



Est. 1867

# ST STANISLAUS' COLLEGE

## ANNUAL REPORT 2018

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## TABLE OF CONTENTS

	<b>Page No.</b>
1. A message from key school bodies (Board of Directors, Head of College, P&F Association, Student Representative Body)	1
2. Contextual Information about the school	12
3. Student outcomes in standardised national literacy and numeracy testing (NAPLAN)	14
4. Granting of Record of School Achievement (ROSA)	16
5. Higher School Certificate Results	16
6. Senior Secondary Outcomes	17
7. Professional Learning	17
8. Teacher Accreditation & Qualifications	18
9. Workforce Composition	18
10. Student Attendance	19
11. Management of non-attendance	19
12. Retention of Year 10 to Year 12	19
13. Post School Destinations – Year 12, 2018	20
14. Enrolment Policies	20
15. Student Body	23
16. School Policies	23
17. Priority areas for improvement	25
18. Actions undertaken to promote respect and responsibility	27
19. Parent, student and teacher satisfaction	28
20. Summary of financial information	30

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

The College Board of Directors has been established by the Provincial of the Congregation of the Mission to assist the Vincentians with good governance of the College. Importantly, the Board has the primary role of supporting the College Mission to provide excellence in education for boys, underpinned by Vincentian values and supported by the *Vincentian Philosophy of Education*.

The Board met five times throughout 2018 to conduct the business of governance of the College. The Board primarily focussed on the outcomes / achievements of the College Strategic Plan (2018 – 2020) in its first year. Work of the Board included policy matters, finance, risk and various audit requirements for the College. The Board developed a draft Governance Charter and draft Governance Committee Terms of Reference. Ongoing focus of the Board throughout 2018 was the review and development of the following Board Policies: Board Induction Policy, Board Code of Conduct, Board Conflict of Interest Policy, Board Related Parties Transactions Policy. The Board reviewed the College response to its NESA Registration and Accreditation Inspection.

A key aspect of the Board's work is to oversee and support the work of the Head of College. The Head of College provided detailed reports to each Board of Directors Meeting and maintained contact with the Board, through the Chair, on a weekly basis. The Board of Directors acknowledges the extensive reports provided to the Board of Directors for each meeting.

In 2018, Board Directors welcomed key members of College staff to Board of Directors meetings to provide information on key initiatives from the Strategic Plan. These presentations covered Media and Promotions Strategy, 2017 HSC Report, Policy Matters including Boarding House and Child Protection as well as Risk Management (delivered by an external consultant).

During 2018, there were a number of changes to the College Board of Directors. These included the departure of Board Directors: Associate Professor Louise Roufeil, Mr Kevin Arrow, Mr Peter Hughes, Mr Robert Sligar and Professor Jo-Anne Reid. The following were welcomed as new Board Directors in 2018: Mr Robert Flynn, Ms Bronwyn Hession, Mr William Walker and Associate Professor Lena Danaia.

I am sincerely grateful to all members of the College Board for their generosity of time and expertise in carrying out their work as Board Directors.

2019 sees the second year of the Strategic Plan (2018 – 2020) and we look forward to working with College Leadership in its implementation.

*Br Anthony Whelan cfc*  
*Acting Board Chair*

**A Message from the Head of College**

It has been my privilege to be Head of College during 2018. 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.

2018 commenced with our College Mass and Family Day BBQ in February and concluded with our Annual Speech Day on the last day of Term 4. Term 1 began with finalisation and uploading of all documentation for the NESA School Inspection prior to the formal visit by the NESA appointed Inspection Panel in May and concluded with the celebration of outstanding HSC results.

There has been much to celebrate throughout the year and the following Report documents some of the significant efforts and achievements of the College community throughout the year.

Of significance, the College commenced its first year responding to the goals of the 2018-2020 Strategic Plan under the following four Focus Areas:

1. Catholic Identity in the Vincentian Tradition
2. Student Wellbeing
3. Excellence in 21<sup>st</sup> Century Education
4. A Sustainable Future for the College

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 and full-time employment.
- 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 560 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 and 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.

**College Leadership Team**

Following appointment to a number of new Leadership positions in the latter part of 2017, members of the College Leadership Team commenced their first full year in their specific roles:

- Mr Geoff Melville, Deputy Head of College
- Mr Mark Elliott, Director of Religion
- Mrs Virginia van Gend, Director of Curriculum
- Mrs Melissa Lang, Director of Quality Teaching and Learning

- Mrs Victoria Hughes, Director of Administration

### **Catholic Identity in the Vincentian Tradition**

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 Liturgies for Harmony Day and Reconciliation Week. The Cathedral Parish community welcomed Boarding students at regular Sunday Masses, four of which saw the Stannies student Cantor Group responsible for leading the singing. The College Cantor Group, comprised of both boarders and day students, practised each Thursday evening and were superb musical leaders at College Liturgical celebrations.

Social Justice Outreach continued in 2018 through the leadership of students in the College St Vincent de Paul Conferences. The specific initiatives included:

- Project Compassion
- Focus on Drought support through prayer and fundraising
- Winter Appeal
- Green Team – volunteer gardening for local families
- Visits to St Catherine's Aged Care Facility
- Teach the Tech Program
- Christmas Hampers for Matthew Talbot Hostel

26 students along with three staff toured Fiji in the April school holidays. Aside from a number of Rugby matches, the focus of the tour was Vincentian immersion. The College continued its strong relationship with St Vincents Natovi where the Stannies travellers lived and worked supporting the repairs and maintenance program. This commenced in 2016 following the extreme damage caused by Cyclone Winston. Student feedback focussed particularly on the shared Vincentian values within two very different College communities.

Teaching staff reflected on the College Vincentian Charism during their Professional Development Day in June. Workshops focused on the formation of the Community of the Mission (Vincentians) by St Vincent de Paul, the work of the world-wide community of Vincentians today and the living of Vincentian values at the College.

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

#### **HSC Awards Night**

The College was invited to attend the Diocesan HSC Awards Night in February celebrating the achievements of the HSC class of 2017. These included three students who received a NESA All-Rounder Award for Band 6 in 10 or more units, 28 students who achieved a Band 6 in one or more subjects, 17 students who achieved an ATAR over 90 and five Year 11 students who achieved a Band 6 as accelerated students in Studies of Religion 1. Jerome Arrow was jointly awarded the CDF scholarship for the highest Diocesan ATAR (99.75) and highest Diocesan mark (98/100) for Studies of Religion II and Darragh Newton was awarded VET student of the year for his first place in Automotive examination.

At the end of the year, the College celebrated its 2018 HSC results which are detailed on page 16. These included 32 Band 6 results across Ancient History, Biology, Drama, English Advanced, English Extension 1, Food Technology, Industrial Technology – Metals, Industrial Technology – Timber, Mathematics, Modern History, Music 1, Studies of Religion 1 Unit, Studies of Religion 2 Unit. Nine students achieved ATARs of 90 or above.

