



# 2015

## St Stanislaus' College

### ANNUAL REPORT

As required by the Board of Studies

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## TABLE OF CONTENTS

<b>1.0 A message from the key bodies</b>		
1.1	St. Stanislaus' College Mission Statement	1
1.2	The Vincentian Philosophy of Education	1
1.2.1	Preamble	1
1.2.2	Aim	2
1.2.3	Goals	2
	1.2.3.1 General Goals	2
	1.2.3.2 Specific Goals	2
1.3	A Message from the School's Governing Body	3
1.4	A Message from the Head of College	4
1.5	Parents & Friends Association	17
1.6	A Message from the Student Representative Body	17
<b>2.0 Value Added Information</b>		
2.1	Information re Value Adding	21
<b>3.0 Student Performance in State Wide Tests &amp; Examinations</b>		
3.1	Spotlight on the Performance of Boys	21
3.2	Higher School Certificate	21
3.3	NAPLAN	22
<b>4.0 Professional Learning and Teacher Standards</b>		
4.1	Teacher Qualifications	22
4.2	Professional Learning	23
4.3	NSW Institute of Teachers	23
<b>5.0 Teacher Attendance and Retention Rates</b>		
5.1	Teacher Attendance	24
5.2	Teacher Retention Rates	24
<b>6.0 Student Attendance, Management of Non-Attendance &amp; Retention Rates</b>		
6.1	Student Attendance	24
6.2	Student Retention	24

<b>7.0</b>	<b>Post School Destinations</b>	
7.1	Post School Destinations	25
<b>8.0</b>	<b>Enrolment Policies and Profiles</b>	
8.1	Enrolment Policy	26
8.2	Specific Conditions of Enrolment for Overseas Students	27
8.3	Student Population	27
<b>9.0</b>	<b>School Policies</b>	
9.1	Student Welfare	27
9.2	Student Discipline	30
9.3	Reporting Complaints and Grievances	30
9.4	Complaints and Appeals Policy for Overseas Students	31
<b>10.0</b>	<b>School Determined Improvement Targets</b>	
10.1	Achievement of Priorities Identified in the 2013 Annual Report in 2014	33
10.2	Priorities - Areas for Improvement in 2015	34
<b>11.0</b>	<b>Initiatives Promoting Respect and Responsibility</b>	
11.1	Information on Actions Taken by the School to Promote Respect and Responsibility	34
<b>12.0</b>	<b>Parent, Student and Teacher Satisfaction</b>	
12.1	Parent Satisfaction	36
12.2	Student Satisfaction	36
12.3	Teacher Satisfaction	37
<b>13.0</b>	<b>Financial Summary</b>	
13.1	Recurrent/Capital Income	38
13.2	Recurrent/Capital Expenditure	39

## Introduction

St Stanislaus' College is a Catholic 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 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**

The College Board of Directors met five times in 2015. These meetings were chaired by Fr Doug Akehurst cm until his death on 4<sup>th</sup> September. The final two meetings of 2015 were chaired by Mr Kevin Arrow, Deputy Chair. Mr Arrow was invited by Provincial, Fr Michael Walsh cm to assume the role of Chair of the Board for the interim.

The following matters were addressed:

- Board of Studies (BOSTES) registration obligations pertaining to Governance
- Board of Studies (BOSTES) registration obligations pertaining to Safe and Supportive Environment
- Financial Oversight of all College Finances
- Risk Analysis
- Strategic Planning
- Response to and discussion of Head of College Report. Matters and feedback were provided under the key headings of the College Strategic Plan:
  - Vincentian Identity of the College and College Community
  - A Comprehensive Curriculum and Informed Teaching Practices to meet the Learning Needs of Boys

- Students
- Sustainability of the College

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

##### **Introduction**

2015 has presented the College community with some enormous challenges. I present this annual Report just nine weeks after the death of College President, Chaplain and Chair of College Board of Directors, Fr Doug Akehurst cm.

On 4<sup>th</sup> September, the College community was deeply saddened to receive the news of Fr Doug's sudden passing. The College community quickly moved into action to support one another and our students. Fr Doug's Funeral was celebrated at the College and attended by over 2,000 people. It was a fitting and sacred tribute to Fr Doug and a remarkable acknowledgment of his love of family, of his life as a Vincentian, of his connection with and impact on so many across various walks of life and of his passion for Stannies. Fr Doug will remain in our thoughts and prayers as we continue to reflect on the impact he had on this community.

In a year where we have all been challenged to face adversity, the community has responded with enormous heart, a generous spirit and a strong and unwavering commitment to ensure that quality and caring education of our students remained at the centre of all our endeavours.

##### **SSC as a Vincentian Community**

###### **The Vincentian Community**

St Stanislaus College is the only Vincentian School in Australia. Since the arrival of the Vincentian Confreres 148 years ago, Stannies has been gifted by the leadership and presence of generations of Vincentians. In 2015 we commenced the school year with Fr Doug fulfilling his three different roles, joined by two Confreres, Fr Michael Walsh cm, Provincial, and Fr Peter Reedy cm, on the Board of Directors. In addition, Fr Greg Walsh cm has been an ongoing presence in the community, living on the Vincentian wing, working full time as Chaplain at Bathurst Correctional Centre and joining us for Liturgical and other celebrations when time permits. Fr Anthony Mannix cm and Br Brendan Tanner cm have also been part of the Bathurst Vincentian community for many years and continue to show great interest in and support of the College community.

As we near the end of the College year, we keep the Vincentian community in our prayers. They mourn the death of their dear friend and Confrere Fr Doug as well as the Rector of the Seminary in the Solomon Islands, Fr Raul Casto cm, who died recently age 53. We pray too for Provincial, Fr Michael Walsh who sends his apologies tonight. He is in hospital recovering from surgery addressing a recent cancer diagnosis.

###### **Our College Community**

This year the College community has responded with prayer and support to a number of families who grieved the loss of loved ones including:

Mr Darrin Masters (Catering Supervisor) whose wife, Kirsty, died suddenly in January, age 37.

Mrs Amanda Burrell (Catering Team Member) whose husband died in August, age 47.

The Carrol and Hurt families following the sudden death of Jake (Year 12, 2014) in August.

On a joyous note, in February Fr Doug and I were joined by three Year 11 representatives as we journeyed to Victoria to be present at the Episcopal Ordination of College Old Boy, Bishop Pat O'Regan, the new Bishop of Sale.

**Prayer and Liturgical Life**

The College Community has joined together for a number of significant Liturgical celebrations in 2015. The school year commenced with an evening Mass for all families at which Fr Doug drew on the Readings of the Day and shared a number of relevant messages for all, particularly that Christ is always with us. College Masses have been attended by large numbers of parents, particularly those celebrated for Mother's Day and Father's Day. Year Group Masses have been celebrated throughout the year and at the end of Term 3 Fr Paul Devitt was Principal Celebrant at Mass for Year 9 and Year 11 students. At this Mass 15 Year 11 students were commissioned as Ministers of Holy Communion. They had been well-prepared for this Ministry in the weeks leading up to this Mass by Fr Doug.

Boarders' Masses have been celebrated in the College Chapel most weekends. Twice per term and more frequently during Term 4, Boarders have attended Mass 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 McKenna for his ongoing support of College endeavours; he accepts invitations whenever he is able and we welcome him this evening to our annual Speech Night.

