



# ST STANISLAUS' COLLEGE

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## ANNUAL REPORT 2017 *Celebrating 150 Years 1867 - 2017*



As required by the NSW Education  
Standards Authority (NESA)

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**1.0 A Message from Key School Bodies****From the Board of Directors**

150 years of Catholic Education in the Vincentian tradition is a significant milestone for us all here at Stannies! What a magnificent year we have had in our celebration of 150 years! On behalf of the Board of Directors, I acknowledge this wonderful year at St Stanislaus College during 2017.

The College Board of Directors is established by the Provincial to assist the Vincentians with the various matters of good governance. Importantly, the Board has the primary role of supporting the College Mission to provide a comprehensive, quality Catholic education for boys in the Vincentian tradition.

The Board meets regularly to conduct the business of governance of the College. We work primarily on policy, finance, risk and various audit requirements for the College. The Head of College reports directly to the Board. The Board acknowledges the informative reports provided by the Head of College throughout 2017.

As the Board has performed its governance role in 2017, we recognise our focus on school registration & accreditation compliance set out by the NSW Education Standards Authority. This government body outlines significant compliance demands which must be met, and it is the College Board that assists with requirements in this critical area of school management.

The Board continues to assist College Leadership in areas of school policy development and review. A Board focus this year has enabled key Stannies senior staff to report to the Board on matters of strategic planning at the College. Next year, the College will implement a new Strategic Plan aimed at taking the College confidently into the future.

We thank all members of the College Board for their generosity in giving of their time and expertise to the Board during 2017. This year, we have again enjoyed outstanding attendance by the Directors at our meetings.

*Mr Kevin Arrow  
St Stanislaus College  
Board Chair*

**A Message from the Head of College**

It has been my privilege to be Head of College during the College Sesquicentenary year. St Stanislaus College is the only Vincentian school in Australia, and having been founded in 1867, it is also the oldest Catholic Boys' Boarding School in Australia.

Stannies is a Catholic school where students of all backgrounds and their families are welcomed and where there is:

- A focus on prayer, faith life, spiritual development and religious practice.
- A commitment to nurture compassionate hearts and open minds that respond to the needs of others.
- A focus on excellence in boys' education – where every student is encouraged, challenged and supported to do his best.
- A broad range of curriculum and subject options so that every students can pursue his interests and develop his potential.
- A proud record of academic excellence and graduate entry into Universities, Traineeships and Apprenticeships.
- A Pastoral Care support structure that places the highest priority on students being happy, safe, confident and resilient.
- A co-curricular program where students have the choice to participate in the broadest range of opportunities.
- A commitment to working in partnership with parents and where parental communication is facilitated through the College EDUMATE program.
- An Enrolment base of approximately 600 that allows every boy to be known, cared for and educated in small classes and within extensive facilities.
- Excellent boarding facilities catering for full and weekly boarding students across Years 7 – 12 where the focus is on Boarding as Home.
- A broad range of Scholarship opportunities for boys who excel in Academic pursuits, or the Creative and Performing Arts or as All Rounders.
- A generous, sensitive and confidential response to families who require fees assistance.

**Sesquicentenary Celebrations**

In 2017 a number of planned occasions allowed the College community to celebrate its 150 years:

- January: Sesquicentenary Year Opening Liturgy and Blessing and Opening of the College Historical Display.
- 19th February: Opening of the School Year Mass and Family Day.
- 16th June: Public Apology and Service of Sorrow and Hope.
- 19th August: First meeting to commence planning for a Garden which will commemorate the Apology.
- 11th November: Sesquicentenary Dinner.

**Catholic Identity in the Vincentian Tradition**

The College welcomed Fr Peter Reedy CM at the commencement of the year whose role is to support the Vincentian Mission in the life of the College. Throughout the year he became fully involved in the College community particularly through its Liturgical and Prayer Life as well as Pastoral Care and Social Justice Outreach.

Throughout the year members of the College community came together for whole school Liturgical celebrations including Mother's Day and Father's Day Mass, Mass for the Feast of St Vincent de Paul and St Stanislaus, Miraculous Medal Novena, Year Masses including Year 12 Graduation Mass and Harmony Day Liturgy. The Cathedral Parish community welcomed Boarding students at regular Sunday Masses, four of

which saw the Boarding House responsible for leading the singing. The College Cantor Group, the majority of whom were boarders, practised weekly and were superb musical leaders at College Liturgical celebrations.

Social Justice Outreach continued in 2017 through the leadership of students in the College St Vincent de Paul Conferences. The specific initiatives included:

- Project Compassion
- Winter Appeal
- Green Team – volunteer gardening for local families
- Visits to St Catherine's Aged Care Facility
- Study Buddies Support
- Christmas Hampers for Matthew Talbot Hostel

### **Excellence in Boys' Education**

A large number of students from the 2016 HSC cohort were invited to attend the Diocesan Awards night in March to acknowledge their outstanding achievements. These included the 17 Year 12 students who achieved a Band 6 in one or more subjects, the six students who achieved an ATAR over 90, Jye Bower who was placed First in NSW in Automotive and the 11 Year 11 students who achieved a Band 6 as accelerated students in Studies of Religion 1.

The College committed to involvement in the AIS sponsored Embedding Excellence Program and was successful in its Application for involvement in two new Programs: ELEVATE (Agile Design for High Potential Learners) and selection as a Partner school in University of Sydney STEM Enrichment Academy.

NAPLAN 2017 demonstrated that the College focus on writing improvement in Stages 4 and 5 had an impact with significant growth data for Year 9 students.

The College community celebrated the conclusion of the 2017 school year with outstanding HSC results – the best that Stannies students have earned since the commencement of the HSC in 1967. These are detailed on page 11.

