



# 2014

## St Stanislaus' College

### ANNUAL REPORT

As required by the Board of Studies

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## Introduction

St Stanislaus' College is an Independent Secondary School for boys. Founded in 1867, the School caters for students from Year 7 through to Year 12. The School enrolls both day students and boarding students.

### 1.0 A Message from the Key Bodies

#### 1.1 Mission Statement

St Stanislaus' College seeks to proclaim the gospel in the spirit of St Vincent de Paul through the formation of our students and all associated with the school, with special emphasis given to the spiritual, intellectual, social and physical growth of each person within and for the larger community.

Accent is placed on care of the individual boy through the Tutor system, counselling and direction by the Religious and Lay Members of Staff. The College aims to work with parents in the task of education; creating an environment which reflects the spirit of Christ in a strong and faithful way, and calls forth the best in those who are part of the school.

#### 1.2 The Vincentian Philosophy of Education

##### 1.2.1 Preamble

The Vincentian Philosophy of Education seeks to proclaim the Gospel in the spirit of St Vincent de Paul and in so doing to form people that they may bring the Good News to the poor and stand with them in solidarity. The following principles are regarded as fundamental to the task of assisting young people to develop a synthesis of faith and culture and a personal integration of faith and life.

- Jesus Christ sent by God, the person in whom all human values find their fulfilment and unity, is the model of authentic human life which we offer.
- In the certainty that the Holy Spirit is at work in every person who seeks the truth we offer our Catholic faith and culture to all, non-Christians included.
- Since faith is a gift of God and cannot be imposed, we proclaim the Gospel and offer a formation based on the values of that Gospel while respecting the religious freedom and personal conscience of individual students and their parents.
- Formation for living according to the Gospel message is continually fed and stimulated by its Source of life, the Saving Word of Christ. This is expressed in the Scriptures, in tradition, especially liturgical and sacramental tradition, and in the lives of people, past and present, who bear witness to that Word. Mary the mother of God is a singular model and excellent example of that which we as Christians desire and hope wholly to be in faith, charity and union with Christ.
- The justification for a Catholic college is its sharing in the evangelising mission of the Church; as such the mandate for our apostolic undertaking is given by the Bishops to whom we are responsible in the person of the local Bishop.
- The promotion of the fundamental equality and dignity of all persons is the basis for our preferential option for the poor, for those who, regardless of the reason, are marginalised in our society, and for those who are deprived of family help and affection.
- Since parents are primarily and principally responsible for the education of their children, a Vincentian college community forms and fosters a partnership with them in the context of the local ecclesial community.

- Witness to the integration of faith and vocation in life takes place in a genuine community of faith in which the complementary vocations of lay and religious women and men are recognised, welcomed and fostered.
- A good educational environment is one where young people gradually learn to open themselves continually to life as it is and to create in themselves a clear meaning of life; hence students are to be active agents in their own formation and in the formation of their peers.
- Ongoing formation of all involved in the apostolate of educating young people is a necessary prerequisite for maintaining the self-criticism needed to evaluate and improve the formation that is offered. Such ongoing formation will seek to develop the educator humanly, professionally, religiously and spiritually in the tradition of Vincent de Paul.
- The educational program is directed to the integral formation of each student so that he, whatever his ability, is extended to the fullest degree possible in all areas of his formation.

### **1.2.2 Aim**

To proclaim the Gospel in the spirit of St Vincent de Paul and to offer an integral human formation for living according to that same Gospel with due emphasis given to the spiritual, intellectual, psychological, physical, moral and social growth of each person in order that students may reach the maturity and inner directedness required for meeting the commitments of their vocation within and for the larger community. This formation is offered to all via the provision of an environment that contributes to the wholeness of each in a Vincentian College community. We aim, furthermore, to give special attention to those who are disadvantaged and poor.

### **1.2.3 Goals**

#### **1.2.3.1 General Goals**

We aim:

- to impart a knowledge of God and of God's activity in our world;
- to deepen each person's relationship with God, and with others;
- to take the Gospel of Jesus Christ as our charter of life and in accordance with it to promote the dignity and worth of each person;
- to lead all to a deeper life of worship;
- to be a people of prayer both as individuals and as a community;
- to bear witness to our personal integration of faith and life in our daily lives;
- to sustain and foster a community in which people are responsible and inner-directed, capable of choosing freely in conformity with their informed conscience;
- to encourage the pursuit of excellence in all areas of human endeavour;
- to foster the Vincentian spirit as an integral part of Vincentian College life. Manifestations of this spirit are: a trust in God's providence; unpretentiousness; a generous, gentle and unwavering care for the weak and marginalised; transparency and loyalty in one's relationships; friendliness to all, staff and students alike.

#### **1.2.3.2 Specific Goals**

In the area of Spiritual Formation we aim:

- to assist each student to come to a personal commitment to the Lord Jesus and to persevere in that commitment;
- to provide a thorough and reflective knowledge of the Catholic faith and the opportunities to practise it;

- to develop in students a reverence for the presence of Christ in the Sacred Scriptures, in the Sacraments, especially the Eucharist, and in the Community gathered together to pray in Christ's name;
- to assist students to discover in themselves meaning for their lives and hope for the future;
- to develop in students a sense of belonging to the universal Church and to the local church community.

In the area of Intellectual Formation we aim:

- to instil in students the desire and the will to search for the truth at all times;
- to develop each student's intellect to its fullest academic, creative and aesthetic potential;
- to foster an appreciation for cultural values and for learning in all its forms;
- to encourage students to see the knowledge that they acquire as a call to serve, to be responsive to others, responsible for others and to work together in fulfilling that responsibility.

In the area of Physical Formation we aim:

- to provide an environment which is healthy and conducive to good health;
- to provide an experience of physical activities not simply as an exercise for the body but as an opportunity for the development of moral and social virtues.

In the area of Moral and Social Formation we aim:

- to develop in students a spirit of solidarity, particularly with respect to the weak, the fragile and the outcast;
- to assist students to reflect critically on our society's values and foster in them the courage to oppose its elements of materialism, pragmatism, hedonism and technocracy;
- to enable students to become self-disciplined, to take progressive responsibility for their lives and actions and to work with others for the betterment of our world;
- to assist students to embrace a set of coherent values centred on love, justice, truth and fidelity;
- to develop leadership and community building skills in students and to provide opportunities to exercise those skills; to develop in students an appreciation of how their work shares in God's creative activity and to foster in them a respect for the environment and an attitude of care for our world.

### **1.3 A Message from the School's Governing Body**

At the end of another College year we reflect once again on the blessings and joys, the surprises and challenges, and key moments of celebration and sadness that have been so much part of the richness of College life.

Under the second year of leadership of Dr Anne Wenham we again offer our thanks to her and the whole staff for their constant dedication to this Vincentian College of Secondary Education.

This year also offered us an opportunity to look back into the Vincentian beginnings at the College one hundred and twenty five years ago. From then until now the College has been richly blessed.

This year I also want to mention our deepest thanks to the Board of Directors. The men and women who serve on the Board bring a wealth of expertise, knowledge and wisdom from a diversity of backgrounds.

In this context I wish to acknowledge the commitment of Br Julian McDonald cfc who was called this year to serve the international community of the Christian Brothers as an assistant to their Superior General residing in Rome. Br Julian was appointed as a Director in 2003 and for over ten years brought his great wealth of

knowledge and background in the field of education. He also brought his own deep insights into the current agenda, his dedication to the life of the College and the Vincentian charism which is deeply embedded in all areas of policy and decision making.

The College and specifically myself and the two Heads of College under this term of Directors were always encouraged and affirmed in our perspective roles. The College pays tribute this year for such generosity and commitment.

*Fr Doug Akehurst CM*  
*President*  
*Chair, Board of Directors*

#### **1.4 A Message from the Head of College—Annual Report Delivered at Speech Night, 8 November 2014**

##### **St Stanislaus as a Vincentian Community**

This year we celebrate 125 years of Vincentian presence at the College. In 1889, the first Vincentian President, Fr James Byrne cm commenced at Stannies with the primary role of responsibility for the Seminary whilst the Vice President, Fr Patrick Dowling cm assumed responsibility for the daily life of the College. Such is the ongoing impact of the Vincentian presence on the life of Stannies students that more than 200 Old Boys have been ordained as Catholic priests.

On November 12<sup>th</sup>, the community will gather at Mass for the Feast of St Vincent de Paul, a most appropriate occasion to acknowledge the role that the Vincentians have played in the life of the College. Chief celebrant, Fr Matthew Kallammakal cm, Assistant General, Congregation of the Mission, will be joined by Fr Doug Akehurst as well as seven Vincentian priests. Guests including Old Boys, current and past families, members of local St Vincent de Paul Conferences and principals and students from Bathurst Catholic schools will attend along with current staff and students.

##### ***Prayer and Liturgical Life***

The College Community has joined together for a number of significant Liturgical celebrations in 2014. The school year commenced with an evening Mass for all families, the theme of which was 'story' - in all stories God is with us. College Masses have been attended by large numbers of parents, particularly those celebrated for Mother's Day and Father's Day. Boarders' Masses have been celebrated each weekend and Year Group Masses have been celebrated throughout the year. We are very grateful to Fr Doug Akehurst for his work with students and staff in preparing for these. Recently Bishop Michael celebrated Mass for Year 11 students at which 15 students and one staff member were commissioned as Ministers of Holy Communion.

The month of October has seen the commencement of the annual weekly Miraculous Medal Devotions each Wednesday evening. Boarding students are joined by visitors from the Bathurst Parish community in evening prayer and Benediction. The annual Year 12 Retreat, held in April, enabled the students to reflect on and respond to issues, opportunities, relationships and challenges in their lives. In prayer, reflection, quiet time and group discussion the students responded as insightful, mature young men.

##### ***Diocesan and Parish Involvement***

2014 has seen Stannies staff and students involved in a number of Diocesan initiatives. Most recently, the 15 new student Leaders were invited to participate in a Reflection Day with student leaders from eight Diocesan Secondary schools. The theme for this day was *Servant Leadership: Leading as Jesus Did* and was a timely introduction and grounding to their planning for their role as student leaders over the next four terms. At a subsequent Leadership Formation Day at the College, our new leaders planted (in the College Wiradjuri Welcoming Garden) the tree that was presented to them during the Diocesan Leaders' Mass. They see that the tree will grow as a symbol of their growth as Catholic leaders.