NAPLAN 2017 demonstrated that the College focus on skills improvement in Literacy, particularly Reading and Writing and Numeracy, in Stages 4 and 5 had an impact with significant growth data for Year 9 students.

**Teacher Professional Development**

Additional teaching staff participated in on-site professional development in “Transforming Schools – Skills for 21<sup>st</sup> Century Education”. This Program has supported teachers in enhancing engagement of the students in their learning. The skills of Creativity, Communication, Critical Thinking and Collaboration are the foundation for this work and classroom pedagogy reflects this deepening of understanding, appreciation and knowledge into how our students best learn.

The College continued its involvement in two new Programs: ELEVATE (Agile Design for High Potential Learners) and as a Partner school in University of Sydney STEM Enrichment Academy.

**Professional Learning Communities**

Teachers' commitment to research and shared practice was enhanced and supported through their involvement in Professional Learning Communities. Throughout 2018 all teachers worked within a Professional Learning Community of their choice to deepen their professional learning and practice in a selected area. At the conclusion of 2018 teachers shared their learnings with all their colleagues through interactive workshops which focused on their areas of research including: Differentiated Learning, Boys' Education, STEM, Wellbeing, Literacy/Writing, Effective Feedback, Effective Practical Learning.

**Enriched Learning and Leadership Opportunities**

Students across all years had many opportunities during 2018 to enhance their learning. They responded to invitations to submit entries for various competitions and had the opportunity to join various lunchtime pursuits including History Club, Writers' Group, Lyceum. Students also had the opportunity to develop leadership roles through formal Prefect appointments and invitations from Primary Schools and local communities for leadership support and engagement. College students were invited to Bathurst Catholic Primary Schools to provide support in Aboriginal Cultural Group, STEM workshops, sports coaching and, with MacKillop students, Sacramental preparation and leadership training.

The College welcomed “outside providers” to enrich the learning experiences of the students in various Faculties. These included Medieval Day, speakers from various faiths for Studies of Religion, STEM enrichment presenters, Empower U presenter, speakers for various Year Group gatherings and various organisations and Tertiary Institutions meeting with senior students to discuss post-school pathways.

Students had the opportunity to be immersed in significant learning opportunities beyond the College including Work Experience (Year 10), VET Work Placement (Years 11 and 12) and excursions across all Key Learning Areas.

**Student Pastoral Care and Wellbeing**

The 2018 Wellbeing priorities, determined by the members of the Wellbeing Team included the following:

1. A renewed focus on the role and opportunities of the College Tutor Group system.
2. A focus on building a positive school culture through the following initiatives:
  - a. The Positive Awards system that ensures a positive outcome for students who receive a certain number of positives over a certain time period.
  - b. Assembly Awards announced and presented by the Prefect Team. These are nominated by each Faculty on a fortnightly basis, primarily for students who reflect the values that underpin the Positive School Culture.
  - c. Respect Week: development of Tutor Group activities and competition for a Stannies slogan for Respect.
  - d. Development and issuing of a “Respect” wrist band to all members of the College community – staff and students.
  - e. Encouragement posters developed to display in classrooms summarising the qualities that we expect of all our students eg:

- i. A responsible student
- ii. A respectful student

### Co- Curricular Life

The College maintained 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 2018 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 2018 included:

- Successes in Public Speaking and Debating.
- The outstanding performances of the cast in the 2018 Musical, *We Will Rock You*.
- The formation of the College Drum Corps which announced its arrival at Speech Day.
- The joint Mackillop/Stannies Stage Band.
- Impressive results in a number of different sections in the 2018 Bathurst Eisteddfod.
- Musicman competitions across all year groups and all instruments including guitar, drums, piano, trumpet and voice.
- Photo competition sponsored by the Parents and Friends Association.
- Battle of the Bands competition.
- Diocesan Spelling Bee.
- North West Equestrian Expo Coonabarabran.
- Students were selected in the following representative Sporting Teams: NSW CIS Softball Team; ISA XI Cricket; ISA Basketball Teams; CIS Basketball Team and All Schools First V Basketball; CIS All Schools Swimming Team; ISA Tennis; NSW CIS Rugby League; ISA Rugby Selection Trials saw eight students win selection in the ISA Opens Rugby and nine students in 16s Rugby.
- The 2nds XI Cricket team won the premiership in the ISA Division 3 Competition.
- 1<sup>st</sup> V Basketball team won the ISA Division 2 Competition.
- The College were winners of the ISA Division 2 Overall Shield in Swimming.
- Stannies White Open Tennis Team won the Opens Title.
- The College won six premierships for ISA Rugby in 2018. These included the following teams: 13A, 15A, 16B, 5<sup>th</sup> XV, 3<sup>rd</sup> XV and 2<sup>nd</sup> XV. The 1<sup>st</sup> XV finished second their competition.

### Management of Resources

Sound Financial Planning, overseen by the College Board Finance Committee, was maintained throughout 2018 in order to ensure a balanced budget and to maintain the College commitment to affordable quality Catholic education. Maintenance and upgrade works included:

- New Kitchen roof
- Works completed on facias and guttering
- Painting and carpet in Slattery Learning Centre



- Refurbishment of Farm Shed
- Upgrade to Agriculture Rooms
- Fencing and re-surfacing of Tennis Courts
- Treatment of Rising Damp and re-Painting of Slattery Museum and Marble Hall Parlour
- Survey of all College buildings to support a new digital masterplan

### **Staffing and Governance**

High priority was placed on employment of new quality teaching and support staff. New Teachers were employed in the following Faculties:

- English
- PDHPE
- HSIE
- Religious Education
- Science
- Maths

Additional staff were employed in the following positions:

- Counsellor (part-time)
- Reception Staff (part-time)
- Creditors Clerk/Cashier
- Registered Nurse (part-time)

### **Parents and Friends & Old Boys Association**

My thanks go to the President of the Parents and Friends Association, Mr Ian Behan and President of the Old Boys Association, Mr Kevin Callinan for their leadership of both Associations in 2018. The College appreciates the enormous support through the many volunteers of the Parents and Friends Association. The newly formed Old Boys Executive commenced planning for engaging and reconnecting with Old Boys and for initiatives to support the College in 2019 and beyond.

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

Throughout 2018 the Board of Directors worked to review and evaluate the goals of the College Strategic Plan (2018 - 2020). This is an ongoing focus within each Board meeting. Planning focus in 2018 saw College staff addressing the Board on areas within their leadership responsibilities and facilitating planning discussions on goals for the future. We look forward to commencing 2019 with specific Strategic Plan priorities and goals.

I thank all members of the College community for a successful 2018 and I look forward to working with each of you in 2019. Leadership of St Stanislaus College is a privilege and a blessing and I share with our staff a deep feeling of pride and satisfaction as we reflect on all that has been done and achieved in 2018.