Fr Jim Maloney cm returned to the College earlier this term to commence the annual Novena of the Miraculous Medal. Held over six Wednesday evenings, this devotion has become part of Stannies prayer life and each year we welcome a number of visitors from the Parish who join us throughout the Novena weeks.

In 2015 Fr Doug and Religious Education Coordinator, Mark Elliott, organised a Prayer and Reflection service for each of the College Houses. Over a six week period, students from each House were welcomed to the Chapel by their House Captain and Vice-Captain where they were given an overview of the life and example of their House patron. Fr Doug and Mr Elliott also provided an explanation of each of the six stained glass windows which commemorate the Patrons, each of which includes specific symbols of their lives.

On 1<sup>st</sup> September, the College hosted close to 600 guests for the National Launch of World Mission Month. The focus for Australian schools in 2015 is the work of Catholic Mission in Madagascar. This is particularly relevant to the Stannies community as Madagascar was the first Vincentian Mission outreach established by St Vincent de Paul beyond Europe. The Launch was coordinated by the Head of Religion, Mr Mark Elliott who was supported by teachers and students from MacKillop, Assumption, Cathedral, Holy Family and St Philomena's. Feedback from all present was full of commendation and gratitude for the enormous dedication, creativity, thoughtfulness and reverence reflected in the Liturgy. The College has just completed Fundraising for World Mission Month under the leadership of the newly appointed Prefect Team.

**Diocesan Connections**

Just recently members of the 2016 Prefect Team were invited to participate in a Reflection Day with student leaders from eight Diocesan Secondary schools. The theme for the day was iRise – Lead, Proclaim, Connect and was a timely introduction and grounding to their planning for their role as student leaders over the next four terms.

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. 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.

**Works of Social Justice and Outreach**

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 Project Compassion Appeal: *Food for Life* - \$1,544.75
- Caritas Nepal Appeal - \$6,298.15
- Vinnies Winter Appeal - \$700 (used to purchase blankets donated to the local Bathurst Conference)
- World Mission Month Appeal - \$1,570

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

During terms 1, 2 and 3 a number of our students generously gave of their time after school one afternoon per week to conduct the 'iPads for Elderly' program. We hope that this program will continue in 2016.

### **Parent Engagement**

Throughout 2015 we continued to enhance and seek feedback on avenues for parent participation in the life of the College and in the education of their sons. In a practical way, the potential for EDUMATE to enable ongoing feedback and communication has been critical. We have acknowledged that issues with data supply have resulted in poor speed and therefore frustration for many with EDUMATE in 2015. This matter is currently being addressed and planned development of installation of dark fibre supply to the College will have a significant impact on school-home communication.

### **Parents and Friends Association**

Early in Term 1, the P and F welcomed Year 7 students and their parents at a welcome BBQ. This was an informal gathering for parents to get to know each other as well as meet members of the College P and F Association. The P and F also organised a Golf Day in September. The Committee members were delighted with the response to the day and hope to grow this event for 2016.

The 2015 Fair saw for the first time, the involvement of Stannies students. Each College House was responsible for planning and running a stall or activity. This certainly resulted in increased participation by our students on the day. The annual Autumn Fair drew many visitors and raised funds for the completion of the BBQ area and contribution to the costs of new seating for the Number 1 Oval. Planning is well underway for the 2016 Food and Fun Fair.

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. A dedicated P and F email address has now been organised to facilitate this communication.

### **Old Boys Association**

During 2015 there were a number of Old Boys Reunions held at the College – including those for the classes of 1975, 1985, 1995 and 2005. Mr Lachlan Sullivan, President of the Old Boys Association, presented Old Boys ties to members of the Year 12 graduating class.

### **Community Engagement**

#### *Bathurst 200*

In May, the College participated in a number of celebrations to mark Bathurst 200, the Bicentenary of Bathurst – 200 years since Bathurst was proclaimed a town by Governor Macquarie. This included the Peoplescape Exhibition, B200 Coin Presentation and Proclamation Day.

### **SSC as Educational Community**

Members of the Heads of Faculty Team under the leadership of Director of Curriculum, Mr Geoff Melville, have engaged in a breadth of initiatives and addressed a large number of focus areas this year.

**2015 Initiatives***Embedding Excellence*

The College received funding of \$20,000 to support Phase 1 of this Program in 2015, the broad aim of which is "Improved School and Student Outcomes". Data received from the Surveys completed by members of the College community has provided valuable insights.

Two particular challenges have been identified:

- The need to evaluate and update the College Strategic Plan.
- The need to develop a Statement on Learning/Learning Framework that reflects the Vincentian Philosophy of Education whilst stating clearly and concisely our understanding of learning and our expectations of and for students and teachers as learners.

*Thinking Communicating Coaching*

All senior staff have now participated in Seminars with Kate English, School Mentoring Improvement and Coaching (SCHMIC Consulting). The entry point for each participant was the completion of an online Survey from which a personal learning Profile was developed. The Profile formed the basis for self-reflection, investigation, discussion and analysis of the way we work with others. Throughout the workshops we reflected on our own profile which gave insights into how we think, learn and work. In addition, we commenced a focus on implications for developing learning experiences for students, each of whom has particular thinking preferences. Some Faculty Heads have since worked together in consultation with Kate to develop an integrated teaching program based on these learnings and members of the Pastoral Care Team have built on these insights in exploring the implications for their leadership. The plan is to publish our findings and present these at a future AIS Conference.

**Teacher Professional Growth**

2015 saw the appointment of two senior teachers to the new role of Coordinator of Learning. Throughout 2014 attention had been given to evaluating the learning culture at Stannies and reviewing what we knew from our school data and what we were learning from research. By the second half of 2014 attention was being focused on the role of the teacher, National Teaching Standards, NSW Govt *Smart Teaching Inspired Learning* and articulating our shared understanding that Stannies teachers see themselves as working within a professional learning community.

It was determined that professional support for all teachers as well as Heads of Faculty was a high priority. The two senior staff who had the role of Senior Administration Coordinator for many years were invited to take on the new role of Coordinator of Learning. They have spent time with teachers addressing the National Teaching Standards and they have worked with all teachers in setting their Professional Goals.

The former role of Senior Administration Coordinator (SAC) has been abolished and the responsibilities for responding to student behaviour matters at classroom/Faculty/ Senior Management level have been clarified.

**Excursion Week 2015**

Excursion Week again proved a very successful program in 2015 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. Year 7 camp to the Great Aussie Bush Camp, 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 and Studies of Religion (3 days) and Year 12 Assessments and Examinations. Evaluation and planning has commenced for Excursion Week 2016.

**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:

- Subject Excursions/In-School Activities across all subject areas
- Participation in Royal Bathurst Show, Sydney Royal Easter Show and Blayney Show.
- Work Experience (all Year 10)
- Stannies Art and Design Show.
- Visit by the Assistant Police Commissioner
- Diocesan Band Day
- Diocesan Spelling Bee
- Music Workshops for Senior students
- Drama Performances – at school, in Bathurst and at the Parramatta Riverside and Opera House Theatres
- The Big Science Competition
- Careers Expo and University Information Days
- White Card, RSA and RCG Training
- Didgeridoo and Drumming Workshops

**Educational Focus Areas, 2015***Learning to Learn in Years 7 and 8*

The Learning to Learn Program, under the leadership of Mark Neill, has continued in 2015. Students in both Years 7 and 8 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 and Year 8 is supported 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.

2016 will see this Program extended through the introduction of a “FABLAB” with appropriate technology, including 3D Printers, that will enable students to share, design and plan leading to development of critical and creative thinking skills.