Stannies students have had a number of opportunities to meet and work with Mackillop College students in academic studies, in co-curricular opportunities, in works of social justice and in more informal occasions via Friday evening socials. This year our senior leaders also attended the annual Womens' Day Dinner hosted by the Catholic Education Office— a wonderful privilege given they were the only male guests in attendance. Opportunities to mix with and sometimes compete against students from Diocesan schools have been taken up in the Creative and Performing Arts and through the annual Diocesan Spelling Bee and Debating competitions.

During 2014 the boarding students have attended Mass twice per term at St Michael and St John's Cathedral. This has been an important step for our students in understanding the relationship of the school within the Parish and they have been warmly welcomed by parishioners. I would like to thank Bishop Michael for his ongoing support of College endeavours; he accepts invitations whenever he is able and recently spoke with the senior students of his disappointment at not being able to be present at Speech Night this year. It was indeed a privilege for the College when Bishop Michael brought the Apostolic Nuncio Archbishop Paul Gallagher for a visit to Stannies earlier this year, where our Year 12 leaders were wonderfully welcoming, informative tour guides. Students also had the opportunity to welcome and listen to Fr Emmanuel Nsengiyumva, a priest from Rwanda, who visited the Diocese in May and whose visit raised awareness of the needs of the missionary Church in his home country.

During terms 1 and 2, in a wonderful act of creative outreach, a number of our students generously gave of their time after school one afternoon per week to conduct the 'ipad for beginners' program. The ipad 'students' came from the local communities of the Sisters of St Joseph and the Sisters of Mercy. When word spread, more members of the local community signed up to be taught the wonders and possibilities of technology by Stannies boys.

### ***Works of Social Justice***

The two College St Vincent de Paul Conferences have continued their outreach to many who needed care and support throughout this year. Money was raised and cheques forwarded to the following:

- Caritas Australia Philippines Typhoon Appeal
- Caritas Australia Project Compassion
- Buy a Bale – Drought Relief
- St Columba's High School Springwood – Bushfire Relief
- Annual Matthew Talbot Hostel Christmas Appeal ( current)

In addition organisational, financial and practical support was provided by the Day Conference for the recent Bathurst Carers' Lunch for 70 guests.

Gardening support continued for a number of local residents via the Boarders' Vincentian Green Team.

### ***Youth4Youth***

Members of the Boarders' Conference worked throughout Terms 2 and 3 with students from Mackillop Mercy and Justice Group to prepare and organise a day focusing on the plight of young people in Immigration Detention Centres. Their generosity of time and spirit, their dedication to this cause and their energy and creativity resulted in 70 young people from schools across Bathurst and Orange attending a Sunday afternoon gathering which was also attended by staff from a number of schools and supportive members of the Bathurst Refugee Support group. The organisers have many thoughts and plans about the next steps.

### ***Parent engagement***

The primacy of parents in the education of their sons is reflected in the many and varied communication channels that have been established over the years at Stannies. We continue to explore and develop the potential of EDUMATE to convey increasingly detailed information and feedback to parents and carers.



Two family engagement initiatives took place in 2014. In Term 1 the College hosted a dinner for boarding families. Families of boarders from Years 7-12 from across NSW joined together for the occasion where they were able to share time and meet their sons' friends and their families. A number of the senior boarders took responsibility for entertaining the younger children after dinner with planned games and activities. In Term 2 the College hosted a dinner for Year 12 students and their families. This well-attended occasion also saw the formal award to the 2013 College Dux, Shaun Wilkinson. After dinner speaker was Old Boy McLeod McKenzie from the graduating class of 2008.

### ***Parents and Friends***

The 2014 Executive has worked tirelessly throughout this year, supported by a small number of regular attendees at monthly meetings to discuss and plan ways to support College endeavours. The annual Fete, re-named Autumn Fair, again drew many visitors and raised funds for the 2014 project, the construction of a permanent BBQ area adjacent to the Performing Arts Centre. Planning has already commenced for the 2015 Fair with a particular emphasis on increasing student participation.

Welcome support in preparing the College front gardens was provided by members of the P and F and some of the students prior to the Autumn Fair and Year 12 Graduation. Much work was accomplished by a few people over a number of hours.

Discussions continue on the most appropriate means of parent support and engagement at Stannies. Attendance at monthly P and F meetings averages 12 participants. As time pressures on families continue to increase, the members of the P and F will continue to ask and listen to responses regarding the role and direction of this important parent body.

### ***Old Boys***

During 2014 there were a number of Old Boys Reunions held at the College – including those for the classes of 1974, 1994, 2004. The class of 1974 celebrated their return to Stannies with lunch and tour of the College. The First XV of 1974 was the first Stannies team to win the Waratah Shield. The Old Boys of this victorious team presented the jerseys to the current Stannies First XV - a wonderful privilege for the students. They then watched the boys play a very hard game against Oakhill – with the final result being a very close loss 25-27.

In August, President of the Old Boys Association, Lachlan Sullivan, presented the College with a Scrum Machine purchased through \$6,500 of Old Boys Association Funds and on the final day of school for Year 12 students, presented each with the Old Boys tie.

## **St Stanislaus as an Educational Community**

### ***The Heads of Faculty Team***

The Heads of Faculty team under the leadership of Mr Geoff Melville, Director of Curriculum, has continued its focus on the learning culture within and beyond the classroom throughout 2014. There is an enormous commitment to ensuring a depth and breadth of course offerings and learning opportunities so that every student has the opportunity and support to strive for personal excellence.

### ***Awards for Academic Excellence***

2014 continued the rich and important tradition of acknowledging students who reach the pinnacle of academic excellence in each year group.

This Award, presented to the top ten academic achievers in each year group, is highly prized. Such is the healthy competition for this award among the boys that positions in the top ten can and do change from year

to year. We see this as strong encouragement for our academic achievers to build on their academic potential through all years until their HSC examinations.

Congratulations to the 2014 Academic Achievers whose names are listed at the conclusion of this Report.

### **Assessment Data**

Attention to data analysis is critical in reviewing Faculty Programs and student learning outcomes specifically HSC analysis, NAPLAN feedback and evaluation of class and year group assessment outcomes. In addition, close attention is paid to destination information of our graduates.

#### *HSC Overview*

##### *2013 HSC Results*

In 2013, 82 Year 12 students presented for the HSC across 30 courses. They were joined by 45 Year 11 students who sat for Studies of Religion (SOR) 1 unit as accelerated students along with 25 Year 12 students sitting for the 2 unit Studies of Religion paper. A Year 11 entrant, Nick Stevens, was awarded highest mark 45/50 result in 1 unit SOR; Andrew Gallagher achieved the highest 2 unit SOR result with a mark of 84. Two Year 11 students, Raymond Chan and Adam Sadler also sat for 2 unit Mathematics and Mathematics Extension 1. Raymond achieved the highest Mathematics mark across the College 95/100.

##### *2014 HSC Entries*

In 2014, 86 Year 12 students presented for the HSC examinations across 27 Courses. They were joined this year by 33 Year 11 students who sat for Studies of Religion 1 unit as accelerated students. The 2014 cohort approached their HSC studies with commitment, focus and clear goals. They are to be commended for their efforts.

### **Educational Focus Areas, 2014**

#### *Learning to Learn in Years 7 and 8*

The Learning to Learn Program, under the leadership of Mark Neill, progressed into Year 8 in 2014. Students in both Years 7 and 8 now have the opportunity to depth their understanding of ways they learn, supported by a group of teachers from a range of Faculty areas, within integrated teaching units. Learning in Year 7 is underpinned by the ipad program, whereby all students use this technology to research, document, record and communicate their learnings. Ipad Apps in many learning units have now replaced textbooks and teachers and students are exploring together the smart use of ipads for learning.

The focus of the Learning program is to provide students with the skills to develop as independent learners in line with the goals of the Australian Curriculum. Students are introduced to the theories behind learning and learning styles as well as specific skills and methods used to improve learning. In Year 7 for example the students explore a model of three basic learning styles (Visual, Auditory and Kinesthetic) as well as using Bloom's Taxonomy to identify different ways to focus on questions as they research ideas and issues. The area of study revolve around the use of technology and cyber safety then moves onto local and national issues. The Year 8 program takes a global approach to areas of study and students are introduced to various habits of mind and more complex development of questioning.

#### *Year 10 – commencement of senior school*

A Program to enable Year 10 students to be well prepared for the rigours of HSC studies as well as the increased responsibilities of being a senior student at Stannies commenced in 2014. This encompasses:

- Revised Year 10 teaching programs with an emphasis on learning as a senior student, thus paving the way for a smooth transition into Preliminary Course studies in Year 11.
- Peer Support Training and Peer Support Leadership of Year 7 students.
- Seminars on Relationships.
- Study Skills and Time Management Seminars.
- Community Service Opportunities.

- Careers Colloquia.
- TAFE, Skillset and Apprenticeships Presentations.
- University Tours.
- *HSC: All My Own Work* (Mandatory BOSTES Program for Preliminary Course entry).
- Year 10 Camp.

#### *Excursion Week*

A very positive change to College routine occurred in Week 7 of Term 1 when Years 7-12 were engaged in a range of activities. This maximised staffing resources and reduced the number of extras, normally the outcome of one year group away for three days at various times throughout the school year with a group of teachers, all of whose classes need to be covered. Due to the generosity of staff and the superb organisation of many, each year group was engaged in a three day program at the same time. Excursion week planning resulted in the Year 7 camp to Tea Gardens (3 days), Year 8 camp to Yarramundi (3 days), Year 9 HSIE Sydney excursion (3 days), Year 10 HSIE Canberra excursion (3 days), Year 11 Seminar days at the College focusing on Maths, English, Studies of Religion (3 days), Year 12 Assessments and Examinations. Planning has already commenced for Excursion Week for 2015.