*Dr Anne Wenham*  
*Head of College*



**A Message from the Parents and Friends Association presented at the 2019 Annual General Meeting (28 May 2019)**

Once again, it is my great pleasure to report on the continued efforts of the P&F in our endeavour to make the College a better place for the students and their families alike. The P&F continues to raise funds for the College through the Rugby BBQ's and popular coffees and hot chocolates. Some initiatives introduced by the P&F to help make this connection with College families a reality include:

- The annual Year 7 Welcome BBQ held at the start of Term 1. This has become a tradition firmly locked into the College calendar. The Welcome BBQ is a great opportunity for the new students and their families to get to know one another in an informal setting.
- Formation and sponsorship of the Annual Student Photography Competition which continues to capture the imagination of our students every year.
- Postcards with images from the previous year's Photography Competition written by the Year 11 students and which are posted to all new Year 7 students. This initiative continues to be well received with lots of positive feedback, especially from the recipients of the postcards!
- Reaching out to become more connected with families of boarding students.

Some of the highlights of the last 12 months include:

- Last year during the worst of the drought, the P&F donated the proceeds of one of our Home Rugby BBQ's to the *Buy a Bale* campaign. In addition to funds raised by the rest of the College community, \$1,000 was donated to this worthy cause.
- Last September the P&F once again held the annual Working Bee prior to the Year 12 Graduation to spruce up the gardens and College grounds for the benefit of graduands and their families. The Working Bee was well attended with many plants planted leaving the College grounds looking a picture in time for the 2018 Graduation.
- The P&F once again provided a BBQ at the conclusion of Opening Mass in Term 1 which saw approximately 800 people in attendance.
- The P&F were on hand to extend our hospitality and provide a BBQ for the WAS Swimming Carnival which was well attended by students and families from Stannies and visiting schools.

Over the past 12 months, the P&F has operated many successful BBQ's during the Rugby season as part of the Stannies tradition of extending our hospitality to the students and families attending the Rugby games. The success of the Rugby BBQ's is in large part thanks to our very dedicated and hardworking Events Coordinator, Chris Tobin. Chris rallies all the volunteers for each and every Stannies event that the P&F cater for. We thank her for her tireless work to bring the Stannies community together.

The P&F will continue to work on engaging other members of the College community to give some of their time to help at the BBQ's in any small way they can. Money raised from the BBQ's goes directly to the P&F account to recognise the financial benefit the P&F provides directly to the College. 2018 funds from the P&F BBQs have gone towards the purchase of an additional spectator stand for the Number 1 Oval.

On behalf of the P&F, I pass on my sincere thanks to all of those that have contributed to the many College events and Rugby BBQ's over the past 12 months.

I would like to personally thank all members of the P&F committee for their hard work, valuable input, support, dedication and commitment to the Stannies community. A special word of thanks for those who served in an executive role on the committee. Nicole Twohill-Scott as Vice President, Catherine McDonnell as Treasurer, Leonie Summersby as Secretary and Chris Tobin as Events Coordinator.

A special word of thanks to our outgoing Secretary, Leonie Summersby. Leonie has faithfully served on the P&F since 2013. We thank Leonie for years of hard work and dedicated service to the P&F and to the Stannies Community.

It has been a privilege and honour to serve on the P&F for the past seven years and especially as President for the past five years. I hope, in some small way I have been able to make a positive impact to the students and families of the Stannies community and leave a legacy for the future success of the P&F.

I would like to extend my thanks on behalf of the P&F to all families of the Stannies community, especially those who have helped throughout the year and contributed to the ongoing success and proud traditions of St Stanislaus College.

Lastly, as I sign off as President, my sincere thanks to all the hard-working staff at the College. A very special word of thanks to Anne Wenham for her tremendous commitment and ongoing support of the P&F Committee which has been evident from day one of Anne's appointment as Head of College in 2013.

Mr Ian Behan  
P&F President

**A Message from the Student Representative Body-Excerpt from Graduation Address Delivered by College Head Prefect,**

*"What you leave behind is not what is engraved in stone monuments, but what is woven into the lives of others."*

This sentiment, in essence epitomises the mission of the St Stanislaus College graduating class of 2018 and the core values that lie at the heart of every Stannies experience; to carve our names on the hearts and minds of others through the stories we share and the memories we carry. I hope that my address tonight does not serve simply as a glorification of this class' success but strives to provoke a meaningful reflection and to celebrate the end of our Stannies journey. A journey that has been dictated by the values of Stannies and forged in mateships that will be cherished by all of us here tonight.

I cast back to four weeks ago. At the time, beaten and battered by our penultimate school examinations I found myself with time to sit and reflect on the last six years in preparation for this address. Later however I found it practically unrealistic to include all the fond memories of every man in this room that I hold dear and maintain the consciousness of my audience. I will therefore attempt to encapsulate a common experience and I'm sure there will be ample time for individual stories throughout the night.

Beforehand however, we must thank the people who have put up with us over the last six years and those who have dealt with us longer, all of whom have played a vital role in allowing us to be here tonight and can ultimately take credit for the men we have become.

To the whole teaching staff, we truly owe you the world. Your unending support in our success or otherwise and the invaluable knowledge you have worked tirelessly to bless us with will undoubtedly set us in good stead for the small quiz we face in three weeks. I hope that each and every one of us make you proud, taking with us the lessons, inspirations and friendships forged through a mutual respect and often questionable banter. The teachers however, only make up half of the Stannies staff. To the people behind the scenes we must also say thank you. Admin, maintenance, pastoral care, boarding, ref and medical staffs. Gentlemen do not underestimate the impact of these people on our journey here at school, their unwavering hard work and support for the college is truly beneficial.

Most importantly, to our parents, no thank you will ever be able to capture the true magnitude of our gratitude for everything you have done that has brought us to this day and that has ultimately shaped the people we have become. The opportunities that have been presented to us have only been available through the nurturing kindness, the support, the criticism and the love displayed to each of us. In our success and our failings, you are the ones who remain by our side, the ones who are there for us at our worst, at the times when the paper two trial exam proves too much before it begins.

To the Prefect team. Thank you for your constant support and hard work throughout our year as leaders. I am grateful for the effort all of you gave towards every task I set and the respect with which you carried out your roles in service of the school.

And to you gentlemen. Thank you. Thank you for your support of my leadership. At the times when the pressure of my role seemed to weigh down on me, I knew, there were 80 men by my side who I could turn to in a heartbeat. I hope that in my time as Head Prefect I have led the school and represented our cohort with pride, integrity and with the determination and friendship that you all deserve. All good things must come to an end, but I wouldn't want it to end any other way, or with any other people.

It is truly my belief that despite the staff's best efforts, how we measure our time will be not in classrooms, lunchtimes or even exam results but the friendships we have made and the stories that will remain with us

forever. These stories, too numerous and in some cases too explicit to include in a single speech, will dominate the memory of all of us. In light of this assurance, I am positive that all of us will take the time tonight and in weeks to come to reflect on, laugh and smile about personal experiences in this magnificent place.

