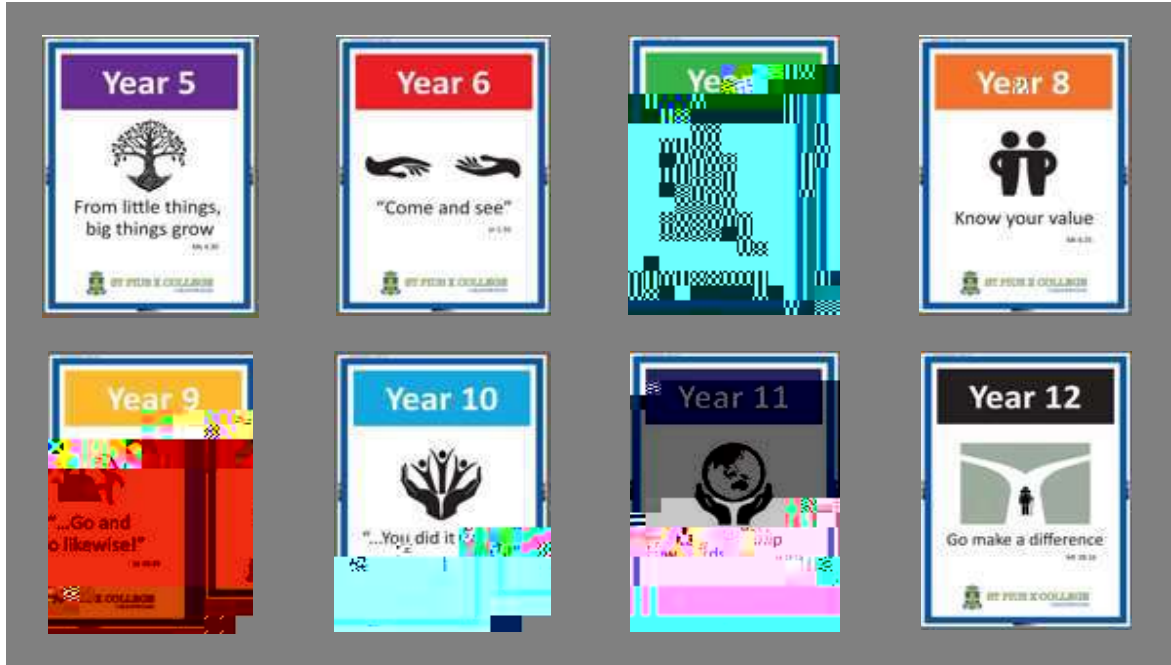
- x Time release of up to 2 school days, for New Scheme teachers and requirements for NESAProficient Teacher Accreditation
- x Opportunity for feedback from Studies Coordinators on classroom practice a class observation during Term 1 or 2 depending on the needs of the teacher
- x Workshops conducted to support teachers in their application Proficient Teacher
- x ^t I í î _ W OE } P OE •• / v š OE À] Á Services Z , } (^ š ((
- x A delayed start to staff involvement with the Curriculum Program no allocations in Term 1.
- x Continued social gatherings encouraged with whānau
- x Ongoing mentoring and support from the Head Staff Services and relevant College Leaders.

For Early Career Teachers:

In addition to the Z d OE College Inducti 11.04 Tf f

In 2018 the College continued to be guided by the Touchstone of Gospel Spirituality as our theme for the year. The College continued to be guided by the Touchstone of Gospel Spirituality as our theme for the year. The College continued to be guided by the Touchstone of Gospel Spirituality as our theme for the year.

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



...continued to embrace...
 ...to embrace...
 ...to embrace...

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

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

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

Key developments in 2018 included:

- x The Edmund Rice Society (ERS) Edmund Rice Badge was awarded to students in Year 10 2017. Throughout Years 10 and 11 Society members follow a set criteria to earn their badge and, if successful, will receive a formal certificate at the end of Year 11

x

YEAR 8 ^ Ç _ } o o in Chatswood CBD for Legal Aid Daffodil Day etc.