Other 2015 Education Focus Areas included:

- Enriching the Learning Culture.
- Engaging teenage boys in their learning.
- Year 10 – introduction to senior school learning expectations and culture.

**2014 HSC Results**

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 and Studies of Religion 2 Unit. The four students studying Mathematics Extension 2 Unit also scored national 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.

Six subjects scored over 4% above the state average: Agriculture, Drama, Legal Studies, Music 1, Software Design and Development and VET Automotive.

### 2014 Year 12 Destination Data

Commenced University	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

### 2014 Diocesan HSC Awards Ceremony

Early this year the College was invited for the first time to attend the Diocesan Awards Ceremony for Academic Excellence which recognised the outstanding achievers from the 2014 HSC cohort. All students who achieved a Band 6 in a HSC subject and/or an ATAR of 90+ received an invitation. 16 Stannies students were acknowledged on the night. One of the major Award recipients was Hamish Pennington who received a Certificate and Medallion as the Diocesan Vocational Education and Training (VET) student of the year. This is a magnificent honour and reflects the numerous achievements in Agriculture and Primary Industries that he earned whilst at school, in Agriculture Shows and in the Agriculture Industry over the last few years. He has now completed his first year of his studies for a degree in Agricultural Science.

### NAPLAN 2015

#### Year 7 NAPLAN results 2015

All	Reading	Writing	Spelling	Grammar	Numeracy
State	549.5	511.5	555.1	546.6	548.9
<b>School</b>	<b>534.9</b>	<b>497.9</b>	<b>546.3</b>	<b>532.3</b>	<b>548.7</b>
Boys-State	545	495	547.1	536.0	553.0

#### Year 9 NAPLAN results 2015

All	Reading	Writing	Spelling	Grammar	Numeracy
State	548.1	545.0	591.9	571.5	599.5
<b>School</b>	<b>576.6</b>	<b>533.4</b>	<b>588.6</b>	<b>554</b>	<b>592.5</b>
Boys-State	576.6	526.4	584.1	561.4	604.8

Although the Year 9 NAPLAN results in general show pleasing growth, there are some areas that indicate challenges to be addressed. We are currently examining the more detailed data regarding the Year 7 results which overall indicate needs that will be addressed for a number of our students.

### 2015 HSC Cohort

Year 12, 2015 were a credit to their College and their families. They committed to their studies, they demonstrated a pride in their College, they engaged with students across all year groups and they participated fully in the life of the College.

As a group they organised a weekly Fundraising BBQ and as a result of this ongoing commitment, they were able to fund the following projects:

- Donation to Caritas Nepal Appeal
- Gym Equipment
- Lapel Microphones
- FABLAB Equipment
- Native Tree Planting
- Wireless DI Boxes
- New furniture for Library

In June, the annual Year 12 Dinner was held to recognize the importance of the final year of secondary school and to provide an opportunity for Year 12 students, parents and teachers to meet socially prior to the increased focus on Trial HSC and the HSC examinations. In attendance was the 2014 College Dux, Dominic Mjadwesch and Guest Speaker, Dr Christopher McRae, Class of 2007.

The Year 12 Graduation Mass and Dinner was tinged with sadness following the Funeral of Fr Doug which took place just a few days before. His influence on our graduates and their learnings from him were acknowledged with enormous gratitude and affection. The occasion itself was cause for affirmation for a group of students who have had an enormous impact on the life of the College. The evening was a wonderful celebration for this group of students, their families and guests and staff. Academic awards were shared by a large number of students. Senior of the Year Award was presented to 2015 College Head Prefect, Jack Ayoub; Sportsman of the Year Award was presented to Joshua Oxley; and a new P and F Award for Outstanding Service to the College Community was presented to Keegan Bringolf, Blake Dennis, Andrew Manaia and Jack Mitchell.

In 2015, 89 Year 12 students presented for the HSC examinations across 33 courses. They were joined by 20 Year 11 students who sat for Studies of Religion 1 Unit as accelerated students. The final HSC exam, Visual Arts, was completed on Wednesday 4<sup>th</sup> November. The 2015 cohort approached their HSC studies with commitment, focus and clear goals. They are to be commended for their efforts.

We received particularly good news regarding our Drama cohort of six students. Following their practical examinations they have been selected to perform at ONSTAGE – the showcase of outstanding HSC group devised pieces. One student, Jack Phillips, was also selected for his individual performance. Unfortunately, because of prior overseas travel arrangements, the students will not be able to take the stage at the Seymour Centre next February. However, these selections augur well for their HSC Drama marks.

Year 12 student, Liam White returned to school in Term 3 following a six month absence during which time he underwent surgery and medical treatments for a brain tumour. He received enormous support from staff and students and with great tenacity, satisfied BOSTES requirements for eligibility for his HSC in Studies of Religion 1 unit. Liam attended the Year 12 Graduation Mass and Dinner and is now preparing for upcoming major surgery to remove this tumour.

### **SSC as Student Focused Community**

Under the leadership of College Counsellor, Rosemary Clifton, the 2015 Pastoral Care Team has met fortnightly and has embraced a significant number of Pastoral Care initiatives.

Focus areas in 2015 have included:

- Conflict Resolution
- Review of Student Record Book – content and usage.
- College Anti-Bullying Policies and Processes.
- Pastoral support for Aboriginal students and their participation in and contribution to Bathurst Junior Aboriginal Education Consultative Group (AECG).

- Road Safety Funding Initiatives including Active Travel.
- Student Resilience.
- Developing a Service Learning Program.
- Cyber Bullying Education.
- Review of student attendance data.
- Partnership and communication with parents.

### *Personal Learning Plans*

Throughout 2015, Tutors have encouraged, supported and challenged students 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?

This has allowed a continued focus on educating students to 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.

### **2015 Prefect Team**

The members of the 2015 Leadership Team commenced in their roles in Term 4, 2014. Soon after they were appointed, the 15 student leaders attended a Diocesan leadership day in Orange. They joined student leaders from eight Catholic schools in the Bathurst Diocese for a day of listening, discussion, sharing of ideas and prayer with the theme: *Servant Leadership: Leading as Jesus did*.

As well as participating in the opening Liturgy and closing Mass, attending workshops, meeting student leaders from other schools and listening to keynote speakers, the Prefects had the opportunity to sit with each other and focus on their leadership at the College over their last four terms.

Over the course of four terms the Prefect Team engaged in College based endeavours as well as outreach in social justice initiatives and in representation of the College at various events including International Women's Day Dinner, Mayoral receptions for Civic Visitors and Bathurst 200 Celebrations.

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, Music Festival and Autumn Fair. Each event was characterised by wonderful House spirit.

In order to enhance their engagement with the students, members of the Prefect Team took responsibility for leading fortnightly Friday morning assemblies in the Quadrangle and in the last few months of their leadership they were entrusted with responsibility for leading formal Assemblies in the PAC. This very public role was embraced by all Prefects with a fine sense of responsibility.