As a cohort we have enjoyed much success throughout our time at the College and especially during our final year. More recently, we have enjoyed the excellence of our drama class, half of whom were part of the group performance that was nominated for Onstage. An impressive feat and a testament to the boys' hard work and dedication to their art. The 2<sup>nd</sup>, 3<sup>rd</sup> and 5<sup>th</sup> XV all enjoyed premierships in their respective ISA seasons and the 1<sup>st</sup>'s and 4<sup>th</sup>'s enjoyed much success. Part of which included the toppling of our Central West rivals in an impressive physical contest in which our boys played with heart, pride and were driven by the emotion of their final time in the blue and white and by the roar of a huge Stannies crowd. It was truly incredible to witness. Our academic efforts have been rewarded by outstanding results achieved by all and were acclaimed in our assembly last Tuesday with over half of the cohort receiving an award for achievement. We have climbed to new heights, independent of years past, as we shaped a unique stamp on the teaching, learning and growth that lies at the heart of Stannies. We took the responsibility of social organisation head on and blew a breath of fresh air on the running of these events. The Year 12 barbeques became more than just a fundraiser. They became a time for students of all years to gather around the barbeque and bond with their senior role models. We ourselves benefited greatly from these encounters and further from the opportunity to spend time, even if it was just one lunch time every Friday, with each other. The opportunity to spend the last weeks; our last days with our peers, laughing and talking together. These moments will prove invaluable in the abundance of our relationships forged in the oil of many a snag. It has been a pleasure to share my time at Stannies with all of you and consider myself blessed to be a part of such a cohesive and close-knit year group. We have made our mark by remaining true to who we are and working together for the benefit of ourselves, each other and the College as we move into the future.

So this is it. The final farewell. The end of this chapter. Isaac Newton so eloquently or arrogantly put

*"If I have seen further, it is by standing upon the shoulders of giants".*

Tonight gentlemen, we become giants. In this exciting yet daunting time, be assured that in becoming Old Boys of this great College, we become part of something bigger. We carry with us the legacy of all those who have walked before us and now those who have walked beside us. Upon reflection, however it has been this legacy of Year 12, 2018 that has prompted the most thought. Such a claim is virtually impossible to encapsulate in an address such as this. Our legacy will prove vastly different in the eyes of every student that passes through these halls and the one communicated in my address tonight is simply what I see as our common experience. We are defined by what we love; Defined by the rich history of Stannies; The chorus of Stannies men whose voices, echoing through the halls of this College, we now join. I wish all of you the best in your journey and thank you all for being a part of mine. Teach the lessons worth teaching, tell the stories worth telling. Share your ideas, don't take for granted the education you've been given. Your success is not what other people define it as. You decide your success. School is a time in our lives that cannot be replaced or repeated and now the world is ours to make.

As I wrote these words and as I am saying them now, it almost feels as if we are letting go these experiences in one last reminiscent triumph, a final farewell to what has been. But although we may be signing off on this chapter in our lives, the friendships and the memories we carry with us into the future will never disappear. No matter what, whether in a week or two, completely drowning in exams, or 50 years in the future, Stannies will always be a part of you and you will always be a part of Stannies. This College has given each and every one of us an amazing foundation upon which to build our lives and a brotherhood that despite our differences, are etched in the hearts and minds of every Stannies man. I leave you now with my final sentiment as your Head Prefect. One that I cited in Tuesday's Assembly and one that I believe encapsulates

the essence of leaving a College such as this great one we have had the pleasure of attending. Let's enjoy tonight and when we wake in the morning, or the afternoon, let us remember:

*"Do not be dismayed by good-byes. A farewell is necessary before you can meet again. And meeting again, after moments or lifetimes, is certain for those who are friends".*

Luke Powell  
Head Prefect, 2018

## 2.0 Contextual Information about the School

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

St Stanislaus College seeks to proclaim the gospel in the spirit of St Vincent de Paul through the formation of our students. As a Catholic school in the Vincentian tradition our focus is on excellence in education for boys, underpinned by Vincentian values and supported by the *Vincentian Philosophy of Education*.

We welcome day and boarding students across Years 7 - 12 and their families from diverse faith traditions, ensuring that education is affordable and accessible to all who seek enrolment, fulfilling our vision of service to all with particular outreach to the disadvantaged.

We educate our students to develop a Vincentian view of our 21<sup>st</sup> century world; to understand that their education is for the common good. Our vision is for our students to grow as young men who see the face of God in all whom they encounter and to reach out and respond to those most in need.

In accompanying our students in their journey from boyhood to manhood we build their confidence, we cultivate their resilience and we nurture their compassion so that they can fully participate in life beyond school, seeing the world through their College Vincentian experience and responding to the challenges and signs of the times.

### 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.

The College is structured such that 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.

### 2018 Learning Initiatives: STEM, ELEVATE & 4Cs

In 2018, the members of the College teaching staff participated in the following programs:

- STEM Academy – five teachers graduated from the STEM Teacher Enrichment Academy Central West, hosted by University of Sydney. The Professional Development program involved mentoring from industry experts and included a focus on curriculum development activities aimed at developing best practice within the Stage 4 integrated STEM Program. STEM flourished at the College in 2018, with students in Year 7 working in groups designing, building and testing rockets and Year 8 students working in groups to design a fire extinguisher capable of triggering a CO<sub>2</sub> reaction so as to put out a flame.

- ELEVATE – This Association of Independent Schools (AIS) sponsored Program has supported a small group of teachers to build on current research and practice in order to ‘elevate’ high performing students to excel. As part of their school-based research this team of teachers worked with Year 10 students to gain an insight into their goals for learning. The key messages were that our students want:
  - To have learning choices
  - Real world applications for their learning
  - More hands on learning
  - Regular and personalised feedback
  - Opportunities to work one on one with a teacher/mentor
  - Learning that has relevance to their own lives.

This work has now been developed into the Pilot Program: *Project Inspire* which will run in 2019.

The aim of *Project Inspire* is to connect students with external mentors to provide real world applications of knowledge and further build on individual student interest. Students will have the opportunity to co-design their project and extend on the transferrable skills needed in the workplace. Students will immerse themselves in a real work environment, challenging a range of perspectives as they work with peers from the College and Mackillop College.

Students bring with them a willingness to challenge themselves and grow, both academically and personally. The program further aims to assist participants to develop and model leadership skills, build mutually beneficial learning relationships and benefit from contact with more experienced members of the broader community.

Mentoring, particularly in its traditional sense, enables an individual to experience and open doors to otherwise out-of-reach opportunities. The program emphasises the critical skills for the 21<sup>st</sup> century: Communication, Critical thinking and reflection, Creativity and Collaboration.

- Transforming Schools 4Cs Skills for the 21<sup>st</sup> Century - Since the second half of 2017 the Transforming Schools Team has been engaged in ongoing Workshops with the researchers/presenters of the Transforming Schools Agenda. The Team includes all members of the College Leadership Team along with teachers from various Faculties – Creative Arts, TAS, English and History.

Transforming Schools focuses on developing ways to engage students in 21<sup>st</sup> Century Learning using the 4Cs skills of Critical Thinking, Collaboration, Creativity and Communication.