### **Student Pastoral Care and Wellbeing**

The Pastoral Care Leadership Team focused on the following priorities in 2017:

- Creating a Positive School Environment.
- Adapting the theme of respect for classroom culture and expectations.
- Ongoing work in supporting students to set goals and develop their Personal Learning Plans.
- Review and development of the Student Wellbeing Survey – an important tool for evaluation of Pastoral Care initiatives as well as a vehicle for students to report any areas of concern, particularly bullying matters.
- Support of Indigenous students was enhanced with the appointment of a full-time Indigenous Education Worker. This appointment has provided support to boarding students particularly through evening study. Support initiatives for all indigenous students have focused on learning culture, particularly through dance.

### **Co- Curricular Life**

The College maintains its commitment to co-curricular opportunities for its students with the expectation that there will be at least one co-curricular option that appeals to every student. In 2017 these included:

- Agriculture Club
- Athletics
- Basketball
- Cantor Group
- Chess

- Choir
- Concert Band
- Cricket
- Cross Country
- Debating
- Drama Production
- Equestrian
- Hockey (ISA)
- Jazz Band
- Musical
- Public Speaking
- Rugby League
- Rugby Union
- Stage Band
- String Groups
- Swimming
- Tennis
- Touch Football
- Triathlon
- Visual Arts Club (SADA)

Particular outstanding achievements in 2017 included:

- Successes in Public Speaking and Debating.
- The outstanding performances of the cast in the 2017 Musical, *Footloose*.
- The creation of the joint Mackillop/Stannies Stage Band.
- Winners of the Berg Shield for Cricket, a first for the College and the 13A Cricket Team who finished their season as Premiers.
- Impressive results in a number of different sections in the 2017 Bathurst Eisteddfod.
- The College Intermediate Athletics Team was awarded the ISA Divisional Shield as well as the Intermediate Age Champion Award.
- ISA Rugby Selection Trials saw three students win selection in the Under 18s Open Team and 13 selected in the under 16 Team – a College record!
- Four ISA Rugby Premierships: 14As, 16As, 3rds, 1st XV (undefeated Premiers).
- Three students received ISA honours in 2017:
  - Bowen Abra for his selection in the Australian School Boys Rugby Team.
  - Luke Powell for ISA Cricket representative honours for three successive years.
  - William Barnett for outstanding sportsmanship (when in the winning group at ISA Cross Country, Will forfeited any chance of a place and further representative honours when he stopped to assist and stay with a fellow competitor who became seriously unwell and was subsequently hospitalised).

### **Management of Resources**

Sound Financial Planning, overseen by the College Board Finance Committee, was maintained throughout 2017 in order to ensure a balanced budget and to maintain the College commitment to affordable quality Catholic education, included the following works:

- Monitoring College usage of water, gas and electricity and evaluating the positive impact of the installation of Solar Panels.
- Upgrades to Staff/Visitors toilets in Administration Building.
- Painting and Upgrade of Wilkinson Room, Gallery Areas and Senior Refectory.
- Ongoing replacement of furniture in Learning Spaces.
- Refurbishment of the Caretaker's Flat in the Gallagher Wing.

- Refurbishment of former Dormitory into Slattery Learning Centre.
- Refurbishment of Drama Room.
- Significant expenditure on Wireless and ICT provision across the College.
- Ongoing installation of new hot water systems in the Boarding House and additional air conditioning units.

### **Staffing and Governance**

High priority placed on employment of quality teaching and support staff. New staff employed in 2017 were:

- Teachers in the following Faculties:
  - History
  - Music
  - English
  - TAS
- ICT Manager
- Indigenous Education Worker
- Additional Teacher's Aide for Learning Support
- Marketing and Public Relations Officer
- Boarding Staff including House Parents, two full-time supervisors and in the latter half of 2017, new Head of Boarding.

Mr Geoff Melville was appointed Deputy Head of College following the retirement of Mark Neill.

Mrs Victoria Hughes (Director of Administration) and Mrs Melissa Lang (Director of Quality Teaching and Learning) were appointed to the College Leadership Team and Mrs Trinity Hastie was appointed to the new role of Head of Teacher Accreditation and Professional Development.

### **Role of the Board of Directors**

#### **Strategic Planning for a Sustainable Future**

Throughout 2017 the Board of Directors worked in partnership with College staff to review and evaluate the goals of the College Strategic Plan (2012 – 2017). This is an ongoing focus within each Board meeting. Planning focus in 2017 saw College staff addressing the Board on areas within their leadership responsibilities and facilitating planning discussions on goals for the future. This enabled planning for the next Strategic Plan (2018 -2020). This new Strategic Plan will focus on ensuring a sustainable future and ongoing response to the College Mission and Vision over the next three years.

2018 will see the College respond to the NESA Inspection for renewal of Registration and Accreditation.

*Dr Anne Wenham*  
*Head of College*



**A Message from the Student Representative Body-Excerpt from Address Delivered by College Head Prefect, Dominic McCrossin, at Year 12 Graduation Dinner**

All year, this speech and the thought of its delivery has excited me, inspired me and filled me with gratitude. Upon moments of glory, in moments of hilarity and even in moments of failure, I have been humbled to know that I would be able to reflect on them in this moment and bring the joys of the year that has been, back to memory on our graduation day. In the fun that we have had there are so many stories to be told. Indeed, in the triumph of this year there is so much to look back upon and celebrate. Yet most of all, in the opportunity that we have been given, there are so many people to thank, for the support, the sacrifice and the love that they have shown in getting us to this day.

There is an indescribable sense of community, and undefinable bond that holds together each Stannies man which I suppose this speech has battled to describe. Yet, needless to say, today I stand here thankful for this bond. I stand here thankful for the years we have spent at St Stanislaus College and for the community, the love and the sense of home that has been developed over the years that have been.