#### *Enriched curriculum beyond the classroom*

Over the last twelve months students have engaged in a broad range of opportunities across Faculty areas, Workshops, Competitions, Excursions, Class and School Visits including:

- Western NSW Culinary Challenge where our students placed first in the Year 9/10 Team event and second in the Years 9/10 individual section.
- National Shorthorn Youth Expo where among many awards recipients Hamish Pennington (Year 12) won the *Scott Ridley Memorial Scholarship* and the *Elders Scholarship* and Peter McNamara (Year 12) won the *All States Agricultural Services Scholarship*.
- Stannies Art and Design Show.
- Participation in Royal Bathurst Show, Sydney Royal Easter Show, Blayney Show.
- RoboCup – CSU Robotics and Programming Challenge where Stannies teams placed first and second.
- Driver Awareness Program.
- Work Experience (all Year 10).
- Subject Excursions/In-School Activities included:
  - Penrith Lakes (Biology, Senior Science).
  - Australian Museum (Biology).
  - Blue Mountains (Year 7 HSIE Fieldwork).
  - Sydney Jewish Holocaust Museum (Senior History).
  - Sydney University Nicholson Museum (Senior History).
  - Art Express Exhibition (Years 9, 10, 11).
  - Kosciuszko National Park (Senior Geography).
  - UWS Ambassador Program for Rural Students.
  - Riverina Tour (Senior Agriculture).
  - Life Skills Program (Year 10).
  - CSU My Day Agriculture Workshops (Year 12).
  - Bell Shakespeare Company (Year 11 Drama).
  - Farm Case Study (Senior Agriculture).
  - Encore (HSC Music).
  - On Stage (HSC Drama).
  - Year 10 Motivational Speaker – Winning Edge Strategy.
  - Guest Speakers (Headspace) – Resilience (Year 8).
  - Medieval Day (History).

- Driver Awareness – Police visits (Year 11).
- Game Training Roadshow (Computing).

### **St Stanislaus as a Student-Focused Community**

#### ***The Pastoral Care Team***

The Pastoral Care Team, under the leadership of College Counsellor, Rosemary Clifton, has addressed a number of priority areas in 2014. Members of this team have explored creative pathways, consulted widely, drawn on current research and shared wisdom and experience to leave no stone unturned in addressing the wellbeing needs of our students. Two specific focus areas have been:

#### *The Positives Program*

A clear Pastoral Care focus has been on the need to ensure that the emphasis for all students is positive and that every opportunity is provided to students to experience success and affirmation. Year Coordinators have taken responsibility for overseeing this program and have been heartened by the response of the student body to the end of Term Coordinators Awards for the students who have gained the most positives. We will know this program is fully achieving its aims when the number of positives awarded to students has increased significantly and the number of demerits issued to students has dropped by the same proportion.

#### *Personal Learning Plans*

Throughout 2014, students have been encouraged, supported and challenged to work with their Tutor, in consultation with their parents, to develop their Personal learning Plan (PLP) at the beginning of each Semester. The process of developing a PLP involves the following steps:

- Reviewing reality - What is happening now?
- Examining options – What could I do?
- Focusing on specific directions – What will I do?
- Setting goals – What do I want to achieve?

As part of this process, students are taught how to set goals that are realistic, measurable, achievable within a set time frame and seen as appropriate by students, their parents and tutor.

It is hoped that as students engage fully and effectively in the PLP process, they will increasingly take responsibility for their learning and its outcomes, be able to identify barriers to learning and how to overcome them and thus be able to experience success when goals are achieved.

### ***Co-Curricular Opportunities***

#### *College Sport*

Students had the opportunity to represent the College in ISA Saturday Sport in Tennis, Cricket, Basketball, and Rugby. In addition, students also represented the College in Triathlon, Touch Football, Equestrian, Hockey, Rugby League, Athletics, Swimming and Cross Country.

ISA honours in 2014 were achieved by a number of Stannies teams and individual honours were achieved by many students including:

- 2nd XI ISA Cricket Premiers
- 3<sup>rd</sup> XV, Under 13s and 15As ISA Rugby Premiers
- Nick Grant – ISA XI Cricket and City/Country Schools Team.
- Alex Jewell and Ethan Ivory represented ISA at the CIS Carnival.
- Mitchell Oxley – ISA Opens Cross Country Team Shadow.
- Sebastian Seaman – ISA Tennis.
- Joshua Oxley and Brae Roebuck – CIS Touch Football Carnival. Joshua was then selected into the NSW CIS to contest the Australian Titles.

- Lachlan Menzies – NSW CIS Tri Series Tournament, Hockey. Lachlan was named player of the series for CIS at this tournament.
- Nick Smith, Braidon Burns, Ben Marks and Harry McCarthy – NSW CIS Rugby League Teams.
- Braidon Burns, Ben Marks, James Donato, Joshua Oxley, Jonah Taylor, Sam Thomas, Jack Veitch, Joshua Hardie, Jacob Smith and Judd Kerrison – ISA Representative Rugby teams.
- Diing Mawein, Victor Chua and Will Cranston-Lown – NSW Basketball Waratah Junior State Cup.
- Diing Mawein, Bradley Love, Zac Pope, Nick Cranston-Lown, Kiir Deng, Mitchell Oxley (shadow) and Garang Lunguar (shadow) – ISA Basketball 1<sup>st</sup> and 2<sup>nd</sup> teams.
- Daniel Donato – NSW Country Under 17s Cricket Team.
- Josh Oxley – NSW 7s Rugby Training Squad.

### *College Musical*

The very successful and popular 2014 College Musical, *The Buddy Holly Story*, played to packed houses over three nights in May. This production was characterised by energetic, superb singing, amazing backing music, enthusiastic audience involvement, creative and professional support from the students in SADA and Crew clubs, generously assisted and encouraged by their teachers, beautiful musical direction from Ms Roth and wonderful overall Direction from Mr Low. Auditions for the 2015 College Musical, *The Addams Family*, are already underway!

### *College Play*

Rehearsals for the 2014 College play: *Lord of the Flies* have been taking place over many months in preparation for performances to take place 18 -22 November.

### *Music*

College Musical Representation in 2014 included Concert Band, Drumming Workshops, Bathurst Eisteddfod, College Cantor Group, College Choir, Songwriters and Classical Composer Competitions and Diocesan Band Day.

In August Stannies had the wonderful privilege of hosting Sydney Symphony Orchestra Playerlink Program. From Friday evening until Sunday afternoon, gifted professional musicians from this orchestra conducted workshops and mentor sessions for young musicians from across the region, culminating in a public performance of the student orchestra joined by the SSO Musicians on Sunday afternoon in the College Performing Arts Centre.

Other Co-Curricular opportunities have included Equestrian Championships, Chess Tournaments, Stannies Art and Design Association and Crew Club.

### **2014 Student Leadership Team**

The 2014 Prefects represented the College at a number of formal functions this year including Mayoral receptions for the Apostolic Nuncio Archbishop Paul Gallagher/Penrith Panthers Rugby League Team/Australian Wallabies Rugby Union representatives as well as community events including the Bathurst ANZAC Day March where they were joined by many Stannies students and accompanied by two students (Josh White and Jack Phillips) in their light horse replica uniform.

House Captains and Deputy House Captains worked well to ensure full and enthusiastic participation in and support of House Events including the Swimming Carnival, Athletics Carnival and Music Festival. Each event was characterised by wonderful House spirit.

Two particular 2014 initiatives of the Prefects are worthy of mention. Firstly, there was a drive to focus on school spirit, particularly through increased attendance and participation at Rugby games hosted at the College. Prefects encouraged support of junior games and vocal support at the Firsts games through improved cheering. This was done to great effect and impact.

Secondly, two Boarding prefects, Nick Grant and Peter McNamara, initiated a Boarders' Representative Group and held regular meetings focusing on feedback and ideas from representatives from all year groups. Their Boarders' Term 3 Trivia Night was a wonderful initiative in planning and running a social community event for the whole boarding community. It's pleasing to note that the new boarding Prefects have already commenced holding meetings of the new Boarders' Representative Group.

### ***Boarding at Stannies***

#### ***Staff***

The year began with new Head of Boarding Mr Dean Hargreaves taking leadership responsibility for the Boarding House following the move of Mr Brad McCormick to his new role as Buildings and Grounds Supervisor. In July, Mr Shaun Killian assumed this role and plans are underway to follow up some of the recommendations of the Boarders' Representative Committee including organising more structured weekend activities for each year group in 2015.

Term 2 saw Geoff Melville and I visit a number of NSW Boarding towns across the Central West including Dubbo, Trangie, Bourke, Walgett, Coonamble and Gilgandra where we met with past, present and future boarding families and students. Much of the organisation for these visits was done by parents for whom we are very grateful. This enabled us to host meetings and meals, conduct enrolment interviews, visit schools and chat to Year 6 students with ease. We listened to suggestions from families on ways to enhance this outreach in 2015 and will heed this advice in our planning for next year.

One of the suggestions that we have implemented is for a new boarders' orientation 'sleepover' prior to commencement at the College. This took place Friday 7 November 2014. Although not all new 2015 boarders could attend, we welcomed a number of new boarders and their parents to dinner on Friday evening followed by a games evening for the new boarders with all current boarders.

Apart from Year 7, the largest boarding enrolment for 2015 will be in Year 10 where currently, eight new students have enrolled. We know we need to prepare well for Year 10 boarding. Year 10 boarders as seniors are accorded senior privileges including senior, single room accommodation, and are also expected to take on senior responsibilities. In order to prepare the current 22 Year 9 boarders for this transition, they were taken by four staff on a three day, outdoor camp this week. The focus was on team work, support and care of each other and developing an appreciation for the opportunities and responsibilities which come with being a senior boarder.

#### ***Strategic Planning for Boarding***

Future planning has commenced to respond to the increased interest in and demand for weekly boarding at Stannies. At the commencement of 2014 weekly boarding numbers were 11 and have now increased to 15. Detailed financial information for families wishing to have their sons board for either four nights (Monday morning – Friday afternoon) or five nights (Monday morning – Saturday, after sporting commitments) in 2015 has now been finalised.