YEAR 7 Christmas Giving Tree

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YEARS Walkathon- ^ š : } • % o Z [• t o P š š

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World Vision Christmas Giving Tree

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

- x Callan Services PNG
- x Caritas t Project Compassion
- x Edmund Rice Camps
- x McGrath Foundation
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- x ^ š u μ v [• ^ Z } } o U t Z Œ } } v P
- x ^ š : } • % o Z [• ^ Z } } o U t o P š š
- x ^ š D Œ Ç [• ^ Z } } o U } Á Œ À] o o
- x World Vision

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

The College continued to support charitable works, including the White Knight Foundation for the Vic 79Aan7

II EUCHARIST

a) Overview

The College continued to demonstrate the centrality of the Eucharist in the lives of its students. The Edmund Rice Charter challenges its schools to promote the celebration of College Masses. The College hosts a Chapel Mass every fortnight through the generous support of the Our Lady Of Dolours Clergy.

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

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

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

All Religious Education classes, attended Mass at Our Lady of Dolours, Chatswood each semester as well as the Junior School each term, to share in the celebration of the Eucharist with the local parish community.

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

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

III OTHER LITURGICAL AND COMMUNAL PRAYER EXPERIENCES

All College Assemblies

VI FAITH DEVELOPMENT AND SOCIAL JUSTICE PROGRAMS

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

This day was informative, reflective as well as entertaining due the tireless efforts of staff and our hardworking and very generous parents and friends of the College. Their combined efforts ensured we were

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Callan Services in PNG Á o o • ^š uµv [•U t ZŒ}}vP X

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Year 6 students who completed the Altar Servers Course. Boys attended the course conducted by the Parish Priest of Our Lady of Dolours, Father Jim McKeon and Adrian Brannan the St Pius Youth Minister.

VII RETREATS, REFLECTION AND PASTORAL DAYS

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

Year 11, under their Pastoral Care and Mission and Identity Teams, had three Reflection Days at the Treadwell Complex at Oxford Falls. For Year 12, College staff facilitated simultaneous retreats at Mulgoa Retreat Centre and a retreat for Year 11 at a shared Retreat Centre at Wamberal. Timed strategically, following the HSC Trial Examinations, these experiences facilitate an opportunity for pause, reflection and spiritual renewal.

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

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

Our broad ranging Community Involvement Program (CIP) involved Years 10 and 11, and aims to develop the ideals of service, compassion and responsibility. Students are required to contribute 25 hours in CIP in Year 11 as a Social Justice initiative, building on the 20 hours required to transition into Year 11 from Year 10 (in 2022).

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

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

Leadership initiatives incorporated the appointment of portfolio focused Prefects, Transport Monitors, House Captains and Senior Mentors, acting on a one-to-one basis supporting younger students experiencing difficulty in their journey through the College. Semester House-Captains and Summer/Winter Sport

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sporting and cultural components of College, with Merit Cards, Awards, Certificates and highly regarded
Colour Awards presented in recognition of performance in Learning, Sports and Arts. 40 (Sp)17(o)-5(arts)-78(a)

III GRIEVANCE/COMPLAINT PROCEDURES

I 2018 HIGHER SCHOOL CERTIFICATE RESULTS

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

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

Changes in Enrolments

Within + or-10 %		Greater than + or10%	
Mathematics		Design and Technology	260
History Extension		Mathematics Extension 1	58

RoSA

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

II 2018 NAPLAN RESULTS

Student Outcomes in Standardised National Literacy and Numeracy Testing

The NAPLAN results provide valuable information about student standards in literacy and numeracy. They will be used to develop future teaching and learning strategies with the aim of ensuring that all students achieve their potential. It is very pleasing to see that our overall scores are above state averages.

Assessment	SPX Average	State Average	% Diff from State
Year 5			
Writing	491.9	457.3	8%
Spelling	541.3	503.1	8%
Reading			

Bands

Year 5 SPX compared to State

Students attaining Band 3 are below National Minimum Standards. Students at Band 4 are At Minimum Standards. Students at Bands 7 and 8 are at Proficient Standard. The following table shows the percentage of students within the three sectors of Bands for Year 5 compared to State levels.