### **2018 Learning Initiatives: Information and Communication Technology**

The College has a strong focus on the integration of Information and Communication Technology both within and beyond the classroom. As a Bring Your Own Device (BYOD) school, Stannies has moved to the use of Chromebooks for junior students. Senior students can choose to use Chromebooks or Laptops. 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 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 higher levels leading to State and National honours.

In 2018, the College continued its commitment to offering the broadest range possible of co-curricular opportunities for all students including sporting opportunities in Basketball, Cricket, Cross Country, Hockey, Rugby League, Rugby Union, Tennis, Touch Football, Athletics and Triathlon.

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

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

- Chess
- Debating
- Public Speaking
- Creative and Performing Arts including SADA Club, College Musical, various Stage and Concert Bands
- Equestrian and Agriculture Club

In 2018, the College commenced the Drum Corps with 14 students joining as members.

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

Following receipt of 2018 NAPLAN data, the school has continued to work with all teachers in utilising this data to analyse patterns in group and individual performance. The SCOUT data website and analysis package details the range of results, including the growth across all domains, with particular strength in Writing, Numeracy and Grammar and Punctuation for students in Year 9 based on their progress from Year 7 at the school.

The focus throughout 2018 has been on developing and improving skills in writing and the growth data for Year 9 students demonstrates evidence that this focus has had positive outcomes.

#### Year 7 NAPLAN results 2018

All	Reading	Writing	Spelling	Grammar	Numeracy
State	544.90	511.83	551.87	549.45	554.54
<b>School</b>	<b>541.1</b>	<b>504.8</b>	<b>547.4</b>	<b>530.3</b>	<b>560.07</b>
Boys-State	539.76	496.69	544.19	541.08	560.10

#### Year 9 NAPLAN results 2018

All	Reading	Writing	Spelling	Grammar	Numeracy
State	588.3	550.65	585.85	585.59	603.53
<b>School</b>	<b>589.43</b>	<b>555.5</b>	<b>591.0</b>	<b>576.9</b>	<b>611.6</b>
Boys-State	584.75	535.28	581.74	574.84	608.39

**NAPLAN Growth Data – Year 7, 2016 to Year 9, 2018**

<b>Reading</b>	
<b>Average Scaled Score Growth %</b>	
State	44.6
School	36.4
<b>Writing</b>	
<b>Average Scaled Score Growth %</b>	
State	34.3
School	40.0
<b>Spelling</b>	
<b>Average Scaled Score Growth %</b>	
State	38.5
School	38.1
<b>Grammar &amp; Punctuation</b>	
<b>Average Scaled Score Growth %</b>	
State	38.4
School	40.3
<b>Numeracy</b>	
<b>Average Scaled Score Growth %</b>	
State	47
School	41.2

<b>Reading</b>	
<b>Expected Growth %</b>	
Less than expected growth	42.6
Greater than or equal to expected growth	57.4
<b>Writing</b>	
<b>Expected Growth %</b>	
Less than expected growth	34.6
Greater than or equal to expected growth	65.4
<b>Spelling</b>	
<b>Expected Growth %</b>	
Less than expected growth	47.7
Greater than or equal to expected growth	52.3
<b>Grammar &amp; Punctuation</b>	
<b>Expected Growth %</b>	
Less than expected growth	44.9
Greater than or equal to expected growth	55.1
<b>Numeracy</b>	
<b>Expected Growth %</b>	
Less than expected growth	44.3
Greater than or equal to expected growth	56.7

*NAPLAN Data extracted from SCOUT 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, emotional 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 2018 Higher School Certificate and the 2018 NAPLAN tests offer much to celebrate in the arena of academic performance and they reflect the ongoing commitment of the College to add value to the academic performances of the students. The College commits to continue the tradition of Striving for Excellence in Boys' Education.

##### 2018 Higher School Certificate

- 81 students were enrolled in Year 12, 2018 and 81 completed the HSC.
- The College achieved 32 Band 6 Honour Roll entries across Ancient History, Biology, Drama, English Advanced, English Extension 1, Food Technology, Industrial Technology – Metals, Industrial Technology – Timber, Mathematics, Modern History, Music 1, Studies of Religion 1 Unit, Studies of Religion 2 Unit. .
- Nine students achieved ATARs over 90.
- HSC Drama students achieved nomination for OnStage.
- HSC Dux was Ryan Campbell with an ATAR of 96.45.

Performance band achievement by %						
	2017			2018		
Subject	No. of students	Bands 4 – 6		No. of students	Bands 4 – 6	
		School	State		School	State
Agriculture	19	68	52	-	-	-
Ancient History	20	50	61	14	64	63
Automotive	12	58	38	9	44	34
Biology	15	67	68	20	85	70
Business Studies	20	75	64	17	65	64
Chemistry	28	54	71	18	66	70
Construction	12	75	45	9	89	49
Drama	12	99	84	10	100	82
English – Advanced	38	100	92	30	97	90
English – Standard	53	60	54	51	57	50
Food Technology	-	-	-	14	78	61
Geography	15	100	73	16	87	73
Industrial Technology	16	50	47	18	61	48
Legal Studies	17	100	74	-	-	-
Mathematics	32	56	75	27	81	78
Mathematics General	57	26	50	51	57	53

Metals & Engineering	12	58	23	-	-	-
Modern History	34	68	71	26	77	71
Music 1	-	-	-	5	100	90
PD, Health & PE	5	40	59	23	39	61
Physics	25	68	67	16	75	65
Primary Industries	16	69	55	5	100	60
Software Design & Development	7	71	65	7	71	65
Studies of Religion 1	62	53	82	63	57	70
Studies of Religion 2	19	84	77	17	82	71
Visual Arts	8	100	90	1	100	92

Performance band achievement by %						
	2017			2018		
Subject	No. of students	Bands E3, E4		No. of students	Band E3, E4	
		School	State		School	State
English Extension 1	5	100	93	4	100	95
English Extension 2	2	100	77	1	100	71
Mathematics Extension 1	13	77	82	10	20	80
Mathematics Extension 2	4	75	84	-	-	-

## 6.0 Senior Secondary Outcomes

### 2018 HSC Vet Students

Number of Participating Students (total number in course)	VET Course Name
9 (9)	Construction Examination
9 (12)	Automotive Examination
5 (5)	Primary Industries Examination

## 7.0 Professional Learning

### Professional Learning

St Stanislaus' College firmly believes that a diverse range of ongoing professional development activities is of paramount importance and in accordance with NESA Teacher Registration Requirements / Professional Teaching Standards. 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 2018

Professional Development Activity	Number of Staff Participating
<b>Pastoral Care</b>	
Child Protection (SALT) *	All Staff
Bullying, Harassment & Discrimination (SALT) *	All Staff
Student & Staff Wellbeing	3
<b>Teaching &amp; Learning</b>	

Transforming Schools 4Cs	10
STEM Enrichment	10
ELEVATE	5
Professional Learning Communities	All Teaching Staff
Faculty Specific Professional Development	19
HSC Related Professional Development	8
Boys Education	3
Co-Curricular Professional Development	2
Vocational Education & Training	5
Learning Support	2
Differentiation	All Teaching Staff
<b>NESA Specific</b>	<b>7</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 Accreditation & Qualifications

### Teacher Accreditation Information as at 31 December 2018

Level of Accreditation	Number of Teachers
Conditional	1
Provisional	3
Proficient Teacher	44
Highly Accomplished Teacher	0
Lead Teacher	0
<b>Total number of teachers</b>	<b>48</b>

### Qualifications of St Stanislaus' College Teachers in 2018 as at 31 December 2018

Category	Number of Teachers
1. Teachers having teacher education 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 having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	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 three 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 Counsellors, Learning Support Staff, Aboriginal Education Officers, Library Assistant and Laboratory Assistant.
- Three staff members identify as being of Indigenous background.