### **Co-Curricular Life**

#### *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 2015 were achieved by a number of Stannies teams and individual honours were achieved by many students including:

- Premiership Winning Teams
  - White ISA Summer Tennis Premiers
  - 14 Blue Cricket BDJCA Premiers
  - 15 Blue Cricket BDJCA Premiers
  - 16B ISA Rugby Premiers
- Student representation in ISA 1<sup>st</sup> Teams
  - Basketball – Majok Deng, Aher Diing
  - Cricket – Daniel Donato, Luke Powell
  - Tennis – Sebastian Seaman
  - Rugby – Jack Veitch, James Donato, Joshua Hardie
- NSW Schools Rugby Teams
  - James Donato, Joshua Oxley, Hunter Ward (Under 16s)
- NSW CIS Teams
  - Hockey – Lachlan Menzies, Travis Cartwright
- NSW All Schools Cricket
  - Luke Powell (Under 16s)
- Combined Country and City Schools Cricket
  - Daniel Donato

### *Creative and Performing Arts*

#### *College Musical*

The very successful and popular 2015 College Musical, *The Addams Family*, played to packed houses over three nights in May.

#### *College Play*

Rehearsals for the 2015 College play: *Twelve Angry Men* have been taking place over many months in preparation for performances to take place 17<sup>th</sup> – 21<sup>st</sup> November.

#### *Music*

College Musical Representation in 2015 included Concert Band, Drumming Workshops, Bathurst Eisteddfod, College Cantor Group, College Choir, Songwriters and Classical Composer Competitions and Diocesan Band Day.

#### *Awards*

Students of the College were awarded success in a number of Co-Curricular activities this year including:-

- Blayney Show – Junior Judging – Morgan Brooking, Third Place.
- CWA Public Speaking – Oliver O’Toole, First Place at Regional Finals.
- North West Equestrian Expo – Jewels Gifts Trophy for Best Presented Team.
- Catholic Schools’ Debating Competition – Year 7 team won two out of three debates, Year 8 team won all three debates and booked a place at the Finals, Year 10 team won all three debates and booked a place at the Finals. These take place on Friday 6<sup>th</sup> November.
- Regional World Skills Competition (Primary Industries) – Steven Holmes, Second Place; Will Fagan, Fourth Place, Oliver Croker, Sixth Place; and George Chudleigh, 10<sup>th</sup> Place.
- Shorthorn Youth Expo – 2<sup>nd</sup> and 4<sup>th</sup> Ribbon; Paraders – Will Fagan, Third Place; Will van Gend, Fourth Place; Jesse Gauci – Elders Stock and Station Agent Scholarship; Morgan Brooking – Education Scholarship; Will Fagan – Grand Champion Herdsman Award.



Other Co-Curricular opportunities have included Lavis Cup Chess Competition, Robo Cup University Competition, Stannies Art and Design Association and Crew Club.

### **Boarding at Stannies**

This year the senior section (Years 10 – 12) of the Boarding House grew with an additional eight students resulting in a total of 83 students accommodated in single rooms. Our junior students were in Dormitory style accommodation – Year 7 and 8 in one large dormitory and Year 9 by themselves.

The Boarding House was supported by three full-time staff and 16 casual staff under the leadership of Mr Shaun Killian, Head of Boarding.

The newly appointed College Registrar, Mrs Domino Houlbrook-Cove, has engaged with many Boarding Families, enlisting their help in supporting College presence at Dubbo Boarding Schools Expo, Mudgee Field Days and Nyngan Ag Expo.

Term 3 saw Geoff Melville and I visit a number of NSW Boarding towns across the Central West including Dubbo, 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 completed by the College Registrar in conjunction with parents. 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 and schools to enhance this outreach in 2016 and will heed this advice in our planning for next year.

A large number of boarding families attended the Boarding Families dinner held on Saturday 28 March at the College. This enjoyable social occasion provided a wonderful opportunity for boarding families to become better acquainted.

### **SSC as 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 2015 including: financial planning, College policies, staffing, co-curricular matters, student and staff wellbeing and planning for 2016 and beyond.

#### ***Enrolments***

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

**ENROLMENT DATA AS AT 3 NOVEMBER 2015**

2015 Current Enrolments				2016 Projected Enrolments			
Year	Day	Boarding	Total	Year	Day	Boarding	Total
7	69	8	77	7	90	10	100
8	87	10	97	8	71	9	80
9	85	16	101	9	91	13	104
10	86	31	117	10	86	17	103
11	71	30	101	11	76	35	111
12	68	22	90	12	71	30	101
<b>2015 Current Total</b>			<b>583</b>	<b>2016 Projected Total</b>			<b>599</b>

#### ***Staffing***

This year we welcomed back from Maternity Leave Ms Trinity Hastie and we farewelled Kate Callaghan as she commenced Maternity Leave in Term 4. We also farewelled Mr Darrin Masters, Catering Supervisor; Ms



Judy Deighton, Mathematics Teacher; Mrs Kathy Gibbs, Cleaner; Mr Mark Bokenham, TAS Teacher and we will farewell Mr Liam Callaghan at the end of the school year.

In 2015 we welcomed new teachers Mrs Charmeon Jooste (Head of English), Mr Caleb Willis (Mathematics Teacher), Mr John O'Reilly (Mathematics Teacher), Mr Steven Cooke (Science Teacher), and Mr Nicholas Potts (TAS Teacher).

We also welcomed the following support staff, Ms Donna Bloomfield (Catering Supervisor). Mrs Domino Houlbrook-Cove (Registrar), Mrs Therese Egan (Learning Support) and Mr Rhett Gibson (Cleaner). At the end of 2014, Mr Adrian Chapple joined Stannies as the Groundsperson and Mrs Dianne Woodward as Creditors Officer.

Throughout the 2015 school year the College was supported by a number of teachers in a temporary capacity to cover extended leave periods. I am grateful to the following teachers who joined the Stannies community on a temporary basis: Mr John Garretty, Mrs Vicki Evans, Mrs Loretta Colla, Ms Lisa Fitzpatrick, Miss Grace Piol and Miss Victoria Ward.

### ***Buildings and Facilities***

During 2015 a number of works have been completed at the College.

- The rising damp issue in the main administration corridor was attended to during the December/January school holidays with further work completed in the April school holidays. It is anticipated that the Old Boys Gallery will be restored for the 2016 school year.
- The College Pool was emptied for winter to allow for repairs to be undertaken prior to the re-opening for summer.
- Significant work was completed on water savings including the installation of Water Loggers. This allows the College to track where and when water is being used at peak and to maximise savings during off-peak times. The Water Loggers identified a number of leaks within the system and these were repaired. Significant savings were made since the installation of the Water Loggers.
- Work was completed on upgrades to various sections of the Fire Safety System. Further work is planned for the 2016 year.
- The College PAC was hired out for the Bathurst Spinner and Weavers Conference and the Bathurst Business Awards in September. A number of organisations have contacted the College in regards to hire of the PAC for events in 2016.
- Plans are underway to address disability access to the front of the College, from the foyer to the Quad and to the ground floor dormitory. These works will be completed in the 2016 school year.
- A number of teaching spaces were refurbished and new furniture installed.

Plans for 2016 include installation of Solar Panels, connection of Dark Fibre for increased data capability, the creation of a "FABLAB" 3D teaching space and upgrade of the Senior Study.

### **Planning for Future Vincentian School Connections**

In recent years there have been discussions regarding the future possibilities of developing relationships between the three Vincentian schools, each the only one in their country:

- St Louis High School, Indonesia
- St Vincent High School, Taiwan
- St Stanislaus College, Australia

In 2015 a number of steps have been taken to meet this goal.

#### *Taiwan Visit*

During Term 1 Mr Geoff Melville, Director of Curriculum and Mrs Rosemary Clifton, College Counsellor travelled with me to Taiwan for a Vincentian School visit. During our five days in Taiwan, we were hosted by staff from St Vincent High School Taiwan as well as by Vincentian Priests who are part of the parish community of Kaohsiung.