		Top 2 Bands	Middle 2 Bands	Lower 2 Bands
			5 and 6	7 and 8
[REDACTED]	Year 5	Proficient		At or below Minimum Standards for Year 5

YEAR 5

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

(III) POST SCHOOL DESTINATIONS

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

UAC Offers for the 2018 cohort

Macquarie	58
UNSW	24
ACU	10
UTS	31
USYD	13
WSU	6

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

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

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



I COLLEGE COCURRICULAR PERFORMING ARTS

Additional highlights included our Jazz Bands performing magnificently in the HSC Encore Showcase Concert and our Jazz Bands performing magnificently in the Sydney Eisteddfod and Manly Jazz Festival.

Hunter Clarke selected for HSC Encore Showcase

PERFORMANCE AND EXCURSION CALENDAR

Term 1

EVENT	ENSEMBLE/CLASS
New Parents Orientation Evening	Parent Only event
^ K v ^ š P _	Years 10, 11 and 12 Drama
Commencement Mass	Senior Choir
Ash Wednesday	Vocal Ensemble
^ v } Œ } v Œ š _	Years 11 and 12 Music
^ D š š Z D μ •] } v Œ š í _	Years 9, 10, 11, 12 Music
Academic Awards 1	Senior Percussion Ensemble, Intermediate Percussion Ensemble
Workshop	Senior String Ensemble and College Orchestra
Campus Inspection	Senior Jazz Band, SnrString Quartet, SnrString Duo, SnrGuitar Ensemble, Intermediate Guitar Ensemble, Vocal Ensemble, Selected Drama students
Physical Theatre Workshop	Year 7 students
Physical Theatre Workshop	Year 7 students
Playbuilding and Physical Theatre Workshop	Years 9 and 10 Drama
Easter Liturgy	Senior Choir, Junior Choir
Performance Night	Year 11 Music
Workshop	Intermediate and Senior Jazz Bands
Performance Night	Years 9 and 10 Music
Seniors Week Lunchtime Concert	Senior String Quartet

Term 2

ANZAC Ceremony/Assembly

Lachlan Chue (Year 12)

Term 3

Year 12 HSC Drama Showcase	Year 12 Drama
IPSHA Rehearsal Oxford Falls	Junior Choir
Academic Awards 2: A Celebration of Learning	Year 12 Drama, Year 9 Drama (Ashley Johnson and Alec

Stages 3 and 4 Music and Drama classes also emphasise performance and practical activities. Year 7 Drama classes have recently learnt circus skills and physical theatre techniques. This focused on the fundamental core values of dramatic theatre, that of working together, collaboration, taking chances and having fun!

Year 5, 6, 7 and 8 Music classes were enhanced this year by the addition of guitars, djembes and several new Orff xylophones and metallophones to grow the practical side of the program. Students were able to involve

In 2018 the following were offered at inter-school and/or club level: Athletics, Basketball, Cross Country, Cricket, Football, Golf, Rugby, Sailing, Softball, Swimming, Tennis. Squash was offered as a Saturday Sport for the first time. Boxercise and Strength Conditioning are also seen as valuable auxiliary activities. Robotics has grown as an activity in which the College has gained great success both in team and individual pursuits. The College boasts one of the biggest Robotics Clubs in NSW and was featured in the Sydney Morning Herald 1 0 0 1 70.94