Area of Work	Full-time	Part-time	Casual
Administration	12	3	-
Boarding	1	-	20
Cleaning	4	-	-
Infirmary	-	3	-
Maintenance	4	-	-
Catering	1	4	2
Learning Support	2	-	-
Aboriginal Education Officer	1	1	-

## 10.0 Student attendance

Year	Attendance Rate
Year 7	96%
Year 8	94%
Year 9	94%
Year 10	94%
Year 11	94%
Year 12	94%
Whole School	94%

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, provides 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. The College also maintains Roll books for attendance records. 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 when adequate reasons for absences are not provided within seven days students are referred to the Student Behaviour Committee and formal communication made to parents.

## 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 2018 there were three new students enrolled into Year 11 at the College. The number of enrolments continues to fluctuate from year to year. 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%
2016/2018	100	81	75	81.0%	75.0%

Note: Data sourced from Edumate Student Management System.

### 13.0 Post School Destinations – Year 12, 2018

University	26
Apprenticeships/Traineeships	15
Armed Services	2
Full-time employment	5
Part-time employment/part-time sport	10
Unknown	23

### 14.0 Enrolment Policy

#### POLICY STATEMENT

##### Introduction

St Stanislaus' College is a Catholic day and boarding school for boys, enrolling students in Years 7 to 12. The College is registered and accredited by the NSW Education Standards Authority (NESA).

St Stanislaus College seeks to proclaim the gospel in the spirit of St Vincent de Paul through the formation of its students. As a Catholic school in the Vincentian tradition its focus is on excellence in education for boys, underpinned by Vincentian values and supported by the *Vincentian Philosophy of Education*.



**Purpose of Policy**

The purpose of this Policy is to ensure that the Mission and Vision of the College is understood and supported by prospective and current Parents/Guardians and their sons and those leaders responsible for enrolment decisions at the College.

**Policy Principles**

- The College welcomes day and boarding students across Years 7 - 12 and their Parents/Guardians from diverse faith traditions.
- The College through its Board of Directors, Head of College and Accountant, reviews fees and charges on an annual basis to ensure they remain affordable and accessible.
- The College has a particular outreach to Parents/Guardians experiencing disadvantage and as such financial support is considered for Parents/Guardians unable to meet full payment of fees and charges.
- Acceptance of enrolment implies acceptance of enrolment conditions by parents/carers/guardians:
  - Support of the College commitment to its religious ethos including full participation by students in Religious Education and attendance at College Liturgies and Retreats.
  - Support of all College student expectations and policies including Uniform Expectations, Use of Social Media and ICT, Student Attendance, Wellbeing/Pastoral Care, Student Management and Student Responsibility and Behaviour.
  - Meeting payment obligations for fees and charges.
- Where a student breaches College expectations, the College Student Management policy is invoked and parents/guardians are expected to work in partnership with the College in mutual support. In serious cases, the College may be obliged to invoke Suspension or Termination of Enrolment.

**POLICY PROCEDURES**

Enrolment Information Packages, including Application for Enrolment and College contact details are available at the College Office and via the College website.

**Year 7 Enrolment Applications**

- The formal enrolment period for the following year opens in February of the year preceding enrolment.
- Applications must be fully completed, including copies of all required documents, full disclosure of all required information and receipt of enrolment application fee.
- Applications are generally processed as follows:
  - Applications for Year 7 students currently enrolled in Year 6 in Catholic Primary Schools in the Bathurst district will be automatically accepted.
    - Cathedral School
    - Assumption School
    - Holy Family School
    - St Philomena's School
    - St Josephs Oberon
    - St Josephs Blayney
  - Students enrolled in the above Schools have priority of consideration up to the end of the formal enrolment period which normally concludes at the end of May each year.
  - All other applicants will be invited for an enrolment interview and generally an offer of enrolment, where all enrolment conditions are met, will be in order of application.
  - A waiting list will be established if applications exceed the number of enrolments to be accepted.

**Boarding Applications**

- Parents/Guardians who submit an Application for Enrolment for Boarding will be invited to the College for an extended visit. This will entail a meeting with the Head of College and with the Head of Boarding and a tour of College facilities including the Boarding House. Discussion will focus on the circumstances behind the application for boarding and the readiness of the student to reside away from home, either as a full-time boarder or as a weekly boarder.
- A meeting with the College Accountant will be organised at the time of this visit to discuss management of payment of boarding fees and charges.
- All new boarders will be invited to an orientation 'sleep over' in November prior to the year of commencement. This is generally held on the evening prior to the Year 7 Experience Day.

**Applications for Years 11 and 12**

- All Year 10 students, currently enrolled at the College and those enrolled at other schools, participate in the Preparation for Entry into Year 11 Process which commences with the requirement to complete an Application for Enrolment into Year 11.
- The enrolment conditions are also acknowledged and signed by all Stage 6 Applicants and their parents/carers.
- Interviews are conducted with those students for whom further discussion, decision making and goal setting for Stage 6 are required.

**Applications for Other Year Groups and Outside the Enrolment Period**

- The College accepts and processes applications for enrolment for other year groups within and beyond the enrolment period and places will be offered if enrolment conditions are met and if places are available.

**Scholarships**

- The College accepts applications for two year Scholarships for students entering Year 7, 9 and 11.
- Full and partial Scholarships are awarded to successful applicants across the following three areas:
  - Academic
  - Creative and Performing Arts
  - All Rounder
- The application process varies according to the stages of the two year Scholarships (Year 7, Year 9 and Year 11).
- Scholarship criteria vary, however one essential criterion for all Scholarships is a pre-determined academic standard.

**Fees Payments Obligations**

One enrolment obligation is that fees are due to be paid in advance at the beginning of each term. The College reserves the right to withdraw enrolment of students whose parents/guardians incur a significant debt due to non-payment of fees and an unwillingness to engage with the College in negotiating a repayment arrangement.

Parents/Guardians unable to fully meet fees obligations should in the first instance complete an Application for Fees Relief and submit this to the College Accountant. All applications are reviewed by the Accountant and Head of College. Parents/Guardians are asked to discuss this application with the Accountant and where appropriate, to organise an appropriate payment arrangement. Such agreements will be formalised in writing and are strictly confidential.