In addition, a process for reserving and paying for a casual overnight stay has also been finalised.

Finally, in response to some recent enquiries, we are now preparing information and financial details for those families who have expressed interest in a weeknight non overnight stay option for their sons, particularly during the Rugby season. This option in 2015 will offer the opportunity on a term basis for day

boys to shower and change after training or other co-curricular involvement, have supervised study sessions before and after dinner and be picked up by parents at 8.45pm.

### **St Stanislaus as a Sustainable Community**

#### ***The Management Committee***

Members of the Management Committee and its Chair, Deputy Head of College, Mark Neill, have addressed a number of priorities in 2014. They have reviewed specific College policies, they have addressed and advised on a number of critical matters with wisdom and sensitivity, they have given prompt and thoughtful attention to financial planning and they have ensured that in all decision making, the interests and needs of the students, educated within the Vincentian context, are always the priority.

#### ***Enrolments***

Enrolment data continues to be critically examined in strategic planning discussions.

#### **ENROLMENT DATA AS AT 4 NOVEMBER 2014**

<b>2014 Current Enrolments</b>				<b>2015 Projected Enrolments</b>			
<b>Year</b>	<b>Day</b>	<b>Boarding</b>	<b>Total</b>	<b>Year</b>	<b>Day</b>	<b>Boarding</b>	<b>Total</b>
<b>7</b>	92	8	100	<b>7</b>	77	8	85
<b>8</b>	82	13	95	<b>8</b>	93	9	102
<b>9</b>	91	22	113	<b>9</b>	83	16	99
<b>10</b>	77	29	107	<b>10</b>	92	30	122
<b>11</b>	75	21	96	<b>11</b>	79	31	110
<b>12</b>	52	33	85	<b>12</b>	75	21	96
<b>2014 Current Total</b>			<b>596</b>	<b>2015 Projected Total</b>			<b>614</b>

A Focus for 2014 and which will continue into 2015 is to collect data on reasons for enrolment at the College and of equal importance, reasons behind family decisions to enrol their sons at other schools. We continue also to seek advice and feedback on the timing, structure and content of our Year 6 into Year 7 Orientation Days which are a very important and traditionally, very successful, component of the enrolment process. The College is currently conducting its annual one day per week program for nine Year 6 boys to facilitate their transition from primary to high school.

#### ***Staffing***

This year we welcomed back from Maternity Leave Emily Puddicombe and Kate Callaghan, we farewelled as she commenced Maternity Leave, Trinity Hastie and at the end of this term Brittana Hardwick commences Maternity Leave. We also farewelled at the commencement of this term, Nicola Gallace as she moved to Port Macquarie. All these five teachers are within the English Faculty.

At the commencement of last term, Shannon Rendall moved to All Saints to take up a Maths teaching position and in 2015 Paul McDonald, currently Head of Religion, will move to Scots College as Maths teacher with additional responsibility as Stage 5 Pastoral Care Coordinator.

This year we also farewelled long serving kitchen staff member Robyn Bellamy, who retired from Stannies after 32 years wonderful service to the community and more recently Wendy Southwell who in moving to a new position, is following further study opportunities in Child Care.

Darrin Masters commenced in May as Catering Supervisor and has enjoyed the challenge of preparing menus and supporting staff to prepare meals for over 100 teenage boys as well as boarding staff.

In the administration staff, Mrs Elizabeth Woodside commenced as Head of College Secretary and Mr Sajith Athukorala commenced as IT Support. Kylie Chanotis departed her role as Receptionist as her family relocated to Traralgon, Victoria and Mrs Gloria Packham departed following her roles in Archives and Additional Needs Support. Our new Creditors Clerk, Marilyn Mason, reluctantly resigned her position following a family move to Newcastle. We have now welcomed Dianne Woodward to this role.

In 2014 we welcomed new teachers Lauren Carr (Music/Boarding House Supervisor), Stephen Gersbach (English/Boarding House Supervisor), Dean Hargreaves (Science) and Karissa Taylor (Visual Arts).

A number of teaching staff changed roles in 2014: Brad McCormick (Buildings and Grounds Supervisor), David Glasson (Head of TAS), Liam Callaghan (Year 9 Coordinator) and Michael Germech (Head of Mathematics)

### ***Financial Planning***

#### *Annual Budget*

Throughout 2014 there has been close attention paid to the College Balance Sheets at each Board of Directors' Meeting. Included has been the significant importance of Government Grants as our main source of income and ensuring that education policy developments at both Federal and State level are closely monitored and understood. In addition, Fees and Charges as well as College policies on Scholarships, Bursaries and Fees relief for families experiencing financial hardship were reviewed with commitment and professionalism and a deep understanding of Vincentian outreach to those who need it most. Monthly Budget Statements prepared by College Accountant, Gail Willis, also provided a clear and detailed overview of all Expenditure. There is always the challenge to make sure the balance is right with the commitment of funds and this merits and is given close attention. We will finish the 2014 school year in a healthy financial position.

#### *Facilities – College Buildings*

This year former Director of Boarding, Brad McCormick, has moved to the role as Building and Grounds Supervisor. Many visitors have commented on the beautiful gardens and grounds; also not seen has been the attention of Brad and Maintenance and Cleaning staff to the many challenges of maintenance that arise in old and not so old buildings. They have done a sterling job throughout the year.

Minor capital works additions in 2014 saw the installation of fire stairs from the third floor Year 9 dormitory and the construction of the disabled ramp into the Quadrangle from the main entry foyer of the College. Ongoing maintenance works have focused on plumbing and gas supplies and electrical works in response to WHS legislative requirements. A major challenge for maintenance is rising damp throughout the administration areas in the main College building – a heritage building. In response to expert advice, the front garden was cut back last term to address air flow issues. As soon as the school year finishes, work will commence on all affected walls, following which they will be re-painted. It is expected that this work will be completed before the commencement of the 2015 school year.

Throughout 2014, various College facilities have been used by various groups and individuals particularly the Chapel (Old Boys Weddings and Family Baptisms), PAC (Functions) and the Indoor Recreation Centre and College Ovals.

#### *Facilities - College Grounds*

The grounds and the swimming pool have been attended to with meticulous care throughout 2014. Expert advice has been sought and responded to in terms of ongoing pool maintenance and turf covering of the ovals. Appropriate timing of work, costings and ongoing management of these facilities is a significant priority and responsibility.



The College, gardens too, have received obvious care and attention throughout the year. The fruits of these labours can be seen particularly in the rose gardens at the front entrances to the school and the growth of plants and shrubs in the Quadrangle.

### **Conclusion**

As I conclude my second year as Head of College, I express my deep gratitude to all members of the College Community.

The Board of Directors and its Chair, Fr Doug Akehurst, have worked tirelessly throughout this year in reviewing the plans and progress of the College against the goals as set out in the *Strategic Plan 2012 - 2017*. I express my gratitude for their support, advice, challenge and feedback to me as Head of College. Underlying their deliberations, there is a clear purpose to ensure that the past continues to be known, valued and built upon whilst ongoing planning is future focused.

I express my thanks to all members of the College staff – Teaching and Support Staff. On a daily basis they commit to their individual roles, all serving the mission of Catholic education underpinned by Vincentian Charism. Families acknowledge and appreciate that their sons are known and cared for by the Stannies staff and it is obvious to all that the staff derive enormous joy from their interactions with the students.

I thank particularly Mark Neill, Deputy Head of College, for his loyalty, his selfless generosity of time, his ongoing preparedness to see and suggest new and creative responses to issues as they arise, his unflinching reminders that we are a Vincentian school, and his relentless passion to keep stretching the boundaries of the learning experiences of our students. His influence on the life of the College is immeasurable.

I thank all parents for your ongoing support of all we do on a daily basis. Our partnership with you in the education of your sons continues to be of the highest priority.

I acknowledge particularly, our students of 2014 – you continue to exhibit all the fine qualities we know are inherent in being Stannies men.

*Dr Anne Wenham, Head of College*

### **1.5 Parents & Friends Association**

Under the leadership of the 2014 P&F Executive, much was achieved throughout the year. Initiatives included:

- The annual College Fete.
- Organisation of Working Bee and Gardening Initiatives.
- Preparation for upgrade to BBQ area.

### **Old Boys Association**

The Old Boys Association held a number of events in 2014 including:

- Presentation of Old Boys tie to Year 12 Graduates
- Donation of Scrum Machine
- Reunions including return to College weekend of the class of 1974

### **1.6 A Message from the Student Representative Body-Address Delivered by College Head Prefect, Charles New, at Year 12 Graduation, 20 September 2014**

Good evening and welcome, special guests, staff, families, friends, graduate partners and fellow Year 12 graduates to the final celebration we are to share as St Stanislaus men.

We begin by remembering that this year marks the 125th anniversary of the Vincentians here at Stannies. We also remember those who have departed us in the years we have attended the College.

### *Staff*

Throughout our time at Stannies the contribution of the staff has been essential in the formation of us as Stannies men. Whether you arrived in year 7 or came for the final years you will understand it when I say that the friendships developed with every staff member have made the journey all the more special.

From the support staff to the teachers, from the sporting coaches to the Vincentians they have not only taught us what we are expected to know, but so much more which we call on in our everyday lives. Opening doors to opportunities, the staff at Stannies have supported us to grow and learn as individuals and unite as the 2014 graduating Stannies men.

### *Opportunities*

The opportunities offered throughout our time at Stannies cannot be communicated through word alone. Prior to our education at Stannies we were given the opportunity to come up to and tour the college, gaining what we thought was a hands-on experience of high school. At Stannies, we were given the opportunity to embark on journeys overseas to places like Europe, America, New Caledonia, New Zealand. These trips opened our eyes to the world, giving us an understanding of the vastness of culture while also placing us in a new experience, being away from our families.

And in later years we were given the opportunities of work experience and work placement, which allowed us to greater plan for stage 6 course choices as we began to prepare for what lay ahead in our post school lives.

### *Future*

We were all once a future, present or past generation with the expectation to succeed placed on us. We, men of Stannies, are in the transitional period between school and our future journey.