Truly, the most important part of a high school education, beside the learning of course, is the friendships that are built and the experiences that come with them.

For all, times of hard work, heavy emotion and inspired acts of mateship have truly defined what it means to be a part of the long and proud history of this school.

However, alongside these deeply individual aspects of our journey, we have also had many moments as a collective year group that will resonate far beyond our time as individual members of the school. We have had success. We have worked hard. We have celebrated our One Hundred and Fiftieth year in triumphant style. We have shown an incredible pride in how we represent ourselves and each other and I can say, for the most part, this year has been a success. The obvious success of the First XV, and the glory that they brought to the school in their ISA victory. The understated grandeur of the Third XV's undefeated season lead ferociously by Jack Dowd. The academic reward received by many of us with 16 boys in this room already holding Band 6s in their HSC. The work of an Australian school boy prop and a few genuine thespians in being among a class of 12 that were all nominated for Onstage in their drama GPs. The creation of a cohort with a defined culture, a culture that cultivates success, encourages support and inspires individuals to truly make a difference has underpinned the triumph of the Sequicentenary year. We have not been a year of prefect fundraisers and organisation of assemblies and socials but a year that has led in their action and interest in personal pursuits that have consequently spread and benefitted the culture of the school. We have not been a year of blind conformity, but a year of maturity that crossed boundaries with a constant eye for the best interests of the College. We have been a cohort looked upon from the outside, by people who have been moved and amazed by our success, our triumph and our extreme sense of pride.

We should all celebrate the times that we have had, reminisce on friendships and bask in every moment of glory that comes with graduating. Yet, when we wake tomorrow let us wake hungry for more success. Let us prove right that we truly are a special cohort by working hard for one more block of time arriving ready to create some shockwaves in this year's HSC. Because we have beaten everyone on the rugby field, we have shown a school spirit unconquered by any rivals and there is no reason why this year group should not do the same armed with pen and paper over the next seven weeks. Further beyond the short term goals let us truly find success in the long term future. Let us gather at a 20, 30, 50 year reunion, still the boys, but redefined, with greater achievements and more interesting stories to tell. Let the 150<sup>th</sup> Year 12 group of Stannies truly put its footprint on Australia and the rest of the world. Be driven by self-interest, and by personal goals but also forever hold attachment to this college and be motivated to achieve because we owe it to the numerous people who have given to us their energy, their love and most valuably their time in developing us into the men that we are today.



And with this said I think it is due time to thank these people.

To Dr Wenham. I thank you on behalf of the Year 12 group for the guidance you have given us. I thank you for your clear emotional investment in the success and failings of our group. The organisation, the communication and your constant sacrifice for our best interests has truly enabled us to thrive. Your willingness to stand aside and trust us to do what is right for the College, only intervening when perhaps our youthful exuberance gets in the way of common sense, has enabled this year to truly be defined by the students which is the most valuable thing in developing school pride.

To Geoff Melville, your deep passion for the College has inspired all of us. Your patience has been truly inspiring.

To Mark Elliot, Mel Lang and Vic Hughes, I too would like to include you as part of the boys. Your leadership this year in your well-deserved positions has truly been of benefit to the College.

And to all the teachers I also say thank you. Thank you, to all of you for shaping us, inspiring us and for being there. Beyond teachers in our final year you have become friends.

And the final thank you I will make is the most important. The common ethos shared by each boy at this College is truly cultivated at home. Our opportunities have only been enabled by those special people who to each one of us plays more than one vital role. As our morning alarm clock, our chefs, our counsellors, our overly demanded of sponsors, our cleaners, our taxi drivers and best friends we owe everything we have experienced here at school to our parents or parental figures. Still young, still arrogant and still incapable of looking after ourselves we would not be in this amazing position today without the constant love of our parents. And beyond this, especially to the boarding parents I would like to say a thank you on behalf of the College for putting the trust you have into the staff and the students in enabling Stannies to truly become a home away from home. For 150 years students have travelled long distances away from home to receive the gift of education and more uniquely the gift of a Stannies education. Without your bravery to say goodbye, to watch a child leave and stay for months away from home, there would be no College and no opportunity for all of us to come together in order to receive the gift of education, the gift of friendship and the gift of an extended family.

Because truly there is a brotherhood between each Stannies Man. Truly there is a sense of Family. And we all must leave home now, say farewell to the citadel, go out and be extraordinary and do things to make you all and each other proud.

On a personal note I would also like to say a thank you to every brother it has been a pleasure to graduate beside. We have endeavoured to endeavour and in that endeavouring we have endeavoured. We have turned off boring movies. We have choked. We have gotten nowhere near enough sleep. But each morning I was energised and eager for school thankful for the brothers I was able to grow beside.

To my fellow prefects, I say thank you. Thankyou Jerome for being the perfection to all my imperfections. Thankyou Tom Statham for being so humble yet so hard working and being the organisation to all my disorganisation. Thankyou Luke for always finding love and keeping everything in perspective. Thankyou Jamal for your hard work and friendliness. Thankyou Johnny, Will and Joel for leading the boarders so well. Thankyou Lachlan and Anthony for ensuring the Prefects actually had some reputability amongst the first fifteen. Thankyou Oliver for bringing a different perspective and for your talents. And thankyou Izaak for being a great mate, for helping me on a personal level and for the constant love of your mother Karina who has at times sheltered us on long Sunday mornings and been constantly reminding me that I needed to write this speech.