### Conditions of Enrolment

Conditions of enrolment are printed on the enrolment form and parents/guardians are required to sign an acceptance of these conditions as part of their application for the enrolment of their son at the College.

Continuing enrolment is subject to the student's adherence to and parent/guardian support of the College ethos and enrolment conditions and meeting all school fees and charges commitments.

### College Enrolment Information Processes

- Information regarding processes for the annual enrolment period are communicated and publicised in various media:
  - College Newsletter, Website, Facebook
  - Bathurst region Catholic Primary Schools Newsletters and Facebook
  - Local and regional Newspapers
  - Bathurst and regional Radio
  - Enrolment Information Packs issued to all Year 6 boys in Bathurst region Catholic Primary Schools
  - Visits to Boarding community towns and schools in Central West NSW
- Enrolment events held at the College include:
  - Year 7 Experience Day (February)
  - Parent Learning Expo and College Tours (February)
  - Open Day, including Tours (March)
  - Year 7 Experience Day for all enrolled Year 6 students (November)
  - New Boarders' Sleepover (November)
- Out of School Enrolment Information Events
  - Attendance at Boarding Expos
  - Information Stand at Bathurst Agricultural Shows and regional Field Days

## 15.0 Student Body

### Student Population

As at the 2018 Commonwealth Census date, the College had 562 students enrolled.

Year Group	Day Students	Boarding Students	TOTAL
<b>7</b>	86	7	<b>93</b>
<b>8</b>	84	20	<b>104</b>
<b>9</b>	87	21	<b>108</b>
<b>10</b>	67	14	<b>81</b>
<b>11</b>	78	17	<b>95</b>
<b>12</b>	65	16	<b>81</b>
<b>TOTAL</b>	<b>467</b>	<b>95</b>	<b>562</b>

## 16.0 School Policies

St Stanislaus' Policies and Procedures reflect its Vincentian commitment to ensure every student is respected, cared for, challenged and supported. Teachers and other professionals share appropriate responsibilities for the wellbeing of students. The school seeks to establish strong and appropriate relationships between teachers, the students and their families.

The 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. Each Tutor Group consists of students across Years 7 to 12.

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

### 2018 Student Welfare Initiatives

The following staff are members of the Wellbeing Team:

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

The focus of the Committee over the 2018 school year can be summarised as follows:

1. Focus on RESPECT.
2. Building the Positive School Culture.
3. The College Tutor System and Role of the Tutor – Evaluation and further development.
4. Student Personal Learning Plans – developed twice per school year, containing explicit goals developed by the student in consultation with parents, Tutor, teachers.
5. The College Positives Program – focussing on acknowledging students for effort, achievement, improvement, embodying the College ethos.
6. Specific directions/support for students at risk.
7. Response to/support of students with mental health/emotional wellbeing issues.
8. 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.
9. 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.

To facilitate the College discharging its mission in the area of student welfare, the following policies and procedures were in place during 2018. These Policies were submitted to the NESA Inspection Panel for the Inspection Process in 2018.

Policy	Changes in 2018	Access to full text
Boarding	Fully reviewed and amended sections with specific instructions regarding Boarding Supervision 2018 and reviewed by the College Board of Directors.	- Full text available on College intranet. - College Website

Enrolment	To be reviewed in 2019.	- Full text available on College intranet. - College Website
Child Protection	Fully reviewed by Head of College and College Board of Directors with specific reference to Royal Commission Findings and Recommendations.  Staff undertook online training in Child Protection and Bullying and Harassment in 2018. Incorporated into College Policy.	- Full text available on College intranet. - College Website
Code of Conduct - Code of conduct for staff	Reviewed and developed in 2018.	- Full text available on College intranet. - College Website
Wellbeing / Pastoral Care Policy - overview of the pastoral care system in operation at the College - availability and access to special services outlined - critical incident response - academic policies cover aspects of this area (Learning support, Tutor system, class structures, homework) - infirmary and other health related procedures.	Reviewed and rewritten in 2018.	- Full text available on College intranet. - College Website
Student Anti-Bullying	Policy reviewed annually.	- College Website.
Complaints and Grievances	Updated in 2018.	- College Website.

## 17.0 Priority Areas for Improvement

### Achievement of Priorities Identified in the 2017 Annual Report for 2018

1. Comprehensive review of Boarding House structures, policies, procedures and staffing following appointment of new Head of Boarding.
  - Deputy Head of College assumed role responsibility of working with and supporting new Head of Boarding.
  - Comprehensive review of Boarding House policies and procedures and dissemination of these to all new and returning Boarding Staff.
  - Formalisation of professional development (online and in-person) for all Boarding Staff.
  - Review and update of the role responsibilities of the six Houseparents.
  - Renewed focus on weekend activities for Boarding Students in all years.
2. Whole school staff focus on final preparations for 2018 NESA Registration and Accreditation process.

- All required documentation was completed and submitted to NESA within stated timeframes.
  - NESA Inspection visit proceeded smoothly.
3. Implementation of new College Strategic Plan 2018 – 2020.
    - The priorities of the Strategic Plan were developed into goals and specific actions. Progress on these was reported to the Board of Directors at each meeting throughout 2018.
  4. Strategic directions for new 2018 College Leadership Team.
    - College Leadership Team commenced regular weekly meetings at which goals were set and College operations reviewed.
    - Members of the College Leadership Team reported on the ongoing agenda within their role responsibilities.
  5. Education priorities emerging from College engagement in two staff programs: STEM and ELEVATE.
    - The work and outcomes of these two teacher professional development programs were shared with all teachers regularly.
    - Priorities in these two areas were established at the conclusion of the 2018 school year for 2019.

### **Priorities – Areas for Improvement in 2019 (Referenced to the College Strategic Plan 2018 – 2020)**

#### **2019 Priorities for Goal 1: Catholic Identity in the Vincentian Tradition**

- Early planning for Vincentian Staff Day (offsite) - Formation in Vincentian charism – both teaching and support staff, seen as a high priority as experienced staff are replaced by new staff.
- Staged construction scheduled for completion of Reflection Garden by 30 April 2019 (amended to end of 2019).
- Support for two St Vincent de Paul Conferences – particularly growing membership.
- Ongoing review of Fees Assistance application process – part of new Accountant induction.
- Issue of ABSTUDY eligibility and application processes to be canvassed with Commonwealth Government.
- Next steps:
  - Vincentian Pedagogy.
  - New images of St Vincent de Paul in College Buildings.
  - Vincentian formation to be more formally integrated into Induction of new support staff including all Boarding staff.
  - Plan for Vincentian formation for staff meetings.

#### **2019 Priorities for Goal 2: Student Wellbeing**

- Ongoing staff PD in Child Protection – ensure Policies and information from SALT Training are understood and that all staff know how this is to be implemented.
- Affirmation initiatives for all staff.
- Understanding of and commitment to Boarding House policies and procedures to be major focus for Boarding House staff induction and ongoing Professional Development.
- Building connections between teachers, support staff, boarding staff and families.
- Wellbeing focus for Support Staff.