With everything we have gained from our Stannies experience we are well prepared to succeed as Stannies men. However the passions we have as individuals and our gift of learning should never cease, as the world still holds so many treasures that we have yet to discover and nurture.

Finally I would like to acknowledge the families of the graduates. Without your love, support and guidance none of us would be here tonight.

## **2.0 Value Added Information**

### **2.1 Information re Value Adding**

In terms of academic outcomes, the Value Adding achieved at St Stanislaus' is recorded in the sections dealing with HSC Honour Roll entries, NAPLAN outcomes inclusive of Average Growth Rates at Stannies compared to the State and in retaining significant numbers of boys to the completion of Year 12. In the co-curricular area of Sport, the Value Adding made by the school is also very substantial across summer and winter. Approximately 500 students are involved in a broad variety of sports conducted on Saturdays throughout the year. In addition to sports, large numbers of students are involved in the school's music instrumental program, in its various bands, in activities such as the Lavis Chess Competition which involves more than 60 boys, in debating, public speaking and other cultural activities. The school in 2014 programmed a very successful production of "Buddy Holly, The Musical" which played to very large audiences and the school also programmed a significant number of evening Performing Arts activities such as Songman and Pianoman. The

participation of students in co-curricular was continued in 2014 with an expanded 'Spring Sport Season', where more than 300 students were involved in Saturday competitions in the second half of Term 3.

In addition, boarding students meet weekly on a voluntary basis to participate in Cantor Group practice. The Cantor Group leads singing at Boarders' Masses and whole school Liturgical celebrations.

### 3.0 Student Performances in State Wide Tests & Examinations: 2014

#### 3.1 Spotlight on the Performances of Boys

The academic, social, behavioural performances and the physical and mental wellbeing of boys continue to be critical concerns of the College. Strengthening the academic performances of boys in order to secure the best possible outcomes for them, forms one of our most significant imperatives. The achievements of our students in the Higher School Certificate and the NAPLAN tests offer much to celebrate in the arena of academic performance, and they are testament to the ways that the College continues to add value to the academic performances of the boys.

#### 3.2 Higher School Certificate

- BOSTES Honour Roll entries were recorded in Ancient History, Drama, English Advanced, English Extension 1 unit, Geography, Legal Studies, General Mathematics, Music 1, Studies of Religion 1 unit, Studies of Religion 2 unit. The four students studying Mathematics Extension 2 unit also scored notional Band 6 results following their E3 results in that subject.
- The school scored 116 results between 80 and 90 across the 29 subjects studied in the 2014 HSC.
- Eleven subjects scored a cohort average above the state average with six subjects scoring over 4% above the state average: Agriculture, Drama, Legal Studies, Music 1, Software Design and Development, VET Automotive.

#### Notable Course Results:

- Studies of Religion: Thirty Three Year 11 students accelerated in Studies of Religion 1 unit in the 2014 HSC with 24 students scoring either a Band 5 or 6 result. One of the candidates scored an exam mark of 47/50, the highest mark in any 2014 HSC subject.
- English Advanced: four students scored Honour Roll entries, the highest number at Stannies for over 10 years.
- VET: There were 2 outstanding results in VET Automotive and Construction where 2 students scored HSC results of 88, both outstanding results considering only 3 students in the HSC scored a mark above 90 in Construction and 5 in Automotive (all TAFE students).
- Creative Arts and Humanities: in Music 1, all students scored a mark above 85 with 3 marks above 90. In Drama, Legal Studies and Studies of Religion 1 unit, three students received an Honour Roll entry, while further Honour Roll listings were awarded in Ancient History, Geography and Studies of Religion 2 unit.
- One student was awarded the Diocese of Bathurst VET Student of the Year for his extensive work and achievements in Primary Industries in the classroom and in the workplace.

#### 3.3 NAPLAN: 2014

A number of elements from the Year 7 and 9 NAPLAN results were very pleasing. The Year 7 cohort exceeded the State mean in all but one domain (Grammar) and exceeded the means for boys in all other Literacy aspects areas. In Year 9, the school cohort exceeded the State mean for boys by significant margins apart from Number. The areas of concern for Year 9 were the Writing and Spelling aspects in comparison to the state averages; so this is an area targeted for improvement. The My School website details the range of results,

including the strong levels of growth in all domains for students in Year 9 based on their progress from Year 7 at the school.

#### YEAR 7 2014 NAPLAN MEANS

All	Reading	Writing	Spelling	Grammar	Numeracy	Data	Number
State	549.4	512.6	552.8	549.8	552.3	552.2	551.9
<b>School</b>	<b>552</b>	<b>512.9</b>	<b>559.6</b>	<b>538.2</b>	<b>557</b>	<b>553.3</b>	<b>560.7</b>
Boys-State	544.7	496.5	544.1	540.8	557.3	557.9	556.2

#### YEAR 9 2014 NAPLAN MEANS

All	Reading	Writing	Spelling	Grammar	Numeracy	Data	Number
State	586.4	548.7	590.5	578.6	597.7	595	599.4
<b>School</b>	<b>591.4</b>	<b>541.8</b>	<b>585.4</b>	<b>577.1</b>	<b>605.2</b>	<b>606.7</b>	<b>604.5</b>
Boys-State	579.9	530	581.2	568.9	603.8	601.2	605.4

### 4.0 Professional Learning and Teacher Standards

#### 4.1 Teacher Qualifications

**Table 4.1: Qualifications of St Stanislaus' College Teachers in 2014 as at 31 December 2014**

Category	Number of Teachers
1. 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, or	48
2. Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	1
3. Teachers who do not have qualifications as described in (1) and (2) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

#### 4.2 Professional Learning

St Stanislaus' College firmly believes that a diverse range of ongoing professional development activities is of paramount importance; it keeps staff up-to-date in their professional areas, assists in the implementation of best practice in the classroom, in the Co-Curricular domain, in cultural pursuits and on the sporting field, and secures the best outcomes for our students. The College supported staff in a range of professional learning and development areas including Information Communication Technology (ICT), Pastoral Care, Curriculum Development, HSC/SC examination writing and marking, syllabus development and vocational qualifications. Table 4.2 illustrates the approximate breakdown of the number of instances of school funded professional learning.

**Table 4.2: Instances of Professional Development**

Professional Development Activity	Duration (Days)
Child Protection	3
HSC/SC Marking and Related Activities	35
Teacher Registration Related	31
Vocational Education and Training	14
Other	6
Total	89

### 4.3 NSW Institute of Teachers

**Table 4.3: NSW Institute of Teachers Accreditation Status**

Status	Number of Teachers
Existing Teacher	32
Accredited at Professional Competence	13
Accredited at Provisional – Beginning	3
Accredited at Conditional – Complete a teaching qualification	1

The teachers accredited at the level of “Professional Competence” are involved in ongoing professional development, which is necessary in order to maintain their accreditation status. This involves formal professional development courses provided by Institute endorsed providers, as well as other teacher identified activities that may involve other courses or teaching-related activities at school. The teachers accredited at the level of “Provisional – Beginning” are working towards the level of “Competence” by developing and demonstrating their abilities and skills.

## 5.0 Teacher Attendance and Retention Rates

### 5.1 Teacher Attendance

Absences in Teaching Days	Average Staff Days Absent	Average Staff Attendance
413	8.4	95.4%

### 5.2 Teacher Retention Rates

Employed at Nov 2013	Retained at Feb 2014	Apparent Retention Rate
49	46	94.0%

Note: The apparent retention rate is calculated by dividing the number of staff employed at the College in November 2013 by the number who remained in February 2014.

## 6.0 Student Attendance, Management of Non-Attendance and Retention Rates

### 6.1 Student Attendance

Continued use of the Edumate system; which records attendance for each period of the day, gives easy access under password protection to details of students' attendance to both staff and parents. Staff and parents are thereby informed and empowered to promptly follow up instances of partial non-attendance or for full day non-attendance. In the first instance, tutors monitor attendance and report absences both to Edumate and to the General Office each day. Any identified areas of concern are followed up by phone calls from the General Office and later by Year Co-ordinators if required. In addition to these procedures, there is a weekly collection of roll data by the Deputy Head and the students are referred to the Student Behaviour Committee when adequate reasons for absences are not provided within seven days.

Year	Attendance Rate
Year 7	95.3%
Year 8	95.4%
Year 9	94.8%
Year 10	94.6%
Year 11	92.9%
Year 12	90.4%

Note: Attendance data sourced from Edumate Student Management System.

### 6.2 Student Retention

**Table 6.2 (a)**

Apparent retention rates are influenced by the number of students who choose to enrol into Year 11 from other schools; in 2014 there were 15 new students enrolled into Year 11 at the College. The number of enrolments continues to fluctuate from year to year but the apparent retention rate has remained fairly steady over the last three years. Actual retention rate reflects the reality of some Year 10 students choosing to study at another educational institution for their HSC and also the number of students still being offered apprenticeships and full-time employment before HSC completion.

**Table 6.2 (a)**

Year 10/ HSC	Year 10 Total Enrolment	Year 12 Total Enrolment for the Higher School Certificate	Year 10 Enrolment Remaining in Year 12 to Complete the HSC	Apparent Retention Rate	Actual Retention Rate
2000/2002	130	117	99	90.0%	76.2%
2001/2003	121	92	78	76.0%	64.5%
2002/2004	120	98	80	82.3%	67.2%
2003/2005	132	96	85	72.7%	64.4%
2004/2006	146	115	102	78.8%	69.9%
2005/2007	129	97	87	75.2%	67.4%
2006/2008	120	87	81	72.5%	67.5%
2007/2009	140	111	98	79.3%	70.0%
2008/2010	107	84	65	78.5%	60.7%

2009/2011	104	84	70	80.8%	67.3%
2010/2012	126	107	96	84.9%	76.1%
2011/2013	96	82	71	85.4%	73.9%
2012/2014	93	86	71	92.4%	76.3%

Note: Data sourced from Edumate Student Management System.