Yet, as I have said on so many occasions and will repeat for many more. This year was not defined by Prefects but by the entire Year 12 group. All those who have lead us academically, in sports, co-curricular and all those who have represented us in more esoteric fields have done incredible things for the College. I would willingly stand and give tribute to the efforts of each and every single name, however time does not permit and I'm certain that throughout the course of the night we will be able to say more personal thank you's.

So, it is now with great sadness, that I will bring this speech and my time as Head Prefect to an end. With my final message being that the journey is not over. On Monday let us all wake and bring this journey of the HSC to yet another triumphant end. Then beyond that, let us hold Stannies in our heart but acknowledge that our time and opportunities in this world have only just begun.

But afraid of new beginnings, in bringing this speech and year to an end, I have written a poem. A poem that may be imperfect but a poem that for me at least best summarises my thankfulness for this school and the privilege I have had in leading it during its sesquicentenary year.

### **Echoes**

We all begin in silence,  
All foreign to the school  
Struck by size and grandeur  
Struck by echoes in the hall.  
We walk in staggered rhythms  
Ourselves we're not yet found.  
At first there is harshness  
In the roaring Stannies' sound.

The sound of cantor's singing,  
The sound of raw support,  
Quickly fear brews into passion  
As we grow and we are taught.

Taught by books and teachers  
We find our minds can grow  
But taught by Stannies' beating heart  
We truly find our home.

A home held by our shoulders  
That we pray may hit and hurt.  
A home defined by friendship  
Where a brother's love is burnt.

A home that is inclusive  
Blind to colour and to faith.  
Yet, a home that is Vincentian  
That sees love in every face.

But we all must leave home quickly  
And when we leave It we have changed.  
Yet we remain beside each other  
In our failings love remains.

And we leave no longer silent,  
But with a voice to hold the world.  
We leave with size and grandeur.  
In us a beating heart is held.

And I do hear echoes calling,  
From One Fifty years gone bye  
And our voice will remain here  
Within the endless Stannies' cry.

And I thank God for each person  
I have loved to sing beside,  
I will forever stand with brothers  
Who have shared with me this ride.

We will never walk alone.  
When we are poor we have a friend.  
We have found a home within us  
And this home will never end.

And as we sing with echoes;  
When I am old and at my last,  
I will listen for St Stanislaus'  
For the music of my past.

Some trust in Chariots and Horses  
But I in the name of the Lord - and this remains forever true  
So please lord, bless and forever protect  
My Brothers in the white and blue.

*Dominic McCrossin*  
*Head Prefect, 2017*

## 2.0 Contextual Information about the School

### **St Stanislaus' College – In the Vincentian Tradition**

As a Catholic school in the Vincentian tradition, the College is committed to proclamation of the Good News of Jesus Christ. Students from Catholic families, as well as from other faith traditions, are welcomed and supported as they respond to the College experience of Religious Education, prayer and worship. With a particular emphasis on outreach to those in need, students are provided with opportunities for service and engagement with works of social justice within and beyond the school community.

### **Strong Focus on Academic Engagement and Striving for Academic Success**

As a fully comprehensive secondary school, St Stanislaus' welcomes students with a range of academic abilities.

All students at St Stanislaus' are encouraged, supported, challenged and expected to achieve their very best. Each student works with his Tutor to set academic goals which are formalised in his Personal Learning Plan. These goals are then evaluated using feedback and data from teachers as well as input from the student himself.

Students in Years 7 and 8 participate in the College *Learning to Learn* Program, which is integrated into their weekly timetable. Teachers, from a broad range of subject areas, plan and work together to engage the students in learning how to learn. The latest educational research is drawn on to ensure that students identify the strengths and areas for development in their individual approach to learning. This sets a strong foundation for preparation for the senior years of study.

Year 10 is the commencement of senior school. Year 10 teachers have written their teaching programs to mirror the approach taken for HSC preparation so that our students experience a senior school culture in Year 10, with appropriate senior school expectations, preparing them well for the commencement of Preliminary courses in Year 11.

### **Information and Communication Technology & STEM**

The College has a strong focus on the integration of Information and Communication Technology both within and beyond the classroom. PCs, Laptops and iPads are utilised extensively. Effective wireless access operates throughout the College. Each student is provided with a College email address which operates within and beyond the College for communication with teachers and submission of work.

Through the College EDUMATE program, under password protection, students and parents are able to access extensive information about the schooling experience, entered into the system by teaching and support staff. They are able to access, for example, material covered in each lesson, homework and programmed assessment tasks and results for these. Also accessible are attendance records for each day and per lesson as well as other relevant student information including Personal Learning Plans.

STEM is an important element of education at the College and is now the foundation of the Stage 4 Learning to Learn Program.

### **Co-Curricular Opportunities**

The College is well-known for its commitment to offering the broadest range possible of co-curricular opportunities for all students. This includes sporting representative opportunities in AFL, Basketball, Cricket, Cross Country, Hockey, Rugby League, Rugby Union, Tennis, Touch Football and Triathlon.

Students also have representative opportunities competing in inter-School Carnivals for Swimming, Athletics and Cross Country.

The College is a full member of the Independent Sporting Association (ISA) which offers sports competition against local, regional and metropolitan schools. It also provides a pathway to representation at highest levels leading to State and National honours.

Students are also able to participate in many co-curricular opportunities including:

- Chess
- Debating
- Public Speaking
- Creative and Performing Arts
- Equestrian and Agriculture Club

### 3.0 Student outcomes in standardised national literacy and numeracy testing (NAPLAN)

Following receipt of 2017 NAPLAN data, the school has continued to work with all teachers in conjunction with the Embedding Excellence team from the Association of Independent Schools (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.

The focus throughout 2017 has been on the importance of writing and the growth data for Year 9 students demonstrates evidence that this focus has had positive outcomes.