**2019 Priorities for Goal 3: Excellence in 21<sup>st</sup> Century Education**

- Commencement of evaluation of new Year 7 curriculum structure.
- Mentor / support newly appointed Head of Faculty.
- Induction and mentoring of new teaching staff
  - Visual Arts
  - Mathematics
  - Head of Library Services
- Ongoing work with development of student profiles (in conjunction with review of format of student Semester Reports).

**2019 Priorities for Goal 4: A Sustainable Future for the College**

- Induction of new College Accountant, Creditors Clerk and Marketing/Public Relations Officer.
- Review, development and implementation of enrolment promotions and marketing plan.
- Review of all current enrolment processes including advertisements, prospectus documents, online presence.
- Use of precise demographic data to inform future planning.
- Development and implementation of 2019 major maintenance and minor capital works schedule.
- Meticulous attention to the 2019 budget both income and expenditure to ensure a balanced budget for 2020.
- Network Security Audit.

**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 2018, 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 2018.
- Continued support for the Sudanese Students Support 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 the College commitment to social justice outreach. Students supported appeals for CARITAS Australia Project Compassion, St Vincent de Paul Winter Appeal and Matthew Talbot Hostel Christmas Hampers. Works of social justice outreach involved 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 further enhance relationships between members of our community and the broader community. Year 11 participated in 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 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 were addressed across 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 were held regularly, often with a guest speaker, with a 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.

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.

There is regular use by parents of 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. In 2018, the Head of College accompanied by three staff members travelled to the following regional towns:

- Dubbo
- Gilgandra
- Walgett
- Brewarrina
- Bourke
- Cobar
- Nyngan

### **Student Satisfaction**

Students have the opportunity to provide feedback through a variety of means:

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

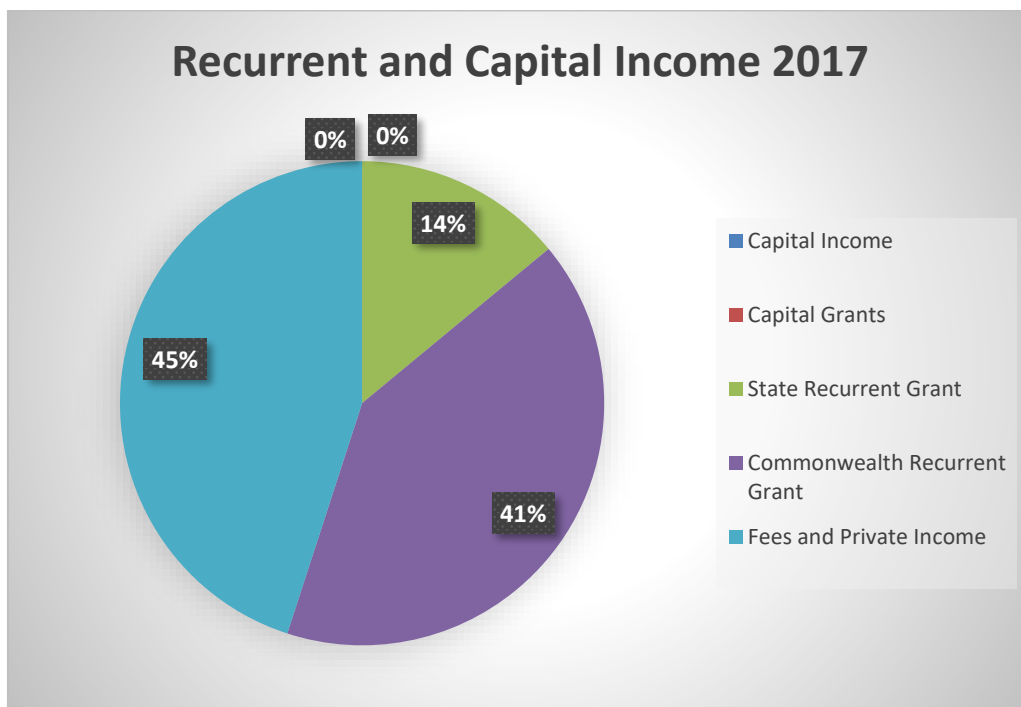
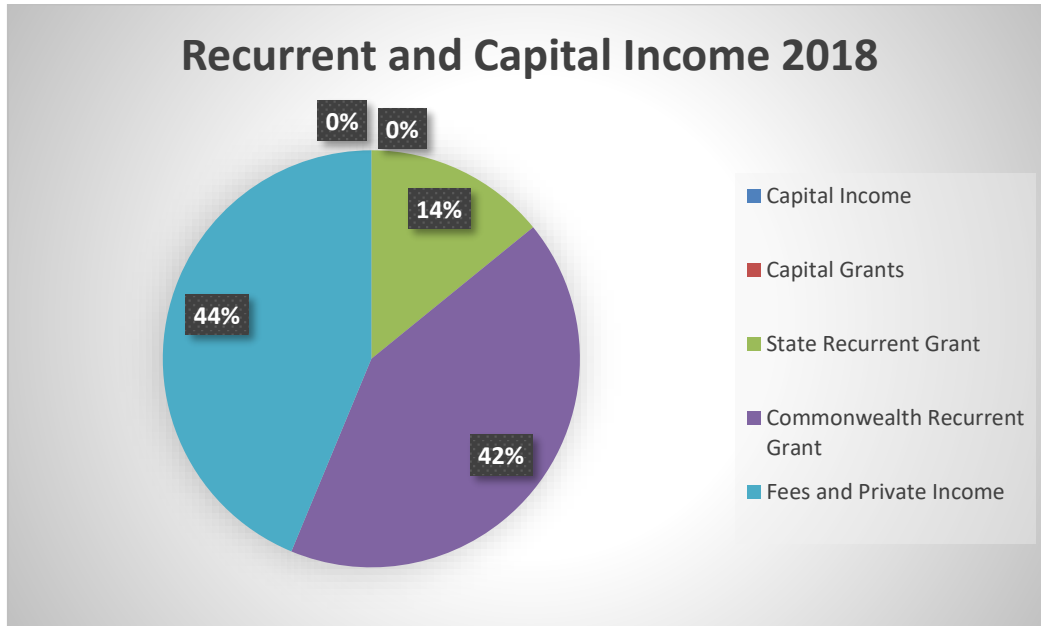
At various times throughout the school year students have the opportunity to complete surveys on various aspects of College life. Student Wellbeing Surveys are issued to students via their Tutor Groups. These Surveys invite student responses to a broad range of school experiences. The responses are monitored by Tutors/Faculty Heads and the Wellbeing Team. Further work in 2018 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)) for students to report any bullying concerns or other matters.

### **Teacher Satisfaction**

Teacher satisfaction is regularly monitored at fortnightly Wellbeing 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. In 2018 the College engaged Access EAP as an external agency to support staff wellbeing.

20.0 Summary of Financial Information

Recurrent/Capital Income



Recurrent/Capital Expenditure