**Table 6.2 (b) 2014 HSC Vet Students**

Number of Participating Students	VET Course Name
15	Construction Examination
14	Metal and Engineering Examination
9	Primary Industry Examination
9	Automotive Examination

## 7.0 Post School Destinations: Year 12, 2014

University Offers	54
Apprenticeships/Traineeships	6
HSC Pathways	1
Full-time Sport	2
Armed Services	1
Full-time employment	11
Part-time employment/part-time sport	4
Unknown/Unemployed	6

## 8.0 Enrolment Policies and Profiles

### 8.1 Enrolment Policy

St Stanislaus' College is an Independent day and boarding Catholic school for boys, enrolling students in Years 7 to 12. The College is registered and accredited by the NSW Board of Studies. Registration and accreditation currently extends until 31 December 2018.

As a Catholic School animated by the Charism of St Vincent de Paul, the College seeks to proclaim the Gospel in the spirit of St Vincent de Paul through the formation of our students and all associated with the school, with special emphasis given to the spiritual, intellectual, social and physical growth of each person within and for the larger community.

Upon receipt of enrolment applications, consideration is given to the family's support for the ethos of the College, siblings already attending the College and other criteria determined by the College from time to time. Once enrolled, students are expected to support the College's ethos and comply with College expectations and rules in order to maintain their enrolment.

Conditions of enrolment are printed on the enrolment form and parents sign an acceptance of these conditions as part of their application for the enrolment of their son at the school. The enrolment form and its conditions are also available on the Stannies website in a number of different areas including under the prompt 'enrolment' and the sub-prompt 'conditions of enrolment'.

**Procedures**

1. All applications are processed within the College's enrolment policy as overseen by the College Registrar.
2. Consideration is given to each applicant's supporting documentation and/or interview. Interviews are generally organised for boarding students, Year 6 students not attending Bathurst Catholic feeder schools and those who enrol outside the yearly enrolment period.
3. Consideration is given to each applicant's educational needs. In order to do this the College will need to gather information and consult with the parents/family and other relevant persons. Visits to primary feeder schools by the Director of Curriculum and other senior staff will generally occur each year to gather additional details on student needs.
4. Strategies are identified which may need to be put in place to accommodate the applicant before a decision regarding enrolment is made.
5. The parents/carers/guardians of the applicant are informed of the outcome.

Students enrolled in the Catholic Primary Schools in Bathurst (Cathedral School, Assumption School, Holy Family School and St Philomena's School) are given a priority of consideration for Year 7 enrolment up to the end of the formal enrolment period which normally concludes at the end of June each year. Continuing enrolment is subject to the student's adherence to school ethos and rules, (see enrolment contract, pastoral care policies and behaviour management policies) and the payment of all School fees and charges.

As part of the enrolment, fees are due to be paid in advance at the beginning of each term.

Families unable to meet full payment of fees or charges are invited to complete a Fees Assistance Application which is considered in confidence by the Head of College and College Accountant.

A number of full and partial two year Scholarships are awarded each year for students entering Years 7, 9, 11: Academic, Creative and Performing Arts, All Rounder. Details and application forms can be found on the College website.

**8.2 Specific Conditions of Enrolment for Overseas Students**

As well as the General Conditions of Enrolment, following are the specific Conditions of Enrolment for Overseas Students.

Depending upon the student's English language ability, the student may be required to successfully complete an English Language Intensive Course for Overseas Students (ELICOS). Students entering Year 10 or above are required to have completed an International English Language Testing System (IELTS) test or equivalent and to submit their IELTS score with their enrolment.

As a condition of enrolment, the student agrees to abide by all school policies for the duration of their enrolment. These could include:

- Boarding Policy
- Complaints and Appeals Policy
- Course Progress and Attendance Policy
- Behaviour Policy/Code of Conduct



- Student Transfer Request Assessment Policy
- Deferment, Suspension and Cancellation Policy
- Refund Policy

### 8.3 Student Population

As at the 2014 Commonwealth Census date, the College had 602 students enrolled.

## 9.0 School Policies

### 9.1 Student Welfare

School-based Pastoral Care is the total climate which exists within a school. At St Stanislaus' it should reflect the broad Christian ethos of individuals caring for and respecting one another. It includes a structure where teachers and other professionals share appropriate responsibilities for the emotional and spiritual well-being of individual students. The school seeks to establish strong and appropriate relationships between teachers, the students and their families.

Furthermore, this caring philosophy is reflected through all major sections of the College, such as career advising, counselling, discipline and the curriculum, especially that of Religious Education. Pastoral Care is seen as a general philosophy which is expressed through general concern and good teaching.

The Tutor System with its number of Tutor Groups at Stannies is a significant avenue for the development and growth of an ongoing Pastoral Care Program within the College community. Its success depends on the gifts and attitude Tutors bring to the students in their group. Each student is allocated a Tutor Group and Tutor when he commences at the College and remains with the same Tutor Group and Tutor for the duration of his time as a student. Brothers are allocated the same Tutor Group which has a spread across Years 7 – 12.

The Tutor System animated by the spirit of St Vincent de Paul, is closely monitored to see that the pastoral goals are being achieved.

*Be an example to all in the way you speak and behave and in your love, your faith and your purity ... take great care about what you do and what you teach. In this way you will save yourself and those who listen to you.*

*1 Timothy 4:12-16*

#### 2014 Student Welfare Initiatives

In 2014, the College Pastoral Care Committee was restructured. The following staff are represented:

- College Counsellor (Committee Chair)
- Head of College
- College President
- Director of Curriculum
- Year Coordinators (Year 7 – 12)
- Head of Boarding
- Senior Administration Coordinators

The focus of the Committee over the 2014 school year can be summarised as follows:

1. The College Tutor System and Role of the Tutor – Evaluation and further development.
2. Student Personal Learning Plans – to be developed twice per school year, containing explicit goals developed by the student in consultation with parents, Tutor, teachers.

3. The College Positives Program – focussing on acknowledging students for effort, achievement, improvement, embodying the College ethos.
4. Specific directions/support for students at risk.
5. Response to/support of students with mental health/emotional wellbeing issues.

To facilitate the College discharging its mission in the area of student welfare, the following policies and procedures were in place during 2014:

Policy	Changes in 2014	Access to full text
Boarding	Reviewed & amended June 2014.	<ul style="list-style-type: none"> <li>- Full text available on College intranet.</li> <li>- Parents may request a copy by contacting the Head of College's Secretary.</li> </ul>
Enrolment	Reviewed 2014	<ul style="list-style-type: none"> <li>- Full text available on College intranet.</li> <li>- Parents may request a copy by contacting the Head of College's Secretary</li> </ul>
Child Protection	Reviewed by entire staff with some amendments in line with changing legislation June 2014.	<ul style="list-style-type: none"> <li>- Full text available on College intranet.</li> <li>- Parents may request a copy by contacting the Head of College's Secretary</li> </ul>
Security Policy - procedures for security of the grounds and buildings - use of grounds and facilities - emergency procedures - travel on school related activities	Developed further existing evacuation and lock-down procedures.	<ul style="list-style-type: none"> <li>- Full text available on College intranet.</li> <li>- Parents may request a copy by contacting the Head of College's Secretary</li> </ul>
Supervision Policy (incorporated in policy on General Information for Staff and Excursion policies) - duty of care and risk management - levels of supervision for on-site and activities off site as well as expectations of staff and students - guidelines for supervisors	Reviewed with teaching staff after parental input.	<ul style="list-style-type: none"> <li>- Full text available on College intranet.</li> <li>- Parents may request a copy by contacting the Head of College's Secretary</li> </ul>
Code of Conduct (incorporated in Staff Code of Conduct Policy and the Student Responsibility and Behaviour Policy) - Code of conduct for staff and students	Reviewed & amended November 2012.  To be reviewed and developed in 2015 in light of changes to Pastoral system and its impact on Codes of Conduct.	<ul style="list-style-type: none"> <li>- Full text available on College intranet.</li> <li>- Parents may request a copy by contacting the Head of College's Secretary</li> </ul>

<ul style="list-style-type: none"> <li>- Responsibility and behaviour management</li> <li>- Role of student leaders and peer support</li> </ul>		
<p>Pastoral Care Policy</p> <ul style="list-style-type: none"> <li>- overview of the pastoral care system in operation at the College</li> <li>- availability and access to special services outlined</li> <li>- critical incident response</li> <li>- academic policies cover aspects of this area (Learning support, Tutor system, streaming, homework)</li> <li>- infirmary and other health related procedures</li> </ul> <p>Amendments made in 2011 to the attendance component of the Pastoral Care Policy to ensure compliance with new NSW regulations</p>	<p>In process of total rewrite in light of changed pastoral structures within the College.</p> <p>Introduction of four Year Co-ordinators at the beginning of 2014 and expected extension to six in 2015.</p>	<ul style="list-style-type: none"> <li>- Full text available on College intranet.</li> <li>- Parents may request a copy by contacting the Head of College's Secretary</li> </ul>
<p>Communication Policy</p> <ul style="list-style-type: none"> <li>- outline of formal and informal mechanisms in place to facilitate communication between the College and those with an interest in the student's education</li> </ul>	<p>Updated 2014.</p>	<ul style="list-style-type: none"> <li>- Full text available on College intranet.</li> <li>- Parents may request a copy by contacting the Head of College's Secretary</li> </ul>
<p>Overseas Student Policy</p> <ul style="list-style-type: none"> <li>- complete new enrolment form, inclusive of the items listed below</li> <li>- minimum level of English language proficiency requirements</li> <li>- Education Services for Overseas Students (ESOS) Act 2000 and the National Code 2007 – outline of framework</li> <li>- courses the College offers for overseas students</li> <li>- course progress and attendance policy for overseas students</li> <li>- deferment, suspension and cancellation policy for overseas students</li> <li>- complaints and appeals policy for overseas students</li> <li>- general conditions of enrolment</li> <li>- specific conditions of enrolment for overseas students</li> </ul>	<p>Reviewed &amp; amended.</p>	<ul style="list-style-type: none"> <li>- Full text available on College intranet.</li> <li>- Parents may request a copy by contacting the Head of College's Secretary</li> </ul>

## 9.2 Student Discipline

The Gospel imperative of equal dignity for all persons challenges the College Community to provide every student with genuine opportunities for access and participation in the life of the school. St Stanislaus College strives to promote self-discipline, open communication and partnership amongst all its members.