#### Year 7 NAPLAN results 2017

All	Reading	Writing	Spelling	Grammar	Numeracy
State	548.6	516.8	558.3	546.6	560.2
<b>School</b>	<b>546.4</b>	<b>510.5</b>	<b>567.6</b>	<b>542.3</b>	<b>574.6</b>
Boys-State	542.4	500.9	550.4	534.6	562.3

#### Year 9 NAPLAN results 2017

All	Reading	Writing	Spelling	Grammar	Numeracy
State	588.8	559.1	591.8	582.7	602.9
<b>School</b>	<b>575.4</b>	<b>562.2</b>	<b>582.0</b>	<b>562.4</b>	<b>589.8</b>
Boys-State	583.2	541.9	584.9	570.7	606.5

**NAPLAN Growth Data – Year 7, 2015 to Year 9, 2017**

<b>Reading</b>	
<b>Average Scaled Score Growth %</b>	
State	38.6
School	42.3
<b>Writing</b>	
<b>Average Scaled Score Growth %</b>	
State	46.5
School	68.9
<b>Spelling</b>	
<b>Average Scaled Score Growth %</b>	
State	36.0
School	40.8
<b>Grammar &amp; Punctuation</b>	
<b>Average Scaled Score Growth %</b>	
State	34.8
School	31.9
<b>Numeracy</b>	
<b>Average Scaled Score Growth %</b>	
State	52.4
School	45.4

<b>Reading</b>	
<b>Expected Growth %</b>	
Less than expected growth	34.6
Greater than or equal to expected growth	65.4
<b>Writing</b>	
<b>Expected Growth %</b>	
Less than expected growth	30.3
Greater than or equal to expected growth	69.7
<b>Spelling</b>	
<b>Expected Growth %</b>	
Less than expected growth	39.0
Greater than or equal to expected growth	61.0
<b>Grammar &amp; Punctuation</b>	
<b>Expected Growth %</b>	
Less than expected growth	51.9
Greater than or equal to expected growth	48.1
<b>Numeracy</b>	
<b>Expected Growth %</b>	
Less than expected growth	28.6
Greater than or equal to expected growth	71.4

*NAPLAN Data extracted from SMART Data (NSW Department of Education)*

#### 4.0 The granting of Record of School Achievement (ROSA)

Students in Year 10 are informed about eligibility requirements for the ROSA. Any student choosing to leave school prior to completion of Year 12 is advised regarding the ROSA. The Director of Curriculum monitors the progress of students in Year 10 to ensure they are satisfying eligibility requirements for the ROSA.

#### 5.0 Higher School Certificate Results

##### Spotlight on the Performances of Boys

The academic, social, physical and mental wellbeing of boys continues to be a critical focus 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 2017 Higher School Certificate and the 2017 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. The College commits to continue the tradition of Striving for Excellence in Boys' Education.

##### 2017 Higher School Certificate

- 101 students were enrolled in Year 12, 2017 and 101 completed the HSC.
- The College achieved 62 Band 6 Honour Roll entries in 17 subjects - Ancient History, Automotive, Biology, Chemistry, Drama, English Advanced, English Extension 1, English Extension 2, Legal Studies, Mathematics General, Mathematics, Mathematics Extension 1, Modern History, Physics, Software Design and Development, Studies of Religion 1, Studies of Religion 2.
- Three students were awarded NSW HSC All-Rounder achieving Band 6 results in 10 or more units.
- The College scored 140 Band 5 results.
- 36 Year 11 students accelerated in Studies of Religion I. Five of these students scored Band 6 results.
- A special commendation must also go to Darragh Newton on being awarded 1<sup>st</sup> in NSW and Ethan Coyte on being awarded 2<sup>nd</sup> in NSW in the Automotive Course in 2017.
- Both HSC Drama Group Devised Works were shortlisted for Onstage.

Performance band achievement by %						
Subject	2016			2017		
	No. of students	Bands 4 – 6		No. of students	Bands 4 – 6	
		School	State		School	State
Agriculture	15	87	59	19	68	52
Ancient History	22	48	58	20	50	61
Automotive	10	80	43	12	58	38
Biology	20	75	65	15	67	68
Business Studies	32	56	63	20	75	64
Chemistry	19	53	73	28	54	71
Construction	8	100	47	12	75	45
Drama	9	100	84	12	99	84
English – Advanced	35	91	90	38	100	92
English – Standard	59	39	49	53	60	54
Food Technology	19	37	88	-	-	-
Geography	-	-	-	15	100	73



Industrial Technology	4	50	43	16	50	47
Legal Studies	12	100	70	17	100	74
Mathematics	16	56	76	32	56	75
Mathematics General	69	36	52	57	26	50
Metals & Engineering	7	86	35	12	58	23
Modern History	24	71	73	34	68	71
Music 1	8	100	89	-	-	-
PD, Health & PE	20	75	62	5	40	59
Physics	14	71	66	25	68	67
Primary Industries	10	100	54	16	69	55
Software Design & Development	12	58	67	7	71	65
Studies of Religion 1	92	63	76	62	53	82
Studies of Religion 2	18	66.6	71	19	84	77
Visual Arts	14	71	87	8	100	90

Performance band achievement by %						
Subject	2016			2017		
	No. of students	Bands E3, E4		No. of students	Band E3, E4	
		School	State		School	State
English Extension 1	3	100	95	5	100	93
English Extension 2	1	100	79	2	100	77
Mathematics Extension 1	7	71	79	13	77	82
Mathematics Extension 2	3	33	85	4	75	84

## 6.0 Senior Secondary Outcomes

### 2017 HSC Vet Students

Number of Participating Students	VET Course Name
12	Construction Examination
12	Metal and Engineering Examination
12	Automotive Examination *
16	Primary Industries Examination

\* One student awarded first and one student awarded second in State.