V STRENGTHS AND RESULTS 2018 SPORT

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

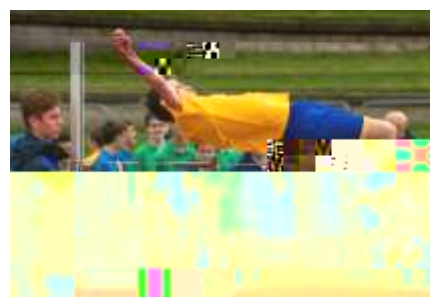
- ‡ Rugby: 18 teams
- ‡ Football: 24 teams
- ‡ Basketball: 48 teams
- ‡ Cricket: 11 teams
- ‡ Athletics: 90 students
- ‡ Squash: 13 teams
- ‡ ISA Tennis: 10 teams
- ‡ NSTA Tennis: 8 teams
- ‡ Softball: 1 team
- ‡ Swimming: 50 students
- ‡ Cross Country: 52 students
- ‡ Debating: 12 teams
- ‡ Chess: 13 teams
- ‡ Duke of Edinburgh Award Scheme: 50 students
- ‡ Mock Trial: 1 team



Duke of Edinburgh Adventure Journey

In 2018 the College entered a number of competitions including:

- x ISACricket
- x ISA/IPSHA Football
- x ISA/IPSHA Basketball
- x ISA/IPSHA Swimming
- x ISA/IPSHA Athletics
- x Northern Suburbs Tennis Association
- x North Shore And Manly District Cricket Competitions
- x Squash
- x CISTriathlon
- x ISA/IPSHA Cross Country
- x IPSHA Softball
- x CISTouchFootball
- x JuniorAFL



2018 Team Achievements

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

VI COCURRICULAR FACILITIES AND DEVELOPMENTS

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

Oval drainage completed in 20~~11~~2012 once again resulted in a more consistent Winter program. The Summer maintenance program has added further quality to the already impressive fields.

~~It~~ resulted in a significant upgrade in amenities. The College now boasts one of the premier Tennis facilities in ~~the~~ ~~area~~

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

The work of specialist coaches and ~~De~~partment Officers is now integrated into the Years 7 and 8 Oxford Falls PD/H/PE programs for three periods on

I STRATEGIC INITIATIVES

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

The Plan is reviewed annually by Staff, parents and the College Board, utilising the St Pius X College Indicative Performance Framework (IPF) and the National School Improvement Tool (NSIT).

2018 Annual Improvement Plan End of Year Report

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

II ACHIEVEMENT OF PRIORITIES FOR PREVIOUS YEAR

The encyclical Laudato Si' (2015) and the context of our community.

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

III SCHOOL DETERMINED IMPROVEMENT TARGETS

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

(See Attachment 2)

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:

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

IV OTHER ASPECTS OF JUNIOR SCHOOL LIFE IN 2018

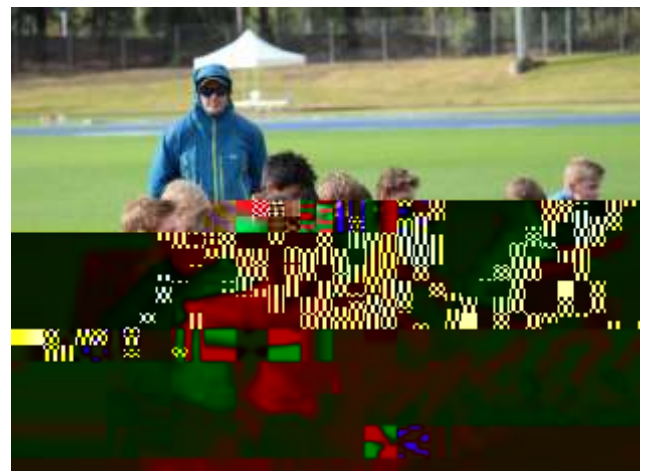
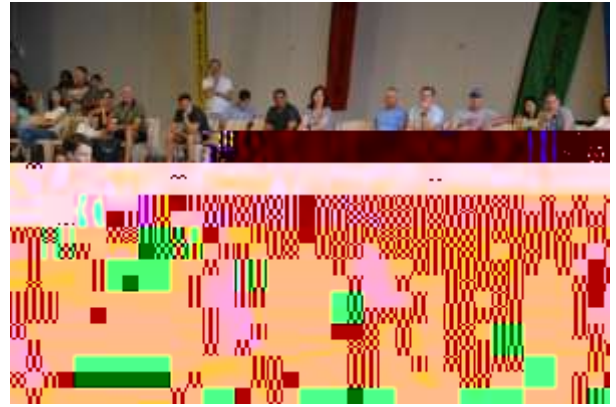
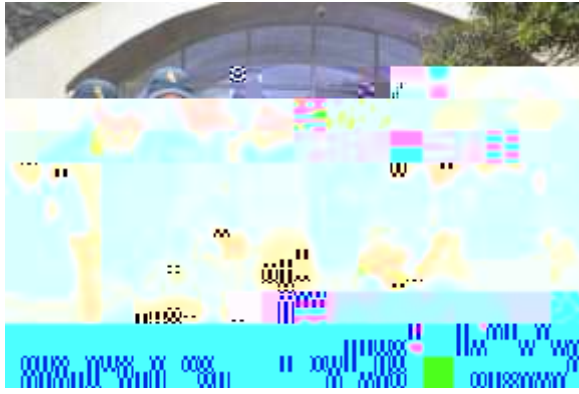
- x Other academic results were attained for the ICAS (International Competitions and Assessments for Schools- formerly UNSW Competitions), Mathematics Assessment, English Assessment and Science Assessment.
- x Boys sit regular examinations as well as a variety of assessment tasks throughout the year. Assessment tasks are graded across the year level so that A to E grades can be reported to parents.
 - x As stated previously, there are specialist teachers in Computer Studies, Library, Music/Choir/Bands/Ensembles, Chinese (Mandarin), Physical Education, Visual Arts, Learning Support/Special Needs and Enrichment.