Our Student Responsibility and Behaviour Policy is based on this concept of freedom and self-discipline whereby each student is supported, challenged and encouraged to respond appropriately to the standards and expectations of the College.

It is the school's aim to encourage all students to strive for excellence and to learn to live happy, full and satisfying lives. To achieve this end the Positives Program system goes side by side with the behaviour code. This encourages participation by students and acknowledges them for positive behaviour.

The Student Responsibility and Behaviour policy gives information on rights and responsibilities.

Students are required to abide by the College's rules and to follow the directions of teachers and other people with authority delegated by the College. Where disciplinary action is required, a process of procedural fairness is implemented. In applying disciplinary sanctions, the outcomes vary according to the nature of the breach of discipline and a student's prior behaviour. At the lower end of the scale an admonition or demerit may be applied; along the scale lunchtime, Friday or weekend detentions may be appropriate; and at the upper end of the scale the misbehaviour could result in suspension or expulsion. All disciplinary action that may result in sanctions against a student including suspension (the temporary removal of a student from classes and activities that a student would normally attend at St Stanislaus' College) or expulsion (the permanent removal of a student from St Stanislaus' College) provides processes based on procedural fairness.

The College Counsellor is an important resource person for staff, students and families in the implementation of the College Responsibility and Behaviour Policy.

Corporal punishment is not permitted under any circumstances.

## 9.3 Reporting Complaints and Grievances

The College's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents, staff and/or students. These processes incorporate, as appropriate, principles of procedural fairness. Parents and students have the opportunity to express complaints or grievances through direct contact with staff members by phone, email or through appointments with staff at the school. Meetings are also organised at the school and in boarding areas at which parents are welcome to express concerns or to suggest improvements in College processes for the benefit of their son. The Head of College, Director of Curriculum and Head of Boarding and other staff also make regular visits to areas at which our boarders live to be involved in direct dialogue with our families. Formal grievance procedures are in place in areas such as assessment programs for the Higher School Certificate. NB: Formal Parent/Teacher/Student interviews are held twice per year.

The relevant staff members responsible for addressing complaints and grievances in particular areas are as follows:

Classroom matters - Classroom Teachers

Boarding matters – Houseparents, the Duty Houseparent or the Head of Boarding

General matters - Tutors

Personal matters - College Counsellor  
Behaviour matters - Senior Administration Co-ordinator  
Academic matters - The relevant Faculty Head  
Appeals on Academic Matters - The Director of Curriculum  
Appeals on Behaviour Matters - The Deputy Head

On matters where, after parent's have accessed the above, and believe the concern has still not been resolved or addressed properly – the Head of College.

#### **9.4 Complaints and Appeals Policy for Overseas Students**

##### **1. Purpose**

- a. The purpose of St Stanislaus' College's Complaints and Appeals Policy is to provide an Overseas Student and/or his parent or guardian with the opportunity to access procedures to facilitate the resolution of a dispute or complaint.
- b. The internal complaints and appeals processes are conciliatory and non-legal.

##### **2. Complaints Against Other Students**

Grievances brought by a student against another student are dealt with as described in the Policies and Practices of St Stanislaus' College. These matters are dealt with by the Senior Administration Co-ordinators.

##### **3. Informal Complaints Resolution**

- a. In the first instance, St Stanislaus' College requests there is an attempt to informally resolve the issue through discussion/mediation/informal resolution of the complaint.
- b. Students should contact the Senior Administration Co-ordinator of the year group or the student's Tutor in the first instance.
- c. If the matter cannot be resolved through mediation, the matter will be referred to the Director of Curriculum or Deputy Head and St Stanislaus' College's internal formal complaints and appeals handling procedure will be followed. Depending upon the nature of the complaint, other staff may also be involved, eg boarding issues may involve the Head of Boarding and specific issues relating to an academic subject may involve the Department Faculty Head.

##### **4. Formal Complaints Handling Procedure**

- a. The process of this grievance procedure is confidential and any complaints or appeals are a matter between the parties concerned and those directly involved in the complaints handling process.
- b. The student must notify the College in writing of the nature and details of the complaint or appeal.
- c. Written complaints or appeals are to be lodged with the Head of College.
- d. Where the internal complaints and appeals process is being accessed because the student has received notice by the College that the College intends to report him for unsatisfactory course

attendance, unsatisfactory course progress or suspension or cancellation of enrolment, the student has 20 days from the date of notification in which to lodge a written appeal.

- e. Internal complaints and appeals processes are available to students at no cost.
- f. Each complainant has the opportunity to present his case to the Head of College or delegate.
- g. Students may be accompanied and assisted by a support person, at all relevant meetings.
- h. The formal grievance process will commence within 10 working days during term time of the lodgement of the complaint or appeal with the Head of College.
- i. Once the Head of College or delegate has come to a decision regarding the complaint or appeal, the student will be informed in writing of the outcome and the reasons for the outcome.
- j. If the grievance procedure finds in favour of the student, St Stanislaus' College will immediately implement the decision and any corrective and preventative action required.
- k. St Stanislaus' College undertakes to finalise all grievance procedures within 14 working days.
- l. For the duration of the appeals process, the student is required to maintain enrolment and attendance at all classes as normal, unless directed otherwise by the Head of College or delegate.
- m. Students who have had an application for deferment or suspension refused are not permitted to access the College's complaints and appeals process.

#### **5. External Appeals Process**

- a. If the complaints procedure does not find in favour of the student or the student is dissatisfied with the result of the complaints procedure, he will be informed of the external complaints and appeals process available to him at minimal or no cost.
- b. The external, independent person or body will be an attorney from a law firm in Bathurst, independent of the College. The College will engage and organise this person or body when circumstances require it.
- c. A student's enrolment will be maintained while the external complaints and appeals process is ongoing.

#### **6. Complaints and Appeals**

- a. Student requested deferment and suspension are not subject to St Stanislaus' College's Complaints and Appeals Policy.
- b. Exclusion from class is subject to St Stanislaus' College's Complaints and Appeals Policy.
- c. School initiated suspensions (where the suspension is to be recorded in PRISMS) and cancellations are subject to St Stanislaus' College's Complaints and Appeals Policy.
- d. For the duration of the appeals process, the College is required to maintain the student's enrolment and attendance at all classes as normal.

- e. If students access St Stanislaus' College's complaints and appeals process regarding a school initiated suspension (where the suspension is recorded in PRISMS) or cancellation, the suspension or cancellation will not be reported in PRISMS until the complaints and appeals process is finalised, unless extenuating circumstances relating to the welfare of the student apply.
- f. Extenuating circumstances include:
  - i. the student refuses to maintain approved welfare and accommodation arrangements;
  - ii. the student is missing;
  - iii. the student has medical concerns or severe depression or psychological issues which lead the College to fear for the student's wellbeing;
  - iv. the student has engaged or threatened to engage in behaviour that is reasonably believed to endanger the student or others;
  - v. the student is at risk of committing a criminal offence, or;
  - vi. the student is the subject of investigation relating to criminal matters.
- g. The use of extenuating circumstances by St Stanislaus' College to suspend or cancel a student's enrolment prior to the completion of any complaints and appeals process will be supported by appropriate evidence.
- h. The final decision for evaluating extenuating circumstances lies with the Head of College.

## **7. Student Advice**

- a. Deferment, suspension and cancellation of enrolment can have an effect on a student's visa as a result of changes to enrolment status. Students will be informed to contact the Department of Immigration for advice.

## **10.0 School Determined Improvement Targets**

### **10.1 Achievement of Priorities Identified in the 2013 Annual Report in 2014**

1. Continued development of process of teaching and learning at the College, in line with current educational research and thinking.
  - Expansion of the Learning to Learn program into Years 7 and 8.
  - Introduction of iPads into the junior school to facilitate teaching and learning.
2. Further development of Pastoral Care group to encompass a broader group of the staff and develop further awareness of the needs of and programs to be implemented for students with specific needs.
  - Expansion of Pastoral Care Team; meetings once per fortnight.
  - Focus on the role responsibilities of Year Coordinators.
  - Evaluation of Year 10 Pastoral Program.
3. Continued development of links with boarding families and efforts to involve them more fully in the College Community.
  - Evaluation of Boarding family visit program.
  - Introduction of Boarding Family dinner.

4. Implementation of the Performance Appraisal process at the College.
  - Further development/review of process.
5. Restructure of the College: 7 – 9 Junior School, 10 – 12 Senior School.
  - Ongoing evaluation of the impact/outcomes for Year 10:
    - Academic focus.
    - Teaching Programs.
    - Pastoral Programs.

## 10.2 Priorities – Areas for Improvement in 2015

1. Continued development of focus on teaching and learning at the College, in line with educational research and thinking.
  - Develop new role of Coordinator of Learning.
  - Commencement of Embedding Excellence initiative.
  - Focus on Professional Development for Learning/Faculty teams.
2. Further development of Pastoral Care group to encompass a broader group of staff and develop further awareness of the needs of and programs to be implemented for students with specific needs.
  - Increase number of Year Coordinators.
  - Develop new Pastoral Care processes and structures.
3. Continued development of links with boarding families and efforts to involve them more fully in the College community.
  - Planned regular communication and request for feedback.
  - Link boarding families with Parents and Friends Association.
4. Implementation of the Performance Appraisal process at the College.
  - Coordinators of Learning to develop the process and work with Faculty Heads on its implementation.