We spent one day in a meeting with staff from St Vincent High School as well as three visitors, Vincentian Priests, from St Louis High School, Surabaya, Indonesia. During this time together we shared information about our three Vincentian schools. For many hours we looked at possibilities for future connections between our three communities.

We were privileged to have been invited to join the community of St Vincent High School to celebrate their 50th Anniversary. We joined students, staff and many official guests for the celebration Liturgy followed by an official function.

#### *Meeting with Fr Tetra*

In August Fr Tetra, Chair of St Louis High School Foundation, visited the College to plan inter school visits between the College and St Louis. We agreed that the program would commence with teacher exchange. We agreed that into the future this would be expanded to include student exchange.

#### *Indonesia Visit*

During the October school holidays, Ms Victoria Roth and Mrs Alex Clements travelled to Surabaya where they were hosted by the Vincentian Community for one week. During their visit, Tory and Alex toured St Louis 1, St Louis 2 and St Louis Vocational School along with the elementary school. A number of presentations were delivered to staff of St Louis focusing on Vincentian Life at Stannies, curriculum and integrating faith with education at Stannies.

Alex and Tory also had the opportunity to visit the Catholic University and be shown around by their Head of the Masters Program and to meet some St Louis 1 students in classes.

#### *Visit of Indonesian Teachers*

In Week 3 of Term 4, we welcomed three teachers from St Louis High School who will be hosted at Stannies until the end of term. They are:

Dra. Sri Wahjoeni Hadi S (Yuni)  
Dominikus Donny Riandono (Donny)  
Lucia Harvianti, S.S. (Vian)

The focus of this visit is to engage with another Vincentian school community and improve spoken English. There is the hope that in the near future we can commence planning for student visits.

Our visitors have travelled to South Western NSW with Year 11 Primary Industry students and teachers for a three day excursion and have been joining in classes with the teachers and students.

#### **2017: Celebrating 150 Years**

Early planning has commenced for this significant time in the life of the College. Much thoughtful feedback has been gathered.

At the last Staff Development Day, staff were invited to provide some initial thoughts and responses to the following two questions:

1. What are we celebrating? What does 150 years mean?
2. How do we celebrate? Commemorate?

Community consultation and planning decisions will take place early in 2016.

### **Board of Directors**

The Board of Directors and its Chair, Fr Doug Akehurst, are acknowledged by me tonight for the significant role they have undertaken in 2015 in the governance of the College. Over the course of 2015 they have met four times, the most recent meeting, on October 30, with Acting Chair, Mr Kevin Arrow. Their deliberations have focused on a broad range of responsibilities including financial, legal, industrial, legislative and future planning. They have been an enormous source of advice and support to me as Head of College. In recent meetings attention has been given to responding to clear legislative directions for Governance that will become part of the College Registration process.

### **Conclusion**

As I reflect on 2015 I give thanks for the blessings that the College has received in 2015. We have journeyed through some challenging and very sad times and we have also enjoyed the richness that comes with being part of this Vincentian community.

I thank and acknowledge the parents who have travelled all the many paths with us this year –you have supported us, challenged us, affirmed us and most importantly, you have entrusted us with the education of your wonderful sons. For this we are enormously grateful.

To the Stannies staff – In a year where you have been required to dig deep you've responded with professionalism, with commitment, with collegial support, with generosity of time and spirit, with tears and with laughter. You've taught our boys important life lessons about responding to grief, about sadness and about resilience. You've shown them that through despair comes hope. You've taught them that family, friendships, relationships, including with their loving God, are their rocks. I am proud and humbled to have the privilege to work with you.

I acknowledge Mark Neill, Deputy Head of College, for his support of the College and of me in ways too numerous to mention. Mark, thank you for your friendship, for your modelling of leadership as service and for the amazing example of teacher that you give to us all every day.

To the Stannies students. Thank you for playing your part in the 2015 Stannies story. You continue to bring our College to life; your stories become the Stannies story. You are part of such a long, proud history and tradition and long after you leave Stannies, the 2015 chapter will be told and read. I hope that each of you is able to reflect on this year with a sense of pride and achievement.

In the publication *Evangelii Gaudium (The Joy of the Gospel)* Pope Francis shares his hope that the Church will become, at every level, an evangelising community of missionary disciples, characterised by the joy of faith. All are invited to share the happiness that comes from celebrating our relationship with Jesus.

I give thanks that this Catholic school community, St Stanislaus' College, in 2015 has lived the joy of the Gospel and I pray for God's blessings that the College continues to proclaim the Good News in words and actions.

*Dr Anne Wenham, Head of College*

### 1.5 Parents & Friends Association

Under the leadership of the 2015 P&F Executive, much was achieved throughout the year. Initiatives included:

- The annual College Fete.
- Organisation of Working Bee and Gardening Initiatives
- Family Golf Day
- Student Photographic Competition
- Welcome to Year 7 families

### Old Boys Association

The Old Boys Association held a number of events in 2015 including:

- Presentation of Old Boys tie to Year 12 Graduates
- Reunions.

### 1.6 A Message from the Student Representative Body-Address Delivered by College Head Prefect, Jack Ayoub, at Year 12 Graduation, 19 September 2015

The Very Reverend Provincial Father Michael Walsh, Head of College Dr. Anne Wenham, Members of the Board of Directors, Reverend Fathers, Special Guests, Staff, Parents, extended Family and Friends, Partners of the Graduands and of course my fellow Graduands themselves, good evening and welcome to the Year 12 graduation dinner for the class of 2015. Tonight, we celebrate six years of faith, six years of development, six years of hard work and mateship and of course, tonight we celebrate a priceless journey that has facilitated our evolution from young Stannies boys to fine Stannies men.

Tonight is a time for us to reflect on a journey that has offered us so many opportunities. Tonight is a time to thank our family and friends for their love and support. Tonight is a time to acknowledge the hard-work of all the staff who have shaped and moulded our lives, and most importantly, tonight is a time to celebrate what we have achieved, what we have yet to achieve and what we will achieve in the future as we formally bid farewell to this chapter of our lives.

The Class of 2015 has always been tremendously spirited. From our beginnings on the 28th of January 2010 right up until the 17th of September 2015, we have been pushed, we have been shoved and we have been tested in the toughest of times. But we stand here tonight as Stannies men, proud of our efforts, proud of our achievements, proud of each other, but fundamentally proud of who we are. No matter the situation or event, our class has been there to lead and support and has been there as an embodiment of what this college is all about, compassion, acceptance and unconditional love and support for those around us. I would like to make special mention of Liam White who for the past 12 months has battled an aggressive Brain Tumor. This year, his close friends and the Year 12 class have shown nothing but unconditional love and support and I guarantee you that this will continue. Liam, keep fighting, we love you.

Our time here at Stannies has delivered us many challenges and set backs and most notably it has given us the experience to deal with life's twists and turns. I believe we can find comfort in the fact that we have been gifted an education which not only focuses on our marks in exams and assessments, but rather focuses on providing us an education which has the bigger picture in mind, ensuring we understand the importance of social justice, community and the cultures and traditions of the world around us.

Over the years we have developed our intellectual ability, we have developed our own sense of social justice through the guidance of significant people like Father Doug Akehurst who was central to our identity as a form, we have been given the opportunities to travel the world with our peers, open our eyes to new experiences and understand the value of the Stannies community. Our experiences will prove to be priceless,

know that wherever we go and wherever life's journey leads us, our attachment to Stannies will never be broken.