Chinese New Year Celebrations

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

Junior School Class Captain 2018



VII SCHOOL DETERMINED IMPROVEMENT TARGETS (for the Junior School)

a) Catholic Life

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

b) Teaching and Learning

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

c) Curriculum and Co-curricular Programs

Implemented a model of assessing writing that improves feedback to students supports

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

d) Pastoral Care and Wellbeing.

- x Introduction and completion of the smart digital licence by all Year 6 classes.
- x Listening to a cyber

- „ Recurrent Expenditure
- Depreciation 4%
-

I FACILITIES

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

In addition to ongoing programmed maintenance during 2016 the following improvements were undertaken:

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

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 media technology installed and

COMPUTING

- x Total of 36 Servers (Mail/File/Print/Database/Intranet/Management etc.)
- x 1150 student PLDs
- x 120 staff devices
- x 12 Blade servers with an 18TB SAN (Storage Area Network)
- x Staff Common Room HDMI connected LCD presentation projector
- x Clickview online
- x Media projection facilities and connections in all Teaching and Learning areas
- x Fully equipped Junior and Senior Resource Centres
- x Smart Boards /digital cameras/video recorders/multimedia projectors
- x Staff and Student email and remote access availability
- x Staff access to all network files at home on their College laptops
- x Internal Staff and Student Intranets
- x Wireless internet access throughout the College
- x High speed Internet connection
- x Web and mail filtering on all school devices
- x Externally accessible student management system and parent portal
- x 1:1 PLD (Personal Learning Device) Program for all year groups

SENIOR RESOURCE CENTRE

- x Theatre facilities
- x Computing facilities
- x Library
- x Designated quiet study mezzanine area for senior students
- x Seminar rooms
- x Large space for meetings including cohort presentations and guest speakers
- x Careers Office
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JUNIOR RESOURCE CENTRE

- x Library; and Open Learning Area

LEARY LEARNING CENTRE

- x Large dividable, flexible, collaborative teaching/learning area(s).

- x

- x BBQ facilities
- x Six change rooms
- x d Á } OE (OE • [OE } } u •
- x AV projectors in all teaching areas
- x Two First Aid Defibrillators
- x Two General First Aid Rooms
- x Junior and Senior equipment storerooms

The fine upkeep of ovals and pitches meant that minimal days were lost to wet weather over the 2017

ATTACHMr8 BT 8 0.835.32 841.92 re W* n 0.0000987

Enrolment Numbers

Year 5 is the largest intake i.e. 96 students in 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 Expression of Interest form available online at www.spx.nsw.edu.au under the Enrolment Information heading. You can submit it electronically to the College. There is no fee to lodge the Expression of Interest form. Completion of this form ensures that you are placed on the mailing list to receive the Enrolment Application form at the correct time, which is during the year. The Expression of Interest form does not constitute an enrolment nor a place on a waiting list.