## 11.0 Initiatives Promoting Respect and Responsibility

### 11.1 Information on Actions Taken by the School to Promote Respect and Responsibility

Actions to promote respect and responsibility are central to the Mission of St Stanislaus' College as a Vincentian Catholic School. The specific section of the Vincentian Philosophy of Education relevant to this area centres on our specific goals in the area of Moral and Social Formation. The Philosophy Statement in this context notes:

*“In the area of Moral and Social Formation we aim*

- a) *to develop in students a spirit of solidarity, particularly with respect to the weak, the fragile and the outcast*
- b) *to assist students to reflect critically on our society's values and foster in them the courage to oppose its elements of materialism, pragmatism, hedonism and technocracy*
- c) *to enable students to become self-disciplined, to take progressive responsibility for their lives and actions and to work with others for the betterment of our world*



- d) *to assist students to embrace a set of coherent values centred on love, justice, truth and fidelity*
- e) *to develop leadership and community building skills in students and to provide opportunities to exercise those skills*
- f) *to develop in students an appreciation of how their work shares in God's creative activity and to foster in them a respect for the environment and an attitude of care for our world."*

In 2014, some of the particular actions taken by the school to promote respect and responsibility among our staff and students included:

1. Every week of term, the school celebrated either a Mass or a Prayer Service for all students. These celebrations addressed the need on the part of all in our community to be respectful, loving and to act responsibly toward others, particularly in regard to the weak, the fragile and the outcast.
2. The celebration of such occasions as Harmony Day, Reconciliation and NAIDOC Week continued in 2014.
4. We continued to run our Sudanese Refugee Program and to also offer support and assistance to our Indigenous community. The school community has been enriched by the presence of these students and their contribution has greatly assisted the College to be more diverse. Our Indigenous students bring knowledge and acceptance of an ancient culture to our school.
5. The continuation of our very successful Day and Boarding St Vincent de Paul Conferences, involving students from Year 9 to Year 12.
6. In 2014 the school organised a number of reflection days, retreats and orientation days to in part promote better relationships between members of our community and the broader Australian community. Years 11 and 12 each had a three day retreat. Year 7 were involved in a three day camp and orientation programs were conducted at the school.
7. A Staff Formation Day was held during Term 2 to reflect on the Charism of the College amongst staff. This day was embraced by all staff and many areas were discussed.
8. The College community participated in various charitable appeals for the benefit of the disadvantaged.
9. Various teaching programs promoting respect and responsibility are taught throughout the school to all students. Specific themes addressed in many subjects including Religious Education Studies, Personal Development Health and Physical Education, HSIE and English particularly emphasise the importance of promoting respect and responsibility.

## **12.0 Parent, Student and Teacher Satisfaction**

### **12.1 Parent Satisfaction**

The school provides a number of channels to parents to express their responses to the operation of the school. On the last Monday of each month during school time, the Parents and Friends Association meets and provides one of a number of avenues for parents to express their level of satisfaction. Special input sessions are organised in response to parent suggestions or when they are considered to be topical and relevant from

a management perspective. The feedback from the Association is very positive. As an expression of that satisfaction, parents organise significant activities for the school such as the annual fete and support the College in providing catering and other services for activities such as Open Days and Family Days. Parents are regularly advised that they are welcome to email the Head of College on general matters of interest or concern and other nominated staff in relation to specific issues. A number of parents do, for example, contact the Director of Curriculum in relation to educational issues and significant numbers of parents have interviews with the Director of Curriculum about these matters. The school also runs a number of information seminars to parents on topics such as preparing for the Higher School Certificate and in connection with course selection into Years 9 and 11. The school also organises two sets of Parent/Teacher/Student interviews during the course of the year and encourages all parents to attend these meetings. The school organises interview times in afternoons, in evenings and also on Sundays for the convenience of parents who live both close to and distant from the school. Feedback from parents on these occasions has also been very positive. Parental interaction with the school also takes place on weekends during co-curricular activities. Throughout summer and winter, close to 400 students are regularly involved in Saturday competitions and many parents also attend these occasions and support the school in various ways. In 2014, there was also a Spring co-curricular program that was well attended by parents and students.

The regular feedback from parents with regard to our website continues to be very positive. With respect to parents accessing the Edumate Portal, the number of registered parent users continues to increase. The increased numbers of registered users and the number of hits through the Portal have been a continuing positive outcome for the school.

## **12.2 Student Satisfaction**

Students have the opportunity to express satisfaction or otherwise through a variety of means:

- Tutor Group/Tutor
- College Counsellor
- Senior Administration Coordinators
- Year Coordinator
- Head of Boarding/House Parent

The College Peer Support Program also facilitates discussion/feedback between the older and younger students.

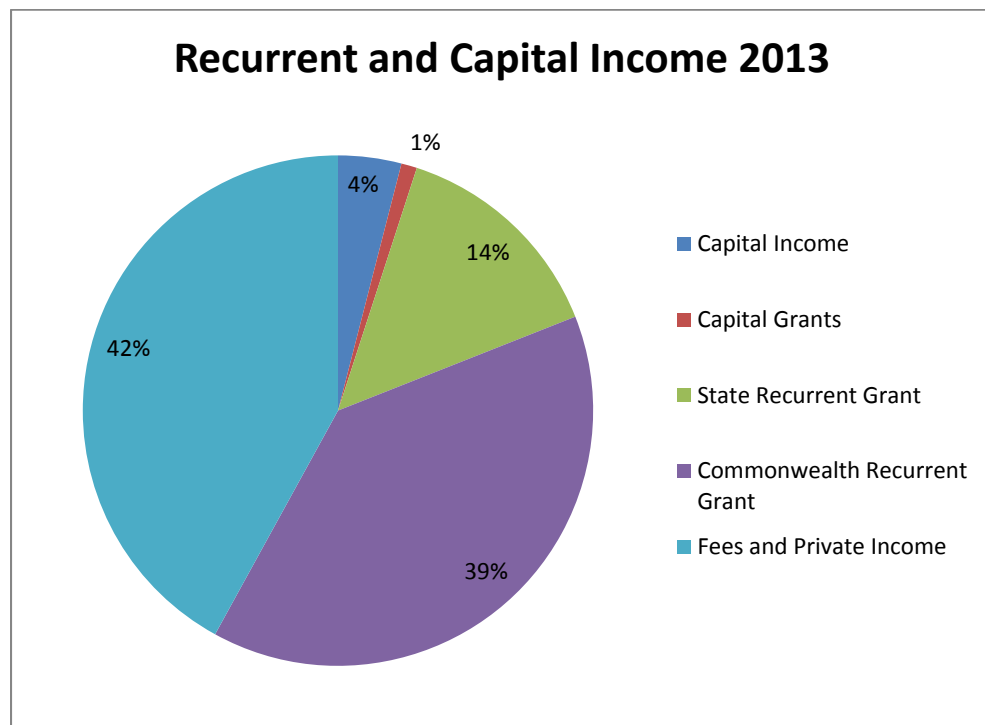
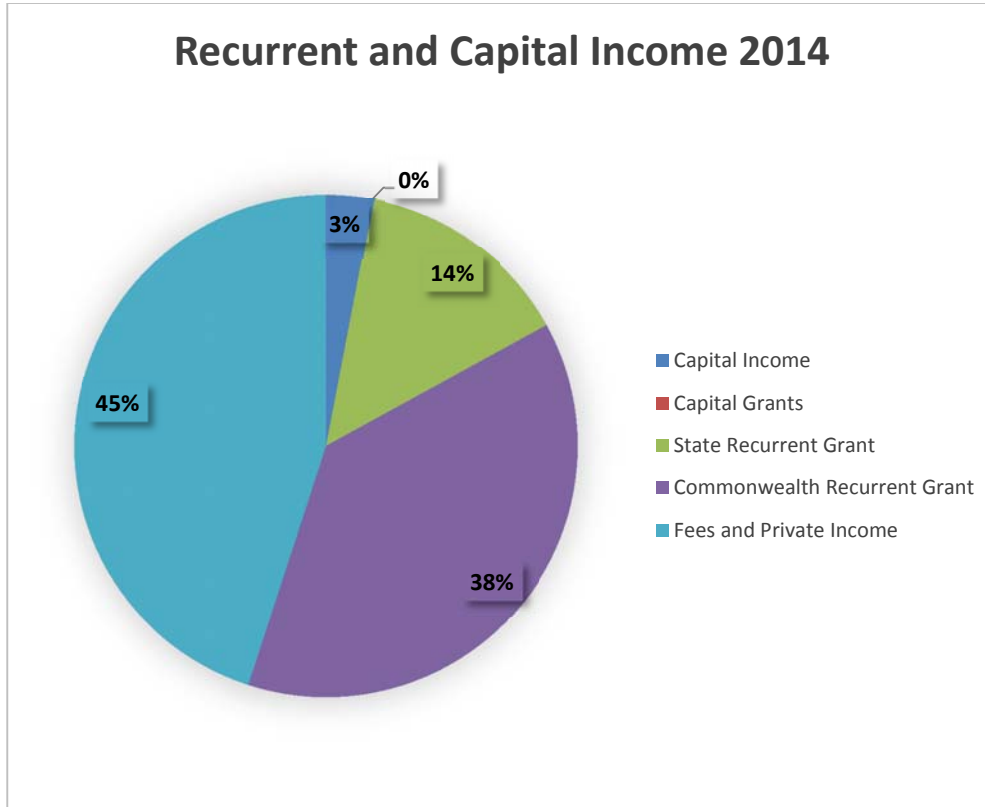
At various times throughout the school year students have the opportunity to complete surveys on various aspects of College life. Student Wellbeing Surveys were issued to students via their Tutor Groups. These Surveys invite student responses to a broad range of school experiences. The responses are monitored by Tutors/Faculty Heads and the Pastoral Care Team. Further work in 2015 will address avenues for student feedback and responses.

## **12.3 Teacher Satisfaction**

Teacher satisfaction is regularly monitored at fortnightly Pastoral Care meetings, fortnightly Management meetings, monthly Staff meetings, fortnightly Faculty Heads meetings and regular Faculty meetings. On every weekday morning of term time, a staff morning briefing takes place where teachers have the opportunity to raise any issues of interest and concern. These morning briefings allow the school to regularly address issues as they emerge. The high teacher attendance and retention rates, which are reported in Section 5 of this report and which have been consistently high for some years, are two indicators of teacher satisfaction. The willingness of staff to become involved in professional development activities which is outlined in Section 4.2 is further evidence of a positive and dynamic group of teachers.

**13.0 Financial Summary**

**13.1 Recurrent/Capital Income**



13.2 Recurrent/Capital Expenditure