The diversity of this class has been the key to our strength as a cohort. All possessing different gifts and talents, we have equally contributed to create a year group so tightly bound that supports each and every individual in pursuit of their goals. Ambition has driven us to strive for the best. Whether it be on the stage, in the classroom, in the sporting arena, in Chess games or within the extremely talented Writers' Circle, our year group has been the ultimate assembly of support, which has allowed everyone to excel at what it is they love. To me, this is what Stannies is all about. It is a true testament to the character and leadership of you, my fellow graduands, that we have been able to foster a culture of camaraderie and brilliance, a culture that I'm sure will withstand the test of time and be a beacon for those who will succeed us in becoming future Senior's of the college.

There are so many things that I will miss about this, in the eccentric John Edwards' words, "castle on the hill" or "citadel of the West." While wishing for the next chapter in our lives to arrive, some of us, I'm sure, have secretly been wishing for our journey here at Stannies, not to come to an end. Matsuo Basho believes that "Every day is a journey, and the journey itself is home." However, we must move forward and write the final sentence in the last chapter of our Stannies' journey. Personally, I will miss the days when we could step into the Marble Hall and hear Andrew Manaia's magnificent voice reverberating through the hallowing corridors, followed by a rapturous applause and a standing ovation, or stride down the corridors of the Green Floor where you would hear Lucas Thornhill's strident laugh filling the classroom.

I will miss the days when we sprinted down the stairs and across the quad where so many Stannies men have sprinted before to the Ref in an effort to escape the military precision of Kaspar Crawley's lunch lines.

I'm sure many of you will agree with me when I say that I will miss the days when you could venture into the McMahon Wing and hear our much loved Charmeon Jooste yelling at her Year 12 English class "Context, not content!".

I don't think there is anything that I will miss more than when we would pull on the blue and white jersey and march out onto to the Number 1 oval and then later witness James Donato leading the First XV to an incredible victory over GPS giants Riverview. I could go on for hours, but I think I have made my point clear. The deep sense of community here has been a way of life for many of us and it is something, which I expect to continue to permeate the Stannies culture.

At the start of the year, on a steaming hot Australia Day, the Leadership Team for 2015 met to begin planning and setting goals for the year ahead. We spoke considerably about this notion called a 'legacy'... What was going to be our legacy? How were we going to develop it? Although we decided that we would aim to purchase a gift for the college that has given us so much, we didn't want our efforts to form a legacy to stop there. We decided that day, that we would work extremely hard to make sure our legacy was not just left behind in the form of a structure or garden but rather our legacy be evoked in our attitudes, actions and our engagements with the college community. Our legacy as the Year 12 class of 2015 is one that will echo through the corridors of this boundless college for years to come. Our legacy lays within what has been a total and unreserved commitment to the fostering of college traditions, which we have not only embraced, but have strengthened in the hope that those who are yet to complete their Stannies journey will do the same.

Over the past couple of years we have witnessed our class achieve at the highest levels not only at a school level but beyond, representing themselves and our college with complete pride and honour:

- Josh Hardie was selected as the ISA First XV Flyhalf.
- Josh Oxley was selected to represent NSW Schoolboys at the State Championships at Riverview.

- Aher Diing and Majok Deng were selected in the ISA 1st V.
- Jack Phillips was nominated for OnStage in Sydney for his Individual Drama Performance.
- The Year 12 Drama Group Performance was also nominated for OnStage.
- Ben Druitt opened a show for Justice Crew
- Daniel Donato was selected to play NSW Country 1st XI.
- Keegan Bringolf received a Music Scholarship worth \$1000 with the Bathurst Conservatorium.
- Gerard O'Shea was elected and served as Deputy Mayor of the Bathurst Youth Council.

We have been blessed over the years to have been guided by so many astonishing people whom I think deserve recognition and thanks for all that they have done. Firstly I would like to thank the Vincentians. Throughout our time here at Stannies we have been guided by the values of the Vincentian order, the values that have unquestionably played a part in the moulding of our personal morality and social conscience. Our year group has been lucky enough to experience the fullness of the Vincentian community and for that we show our complete gratitude. As we go forth into the world, we trust that we can rely on our experience with the Vincentian community to hold us in good stead to make a difference to the lives of those in need. I hope we have inspired the younger students to embrace the essence of the Vincentian community to allow future growth and prosperity. We as the class of 2015, owe it to Father Doug Akehurst to carry on his legacy and continue to be the justice where there is injustice, hope where there is loss and healing where there is suffering. I know Doug would be listening tonight so, Doug, thank you for everything you have done for us. Although the hole that you have left will never be filled, I have faith that you will live on in our actions and our words for generations to come.

To Mr John Edwards who was Headmaster for many of us between 2010-2012. Thank you for teaching us the value of community, the importance of individuality within a world so full of conformity and thank you for your undoubted dedication and commitment to our education and futures.

To Dr Anne Wenham, who we are proud to have as our first female Head of College, words cannot express how grateful we are for your leadership, especially in recent times of crisis. The tough couple of weeks that have preceded us bared your true worth not only as a leader, but also as a loving, compassionate and generous friend to many. Thank you especially, for yours and Doug's care of my family in our darkest hours. I am sure Doug would be proud of the way you have continued to stand up and serve others, even after life sent you terrible blows.

To Mark Neill, Neilly, Neills, Silver Fox, I am sure you have heard this all before, but thank you for giving us the opportunity to be a part of a school run so precisely and professionally. Without you, Stannies wouldn't be Stannies. Your hard work and long hours don't go unrecognised and although we love to have a joke, especially about the state of our SOR results, we have nothing but respect for you as a teacher and adviser. Thank you.

To Brad McCormick who worked as the Boarding Director from 2005-2014 and now as the Buildings and Grounds Supervisor. Thank you for teaching us boarders to take responsibility for our own actions and guiding us as a father figure when we needed assistance. Thank you for what you have done here tonight, in all my time here I have never seen an event run so effectively, the grass so green or the gardens looking so good. It has been a privilege to experience life at Stannies with you around.

To Shaun Killian, who started here last year, bringing with him his wife Kaitlin and their young son Rory. Your enthusiasm and desire to provide us with as many opportunities as possible has made the boarding house feel like a family. I am sure whatever the future holds for you and your young family that you will continue to be a radiating presence wherever you go. For this, I say thank you.

To Ryan Bullock, or better known as Bones. I won't embarrass you too much but thank you for everything. You have been a great friend to the Year 12 boarders and our families. Thanks for the many paintball, canoeing and skiing trips as well as the petrifying dodge ball games as well as your presence as an older brother figure.

To all of the teaching staff, thank you for putting up with us. Thank you for consistently seeing the value in boys' education and thank you for believing in us.

To Mr Kleinschafer for his wisdom, his advice his hilarious analogies and most importantly his determined efforts for us as the Year 12 coordinator. Thank you.

To the Kitchen and Canteen staff, Darlene, Donna, Amanda, Toni, Kelly, Kerry and Alison, thank you for feeding a bunch of hungry boys every day and continually making us feel at home.

To all the Administration, Cleaning, Maintenance and Medical staff, thank you for consistently greeting us with smiles in the morning and making sure that we are looked after. In particular, I would like to thank Bev Oxley, who has been nothing less than a second mum to so many of us. Nothing is ever too hard for you and nothing is more important to you than the wellbeing of those around you. We'll miss you. Thank you.