Open Day

Every year the College holds an Open Day. In 2018 the Open Day will be held on Saturday 16 March from 10am to 2pm. All prospective parents are urged to take advantage of this opportunity to meet the Principal, members of the Leadership Team, teachers and students and to inspect the facilities and resources of the College.

Application for Enrolment for Years 5, 6 & 7

Enrolment forms are released during March, two years prior to commencement. Application forms are not

*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 enrolment

2018 ANNUAL PLAN

2 LEARNING AND TEACHING

2.1

2.1 AN EXPERT TEACHING TEAM

2.1.1 Learning Framework

2.1.1.1

A shared understanding, vision and practice for authentic teaching and learning is informing the development and implementation of a whole-school learning framework.

Develop and publish the Learning Statement

2.3	DIFFERENTIATED TEACHING AND LEARNING*				
2.3.1 A WholeSchool Approach to Differentiated Learning Implementation of the whole-school approach to differentiated learning which effectively engages students at all levels and abilities in their learning.	2.3.1.1 *Maintain priority of ensuring high achieving students are appropriately engaged, challenged and extended by including this as a discussion item for each Department Meeting.	2.3.1.1 Subject Coordinators to include enrichment at every Faculty meetings strategies for higher achieving students	Subject Coordinators	Commence Term 1 and then ongoing	
	2.3.1.2 Develop a process to investigate and act on cases of 'underachievement'	2.3.1.2 Potential underachievement students identified and distributed to teachers	TBA	Term 1 (ongoing)	
	2.3.1.3 *Commencing with Year 7 2018, implement the Reflective Student model of Feedback so teachers can encourage and assist students to monitor their own learning and to set goals for future learning.	2.3.1.3 Implemented and set to continue and expand into both Years 7 and 8 in 2019.	Subject Cos AP Teaching and Learning	Term 1	
	2.3.1.4 Increase student responsibility for their own learning by accessing their own achievement ICAS English, Maths and Science and complete a self reflection.	2.3.1.4 In Term 3, students issued with log in access and led through self analysis of their ICAS results		Semester 1	

2.5	LITERACY AND NUMERACY				
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2.5.1 A WholeSchool Approach					
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		2.5.1.6 Use a model of assessing writing that improves writing skills as they redraft texts	2.5.1.6 The students now plan and write a draft and some teachers have trialed Microsoft 365 so the students can give feedback to each other about the writing as the draft is being produced. After the draft is complete the teacher reads through and gives feedback. Students are then given time to redraft and discuss with the teacher. Students then complete their final draft for marking.		Semester 1
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2.7	DATA INFORMED PRACTICE*
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2.7.1 Data Informing Student Centred Learning 2.7.1.1

A range of data sourced formally/informally, internal and external is analysed and used in rigorously evaluating the effectiveness of current learning and wellbeing programs and informing the development of more student-centred programs and level of student achievement



3.3.4 Wellbeing Indicators

5.2

FINANCIAL SUSTAINABILITY AND AFFORDABILITY

5.2.1 Sustainability and Affordability

Longterm financial sustainability of the College is maintained in the context of changes to educational funding.

5.2.1.1

In the context of 5.1.1 and the changes to Government funding ensure that cost of what

Board in dialogue, consultation and communication.

6.1.1.2
Undertake a consultation process regarding the Chatswood Facilities upgrade

6.1.1.2
Major consultation undertaken with Diocese. Future consultation required with Parish, OLD primary and mercy College to determine needs of the Chatswood Precinct and to be coordinated by the BB Diocese.

6.1.1.3
Further develop the annual College survey and consultation process

6.1.1.3