## 7.0 Professional Learning

### 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 examination writing and marking, syllabus development and vocational qualifications. The following table illustrates the approximate breakdown of the number of instances of school funded professional learning.

**Instances of Professional Learning 2017**

Professional Development Activity	Duration (Days)
Child Protection (SALT) *	1.5 hours per staff member = 6.25 days
Bullying, Harassment & Discrimination (SALT) *	1.5 hours per staff member = 6.25 days
Whole Staff Professional Learning	48
HSC Marking & Related Activities	27
Teaching & Learning	19
Teacher Registration Related	16
Vocational Education & Training	1
Other	22
<b>TOTAL</b>	<b>145.5</b>

\* All teaching and support staff of the College completed mandatory online training through SALT (Self-Administered Legal Training) in the modules of Child Protection (average 1.5 hours) and Workplace Bullying and Harassment (average 1.5 hours).

**8.0 Teacher Qualifications****Qualifications of St Stanislaus' College Teachers in 2017 as at 31 December 2017**

Category	Number of Teachers
1. Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	48
2. Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	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

**9.0 Workforce Composition**

The teachers of St Stanislaus College are ably supported by a professional team of staff who work in a variety of roles. It is important to note the following:

- The College operates an Infirmary staffed by five qualified nurses to care for the health needs of all students, particularly boarders. Staff and visitors are also cared for as required.
- Specialist support staff include the College Counsellor, Learning Support Staff, Aboriginal Education Officers, Library Assistant and Laboratory Assistant.
- Two staff members identify as being of indigenous background.

Area of Work	Full-time	Part-time	Casual
Administration	7	3	-
Boarding	3	2	13
Cleaning	4	-	-
Infirmary	-	3	2
Maintenance	4	-	-

Learning Support	2	-	-
Aboriginal Education Officer	1	1	-

## 10.0 Student attendance

Year	Attendance Rate
Year 7	95.20%
Year 8	94.10%
Year 9	95.80%
Year 10	94.00%
Year 11	93.70%
Year 12	94.30%
Whole School	94.52%

Note: Attendance data sourced from Edumate Student Management System.

## 11.0 Management of non-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 in Edumate and College Rolls. Any identified areas of concern are followed up by phone calls to parents from the Tutor and later by Year Co-ordinators if required. In addition to these procedures, there is a weekly collection of Roll data by the Director of Administration and the students are referred to the Student Behaviour Committee and formal communication made to parents when adequate reasons for absences are not provided within seven days.

## 12.0 Retention of Year 10 to Year 12

Apparent retention rates are influenced by the number of students who choose to enrol into Year 11 from other schools; in 2017 there were six new students enrolled into Year 11 at the College. The number of enrolments continues to fluctuate from year to year but the actual retention rate has risen to its highest level. Actual retention rate reflects the reality of some Year 10 students choosing to study at another educational institution for their HSC and also the number of students being offered apprenticeships and full-time employment before HSC completion.

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%
2014/2016	110	96	89	87.3%	80.9%
2015/2017	117	101	99	86.3%	84.6%

Note: Data sourced from Edumate Student Management System.

### 13.0 Post School Destinations – Year 12, 2017

University Offers	49
Apprenticeships/Traineeships	20
Armed Services	2
Full-time employment	13
Part-time employment/part-time sport	8
Unknown/Unemployed	9

### 14.0 Enrolment Policies

#### Enrolment Policy

St Stanislaus' College is a day and boarding Catholic school for boys, enrolling students in Years 7 to 12. The College is registered and accredited by the NSW Education Standards Authority (NESA). 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 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 including conditions of enrolment is also available on the College website in a number of different areas including under the prompt 'enrolment' and the sub-prompt 'conditions of enrolment'.

**Procedures**

All applications are processed within the College enrolment policy as overseen by the College Registrar.

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.

Consideration is given to each applicant's educational needs. In order to do this the College gathers information and consults 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 information on student needs.

Strategies are identified which may need to be put in place to accommodate the applicant's needs before a decision regarding enrolment is made.

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 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.

As part of the enrolment, fees are due to be paid in advance at the beginning of each term. Parents are encouraged to organise regular Direct Debit payments.

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.

## 15.0 Student Body

**Student Population**

As at the 2017 Commonwealth Census date, the College had 575 students enrolled.

Year Group	Day Students	Boarding Students	TOTAL
<b>7</b>	77	23	<b>100</b>
<b>8</b>	87	22	<b>109</b>
<b>9</b>	64	14	<b>78</b>
<b>10</b>	78	17	<b>95</b>
<b>11</b>	71	21	<b>92</b>
<b>12</b>	69	32	<b>101</b>
<b>TOTAL</b>	<b>446</b>	<b>129</b>	<b>575</b>

## 16.0 School Policies

St Stanislaus' Pastoral Care Policies and Procedures reflect its Christian ethos of individuals caring for and respecting each other. Teachers and other professionals share appropriate responsibilities for the emotional well-being of students. The school seeks to establish strong and appropriate relationships between teachers, the students and their families.

This commitment to student wellbeing underpins College life. Pastoral Care is central to career advice, counselling, discipline, curriculum and classroom practice.

The Tutor System underpinned by Tutor Groups at the College is a significant avenue for the provision of Pastoral Care. Its success depends on the relationships of care, respect and support between the Tutor and the students which in turn are developed between the students themselves. 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 its pastoral goals are being achieved.

### 2017 Student Welfare Initiatives

In 2017, the College Pastoral Care Committee was restructured. The following staff are members of this Pastoral Care leadership group:

- College Counsellor (Committee Chair)
- Head of College
- Deputy Head of College
- Year Coordinators (Year 7 – 12)
- Head of Boarding
- Vincentian Priest on Staff

The focus of the Committee over the 2017 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 2017.