To the Prefect group and in particular my Deputies Keegan Bringolf and Gerard O'Shea, you have been central to our success this year not only as a prefect group but also as Year 12 class. Thank you for your dedication, commitment, sense of humour, advice, humility and your great friendship.

Most importantly, I would like to thank our families. Thank you for continually believing in us, trusting in us and guiding us. None of this would have been possible without the unconditional love and support that our parents, grandparents, guardians, siblings have for us. We are eternally thankful for this opportunity you have given us; we are indebted to you.

Finally, I would like to thank my peers. We have fostered individuality while simultaneously formulating a culture in which every single person feels part of a close-knit collective. We should be proud of the way we have been, through our actions, positive role models for the younger students of Stannies. The past 6, 5, 4, 3 or maybe even 2 years for some, has entailed so many goals, achievements, commitments, setbacks, wins, losses, premierships, moments of courage and bravery, moments of stupidity and regret and moments of humour and a deep sense of community and mateship. I would not change the past six years for anything. Thank you for being what we have always been, resilient, diverse and supportive. Thank you for the privilege of enabling me to represent you.

I sign off tonight knowing that we have given our best to all of our endeavours over the years we have been at the College. We have transformed from Stannies boys to Stannies men, only made possible by the love and care of so many people. Richard Walker sums it up beautifully, "Transformation is a process, and as life happens there are tons of ups and downs. It's a journey of discovery - there are moments on mountaintops and moments in deep valleys of despair." So tonight, I ask you to join with me in raising a glass to the next chapter in life's journey where I am sure we will not only experience happiness and prosperity ourselves, but bring joy and hope to the lives of those around us.

Thank you and enjoy the rest of this fine evening.



## 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 Agriculture Shows and Equestrian competitions as well as in debating, public speaking and other cultural activities. The school in 2015 programmed a very successful production of "The Addams Family" which played to very large audiences and the school also programmed a significant number of evening Performing Arts activities such as Songman and Pianoman. Students also performed in the play "Twelve Angry Men" over a number of nights in November. The participation of students in co-curricular was continued in 2015 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: 2015

### 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 Agriculture, Ancient History, Drama, English Advanced, English Extension 1 unit, English Extension 2 unit, Geography, Food Technology, Studies of Religion 1 unit.
- The school scored 112 results between 80 and 90 across the 28 subjects studied in the 2015 HSC, mirroring the result from 116 Band 5 results were achieved. The school continues to review the ability of moving students from Band 5 to Band 6.
- Nine subjects scored a cohort average above the state average: Ancient History, Drama, English Extension 1 unit, Geography, Legal Studies, Music 1, VET Automotive, Construction, Metal & Engineering.
- Twenty One Year 11 students accelerated in Studies of Religion 1 unit in the 2014 HSC with 14 students scoring either a Band 5 or 6 result. Nick Forbutt was the 2015 Dux and scored Band 6 results in English Advanced, English Extension 1 unit, English Extension 2 unit, Ancient History, Drama, Studies of Religion 1 unit.



- The most outstanding results occurred in the Creative Arts and Humanities. In Drama, all students were nominated to On-Stage following a Band 6 group performance (the BOSTES component report notes their result was 29.3 out of 30), while four of the six HSC marks were over 91. Further Honour Roll listings were awarded in Ancient History, Geography and Studies of Religion 1 unit, while English again produced outstanding results in the Advanced and both Extension courses.

### 3.3 NAPLAN: 2015

- Following receipt of NAPLAN data, the school began a review of the 2015 NAPLAN results with all teachers in conjunction with the Embedding Excellence team from the AIS. 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 which has been a hallmark of NAPLAN results at the school.

#### Year 7 NAPLAN results 2015

All	Reading	Writing	Spelling	Grammar	Numeracy
State	549.5	511.5	555.1	546.6	548.9
<b>School</b>	534.9	497.9	546.3	532.3	548.7
Boys-State	545	495	547.1	536	553

#### Year 9 NAPLAN results 2015

All	Reading	Writing	Spelling	Grammar	Numeracy
State	584.1	545	591.9	571.5	599.5
<b>School</b>	576.6	533.4	588.6	554	592.5
Boys-State	587.3	548.9	595.1	574.7	602.3

## 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 2015**

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	47
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	0
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 *	*
Workplace Bullying and Harassment *	*
HSC/SC Marking and Related Activities	60
Teacher Registration Related	30
Vocational Education and Training	2
Other	1
Total	94

\* All staff of the College completed mandatory online training through SALT in the modules of Child Protection (average 1.5 hours) and Workplace Bullying and Harassment (average 1.5 hours).

## 4.3 NSW Institute of Teachers

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

Status	Number of Teachers
Existing Teacher	29
Accredited at Professional Competence	15
Accredited at Provisional – Beginning	3
Accredited at Conditional – Complete a teaching qualification	0

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

The following absences include attendance at Professional Development days.

Absences in Teaching Days	Average Staff Days Absent	Average Staff Attendance
481	10.2	94.6%

### 5.2 Teacher Retention Rates

Employed at Nov 2014	Retained at Feb 2015	Apparent Retention Rate
47	43	91.5%

Note: The apparent retention rate is calculated by dividing the number of staff employed at the College in November 2014 by the number who remained in February 2015.

## 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 Administration Office each day. Any identified areas of concern are followed up by phone calls from the 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 of College 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 2015 there were 11 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 relatively steady over the last three years. Actual retention rate reflects the reality that some Year 10 students are

choosing to study at another educational institution for their HSC and also the number of students being offered apprenticeships and full-time employment prior to 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%
2013/2015	115	90	79	78.2%	68.7%

Note: Data sourced from Edumate Student Management System.

**Table 6.2 (b) 2015 HSC Vet Students**

Number of Participating Students	VET Course Name
10	Construction Examination
8	Metal and Engineering Examination
7	Automotive Examination

## 7.0 Post School Destinations: Year 12, 2015

University Offers	64
Apprenticeships/Traineeships	3
HSC Pathways	1
Full-time Sport	0
Armed Services	1
Full-time employment	7
Part-time employment/part-time sport	0
Unknown/Unemployed	13
Full-time rehabilitation	1

## 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, Teaching and Educational Standards (BOSTES). 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 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 primary 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 Bathurst Catholic primary 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 Christian ethos of individuals caring for and respecting each other. 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

**2015 Student Welfare Initiatives**

In 2015, 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

The focus of the Committee over the 2015 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 – 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 2015:

Policy	Changes in 2015	Access to full text
Boarding	Reviewed and amended sections with specific instructions regarding Boarding Supervision June 2015.	- Full text available on College intranet. - Parents may request a copy by contacting the Head of College Secretary.
Enrolment	Reviewed 2015.	- Full text available on College intranet. - Parents may request a copy by contacting the Head of College's Secretary
Child Protection	Reviewed by entire staff with some amendments in line with changing legislation June 2014.  Staff undertook online training on Child Protection and Bullying	- Full text available on College intranet. - Parents may request a copy by contacting the Head of College's Secretary

	and Harassment in 2015. Incorporated into College Policy.	
<p>Security Policy</p> <ul style="list-style-type: none"> <li>- procedures for security of the grounds and buildings</li> <li>- use of grounds and facilities</li> <li>- travel on school related activities</li> </ul>	Developed further including review of 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>
<p>Supervision Policy (incorporated in policy on General Information for Staff and Excursion policies)</p> <ul style="list-style-type: none"> <li>- duty of care and risk management</li> <li>- levels of supervision for on-site and activities off site as well as expectations of staff and students</li> <li>- guidelines for supervisors</li> </ul>	Reviewed with teaching staff.	<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>Code of Conduct (incorporated in Staff Code of Conduct Policy and the Student Responsibility and Behaviour Policy)</p> <ul style="list-style-type: none"> <li>- Code of conduct for staff and students</li> <li>- Responsibility and behaviour management</li> <li>- Role of student leaders and peer support</li> </ul>	To be reviewed and developed in 2016 in light of additional 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>
<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>Six Year Coordinators in place.</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</li> </ul>	Updated 2014	<ul style="list-style-type: none"> <li>- Full text available on College intranet.</li> </ul>



communication between the College and those with an interest in the students' education		- Parents may request a copy by contacting the Head of College's Secretary
Overseas Excursions	Policy rewritten in 2015	- Full text available on College intranet. - Parents may request a copy by contacting the Head of College's Secretary