Policy	Changes in 2017	Access to full text
Boarding	Reviewed and amended sections with specific instructions regarding Boarding Supervision 2017.	- Full text available on College intranet. - Parents may request a copy by contacting the Head of College Professional Assistant.

Enrolment	Reviewed 2017.	<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 Professional Assistant.</li> <li>- College Website</li> </ul>
Child Protection	<p>Fully reviewed by Head of College with specific reference to Royal Commission Findings and Recommendations.</p> <p>Staff undertook online training in Child Protection and Bullying and Harassment in 2017. Incorporated into College Policy.</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 Professional Assistant.</li> </ul>
<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 Professional Assistant.</li> </ul>
<p>Supervision Policy</p> <p>(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 Professional Assistant.</li> </ul>
<p>Code of Conduct</p> <p>(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>	Reviewed and developed in 2017 in light of additional changes to Pastoral Care system.	<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 Professional Assistant.</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> </ul>	<p>Reviewed and rewritten in 2017.</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 Professional Assistant.</li> </ul>



- academic policies cover aspects of this area (Learning support, Tutor system, class structures, homework) - infirmary and other health related procedures.		
Communication Policy - outline of formal and informal mechanisms in place to facilitate communication between the College and those with an interest in the students' education	Full review being undertaken 2017/2018.	- Full text available on College intranet. - Parents may request a copy by contacting the Head of College Professional Assistant.
Overseas Excursions	Policy rewritten in 2015	- Full text available on College intranet. - Parents may request a copy by contacting the Head of College Professional Assistant.
Student Anti-Bullying	Policy reviewed annually	- Parents may request a copy by contacting the Head of College Professional Assistant.

\*\* The College Website is being restructured following which all Policies will be uploaded.

## 17.0 Priority Areas for Improvement

### Achievement of Priorities Identified in the 2016 Annual Report for 2017

- Continued development of focus on teaching and learning at the College, in line with educational research and thinking.
  - Developed new roles of Director of Quality Teaching and Learning and Head of Teacher Accreditation and Professional Learning.
  - Continued "Embedding Excellence" initiative.
  - Focused on Professional Development for Learning/Faculty teams.
  - Ongoing focus on Vincentian Philosophy of Education.
- Further developed Pastoral Care Leadership Group.
  - Student Learning Plans encompassing goal setting.
  - Reviewed and developed Pastoral Care processes and structures.
  - Focused on Positive School Culture.
- 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.
  - Linked boarding families with Parents and Friends Association.
  - Focus on boarding students' use of recreational (non-school) time and experiences.
- Implementation of the Teacher Performance Review process at the College.
  - Newly appointed Head of Teacher Accreditation to develop the process and work with Faculty Heads on its implementation.

5. Evaluation of Leadership structures in the College.
6. Linking the College with its past whilst planning for the future in its 150<sup>th</sup> year.

#### **Priorities – Areas for Improvement in 2018**

1. Comprehensive Review of Boarding House structures, policies, procedures and staffing following appointment of new Head of Boarding in Semester 2, 2017.
2. Whole school staff focus on final preparations for 2018 NESA Registration and Accreditation process.
3. Implementation of new College Strategic Plan 2018 – 2020.
4. Strategic directions for new 2018 College Leadership Team.
5. Education Priorities emerging from College engagement in two staff programs: STEM and ELEVATE.

### **18.0 Actions Undertaken 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 2017, some of the particular actions taken by the school to promote respect and responsibility among our staff and students included:

- The celebration of such occasions as Harmony Day, Reconciliation and NAIDOC Week continued in 2017.

- Continued support for the Sudanese Refugee Program and for Indigenous students. A full-time Indigenous Education Officer was employed in 2017 to provide additional support to the part-time Indigenous Education Officer employed in 2016. This has enhanced cultural initiatives including dance.
- The continuation of our very successful Day and Boarding St Vincent de Paul Conferences, involving students from Year 9 to Year 12.
- Organisation of 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 an orientation program for new students was conducted at the school.
- A Staff Formation Day was held during Term 2 to reflect on the Vincentian Charism of the College and the role of the staff in promoting Vincentian values.
- The College community participated in various charitable appeals, works of social justice and information sessions focussing on the disadvantaged.
- Various teaching programs promoting respect and responsibility were taught throughout the school to all students. Specific themes addressed in many subjects including Religious Education, Personal Development Health and Physical Education, HSIE and English particularly emphasise the importance of promoting respect and responsibility.
- Year Group meetings often with a guest speaker, focus on age – appropriate themes of respect and responsibility.

## 19.0 Parent, Student and Teacher Satisfaction

### 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, 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. The feedback from the Association is very positive. As an expression of that satisfaction, parents organised significant activities for the school in 2017 commencing with support for the establishment of the Photographic Gallery and Sporting Memorabilia room, organisation of hospitality for the Opening of the School Year Mass and Family Day and Year 7 Welcome BBQ as well as support for the College in providing catering and other services for events such as Open Days and Rugby BBQs. 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. Year Coordinators and the College Counsellor regularly meet with parents. 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 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 2017, there was also a Spring co-curricular program that was well attended by parents and students.

There is regular use by parents with regard to the College Website and Facebook page. The number of parents utilising the Edumate portal continues to grow.

Head of College and senior staff prioritise visits to boarding parents in regional NSW. They are appreciative of this personal contact and provide valuable feedback on their sons' boarding experiences. Parents were also invited to complete a Survey in 2017 which provided substantial feedback.

### **Student Satisfaction**

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

- Tutor Group/Tutor
- College Counsellor
- Year Coordinator
- Head of Boarding/House Parent
- Prefect Leadership Group

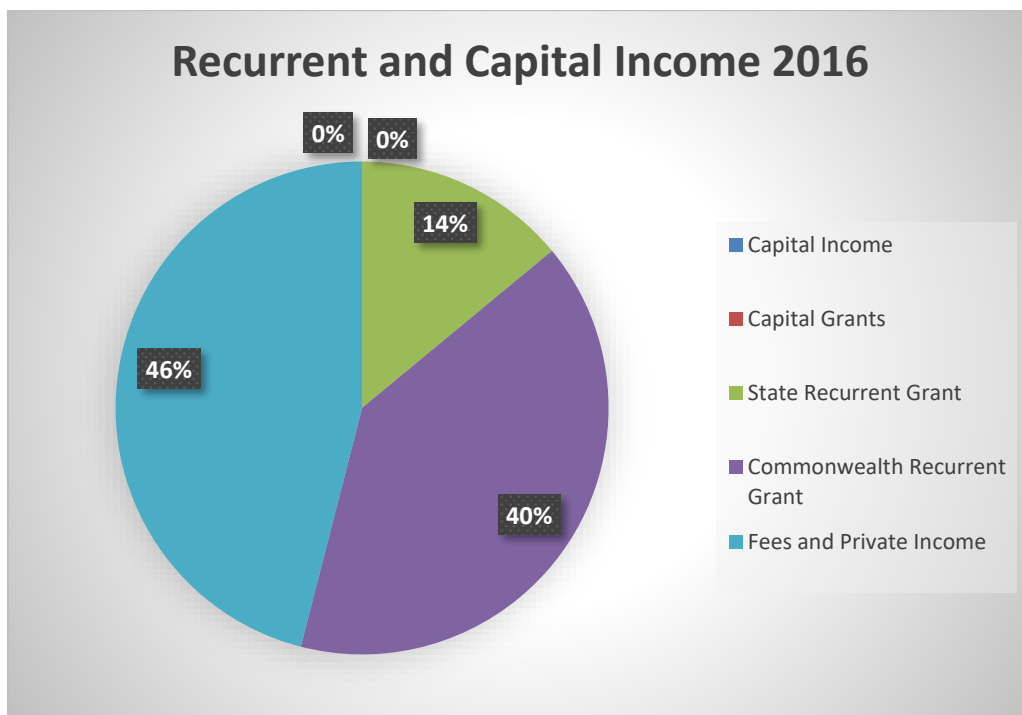
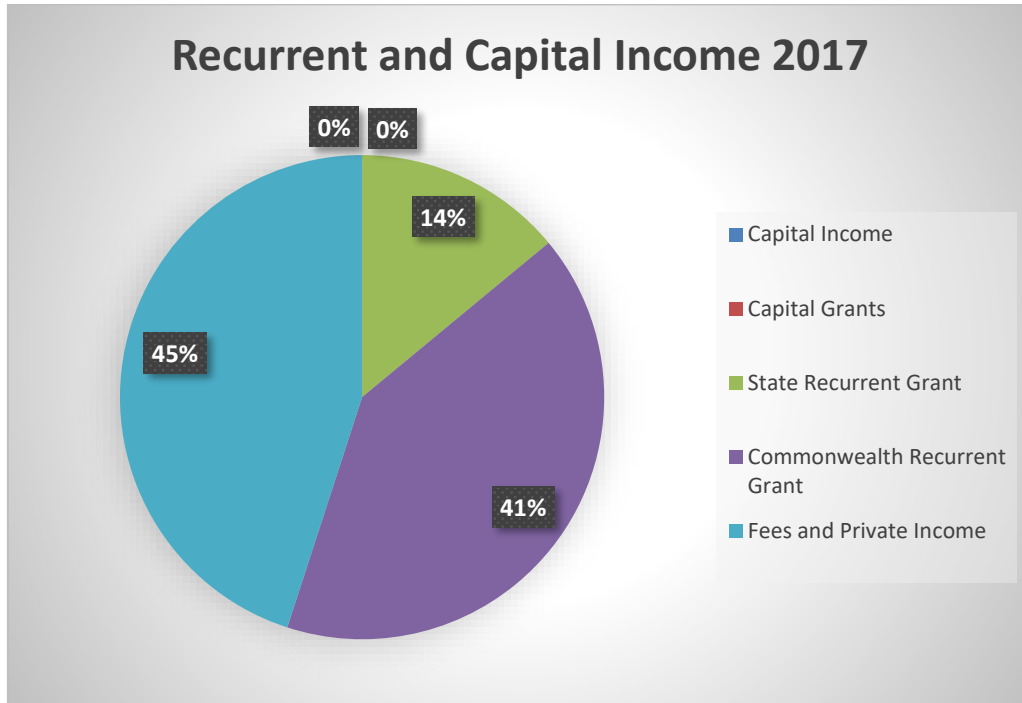
At various times throughout the school year students have the opportunity to complete surveys on various aspects of College life. Student Wellbeing Surveys are issued to students via their Tutor Groups. These Surveys invite student responses to a broad range of school experiences. The responses are monitored by Tutors/Faculty Heads and the Pastoral Care Team. Further work in 2017 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 concerns or other matters.

### **Teacher Satisfaction**

Teacher satisfaction is regularly monitored at fortnightly Pastoral Care Leadership Team meetings, weekly Leadership Team 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 College has high teacher attendance and retention rates. The willingness of staff to become involved in professional development activities which is outlined in Section 7 is further evidence of a positive and supportive group of teachers.

20.0 Summary of Financial Information

Recurrent/Capital Income



Recurrent/Capital Expenditure