**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 rules and to follow the directions of teachers and other people with authority delegated by the College. Where disciplinary action is required, a process based on 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 actions 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) utilise processes based on principles of 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 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 – Tutors, Classroom Teachers, Head of Faculty, Year Coordinator as relevant
- Academic and classroom matters - The relevant Faculty Head
- Appeals on Academic Matters - The Director of Curriculum
- Appeals on Behaviour Matters - The Deputy Head

On matters where, after parents have accessed the above, and believe the concern has still not been resolved or addressed appropriately – 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:
    - o Academic focus.
    - o Teaching Programs.
    - o 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 Committee 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 and review and expand role.
  - 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 Teacher Performance Review 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 2015, 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 2015.
4. We continued to support 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 2015 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 and 8 were involved in a three day camp and orientation programs for new students were conducted at the school.
7. A Staff Formation Day was held during Term 2 to reflect on the Vincentian Charism of the College. This day was embraced by all staff and many areas were discussed.
8. The College community participated in various charitable appeals and information sessions focussing on the disadvantaged.

9. Various teaching programs promoting respect and responsibility were 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 Year 7 Welcome BBQ 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, 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 conducts 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 with their sons. 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 and Facebook page continues to be very positive. With respect to parents accessing the Edumate Portal, the number of 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 addressed avenues for student feedback and responses. As a result all students were issued a Bullying Information and Response card to carry at all times. The College also has a dedicated email address ([pastoralcare@stannies.com](mailto:pastoralcare@stannies.com)) to report any bullying concern.

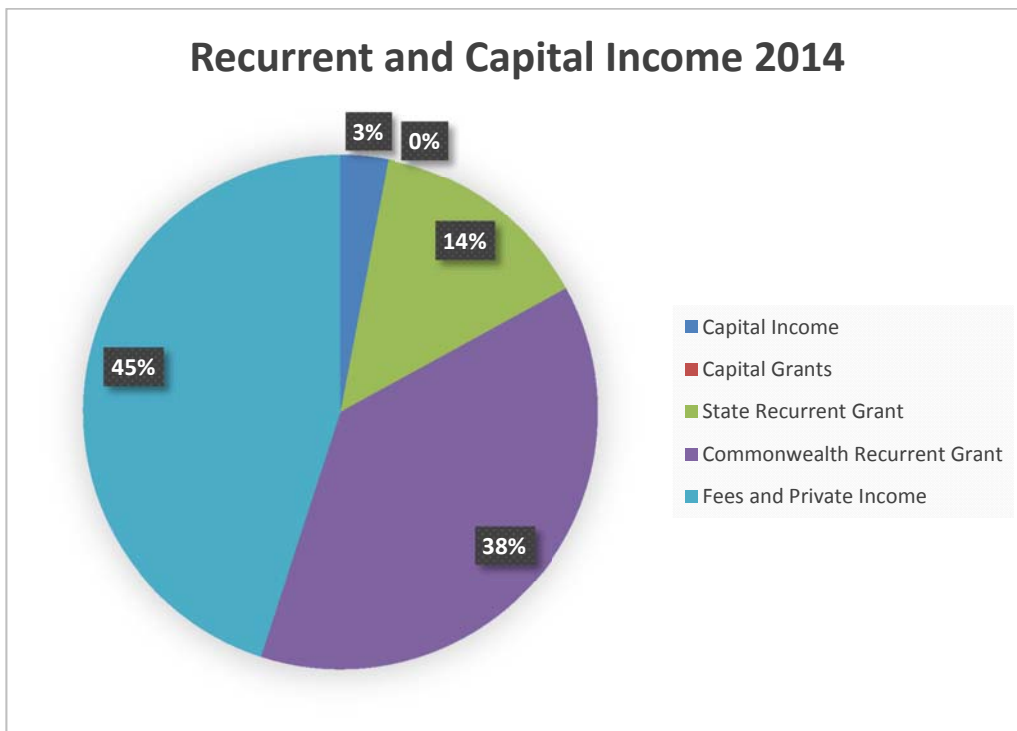
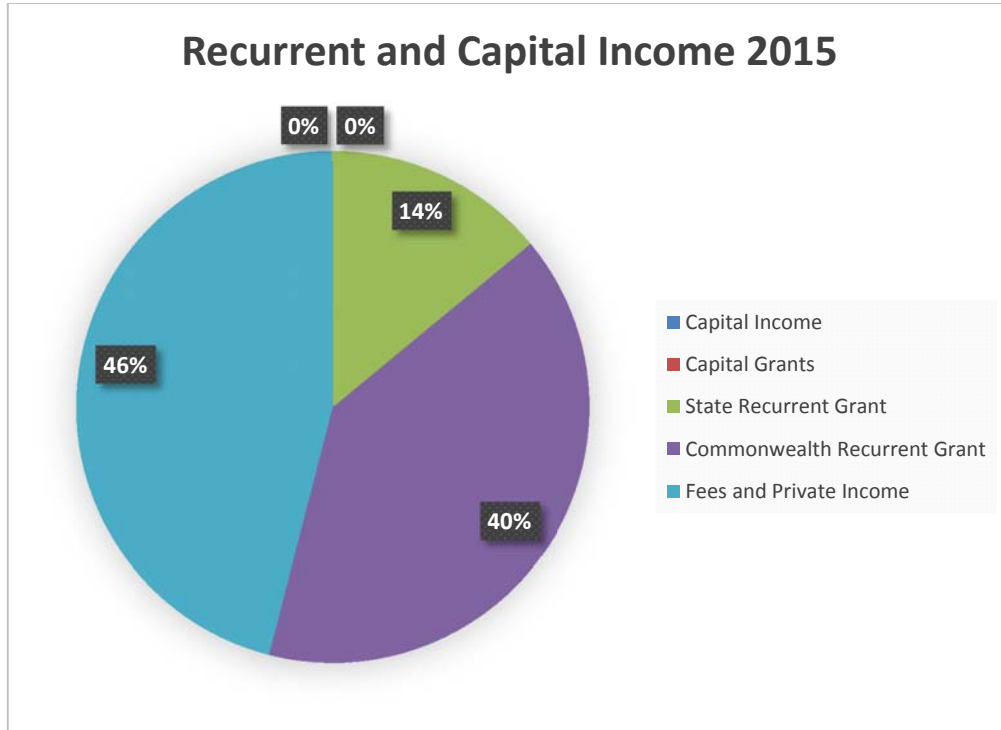
### **12.3 Teacher Satisfaction**

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

