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# ST STANISLAUS' COLLEGE BATHURST

## Annual Report 2020

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**

2020 has been a year of significant challenge across the world. The impacts of the COVID-19 pandemic on an international, national and local level have been felt by all within the community.

At the outset of this report, I would like to formally acknowledge the work of Mr Lindsay Luck, Head of College, who ably led his staff, student and parent community through this pandemic and ensured that the College was able to continue to provide quality teaching and learning opportunities to our students.

As Lindsay has completed his first year as Head of College, the community should know that the College Board has congratulated him on his outstanding leadership.

The challenges presented in responding to the COVID-19 pandemic have been handled extremely well and Lindsay's communication to the Board about the impacts of the pandemic on members of our community enabled the Board to respond accordingly. Lindsay's communication with staff, students and parents has been exceptional.

During 2020, the Board met six times to conduct the business of governance of the College. This year the Board also worked with Mr Lindsay Luck in his first year as Head of College.

The work of the Board focused on the review of the outcomes of the College Strategic Plan 2018 – 2020, in its final year. Work included policy review, finance, risk and various governance requirements of the College.

The Board Committees, being Finance Audit and Risk, and Governance, focused their work within their Terms of Reference. A number of significant items were addressed by these two Committees during 2020 and I am grateful for their commitment to the work of the College Board.

A key focus for the Board has been the work of the College Master Plan. Significant progress has been made with the appointed Architects and a first concept draft of the Master Plan has been presented to the College Board and Vincentian Fathers for consideration. Work will continue on this in 2021 and will be a major focus for the Board going forward.

The College Leadership Team developed a new Strategic Framework for 2021 – 2023. This Framework was formally launched to College staff at the Vincentian Staff Day held on 7 December 2020. Board Directors welcomed this new focus and we look forward to the ways in which the College will address its mission under this Framework over the coming years.

At the end of the 2020 school year, the College formally farewelled long serving staff member Mr Geoff Melville, Deputy Head of College. I would like to formally thank Geoff for his contributions to the College over the last 33 years and most recently in his role as Deputy.

Following the recruitment process for a new Deputy Head of College, Lindsay announced that two Deputies had been appointed and would take on the following roles – Deputy Head Vincentian Identity and Practice: Mr Mark Elliott and Deputy Head Mission Operations: Mrs Victoria Hughes. The Board looks forward to working with Lindsay and his Leadership Team in directing the mission of the College.

At the final Board Directors meeting in December, the Board farewelled two Directors: Mr Robert Flynn and Mr Michael Whiteley.

Both Robert and Michael have contributed a great deal to the Board and the College during their appointments as Board Directors. I wish them well in the future and thank them for their commitment to the Board and the College.

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.

*Br Anthony Whelan cfc*  
*Board Chair*

**A Message from the Head of College**

As the 2020 school drew to a close, the College community came together to reflect on the year and celebrate our achievements at Speech Day on 4 December 2020 - the most major non-liturgical celebration in the school calendar. It was a wonderful occasion to reflect on who Stannies are and what we strive to do - educate boys to be the best possible version of themselves that they can be and to be good men in the community.

At the outset, I would like to acknowledge and thank the Vincentian Fathers community for their support of our Mission. As a College, we are acutely aware that the achievements we celebrate each year are built on the vision, care and the very solid theological and educational foundations laid by the Vincentians in our College since 1889.

Also, the presence and support of Bishop Michael McKenna has been appreciated this year, as always. The dreams and work of Bishop Quinn who established our College in 1867 continue today under the care and shepherding of Bishop Michael, connecting us to the parish, diocese and universal Catholic church.

Our year has been hugely different from what we expected on 29 January, when 95 Year 7s became Stannies men. It has been an incredibly busy and challenging year in many ways. In the busyness of our daily lives, it can become challenging and even a bit awkward to acknowledge the importance of celebration. Society in general tends to define success by how much one completes and accumulates.

At times it can feel as if we are caught in a cycle of rushing from one achievement to another. We must value our successes. Celebrating together gives us time to pause and take note of what we have achieved, individually and as a community, to honour those who have excelled and to give thanks for the blessings of the year.

We are a comparably small regional school that punches well above our weight. What we have achieved this year is truly remarkable. Each student has worked diligently and consistently throughout the year to develop their gifts and talents across the range of academic, social, artistic and sporting opportunities offered at the College. As a community, we proudly affirm each student for the commitment they have demonstrated in achieving excellence in their chosen endeavours.

However, I would add that it is this shared sense of excitement and enthusiasm for all that we do, each and every day, that is more important than any one prize or shield or trophy. At Stannies we are an incredibly connected community that hangs together – this is our greatest strength and it does not happen by accident. Every individual is responsible for, and contributes to our success as a College.

Despite the many disruptions this year as a community, we have achieved much together in 2020. We:

- Continued our service and outreach to others through a very active St Vincent de Paul Conference and Green Team.
- Celebrated significant liturgical and College events, in person and online, adapting to the changing context of the COVID-19 guidelines.
- To that end, we successfully pivoted and shifted through a range of approaches and mixed modes to ensure continuity of learning and connection between members of the community during the pandemic. Whether working from home or onsite, teachers adapted quickly and willingly to maintain their relationships with students.
- Equally, our non-teaching staff displayed enormous flexibility and generosity as their roles morphed and changed to meet the additional demands of cleaning, physical distancing and documentation required in our classrooms, boarding house, kitchen and other areas for our College to confidently remain open. I am especially grateful to our non-teaching staff who were unable to work from home and continued to come to the College despite the difficulties in caring for their own families. For many of them, their roles and responsibilities still have not returned to what they were before March.
- In 2020 we further developed our 21st Century pedagogy through staff in-servicing, cross-curricular team planning opportunities and the formation of the Paratroopers group, a group of passionate Teacher-

Leaders who will complement the work of the Heads of Faculty in ensuring a high performance pedagogy with strong learning outcomes for all our students.

- The College implemented a range of enhancements to our boarding program, most notably regular Zoom meetings with families and the formation of a Boarders' Representative Council to provide students and families with a voice in decision making regarding their "home away from home". A range of facilities were upgraded with a focus on recreation opportunities while the online tutoring facility was introduced to keep students progressing academically outside of day school hours.
- This year we formed our Mission Operations Team - team leaders from our support areas led by the Deputy Head of College to ensure that our service provision was coherent with our mission.
- The Finance team brought together team leaders across the school to participate more actively in our budgeting process. This has allowed our planning for 2021 to be very closely aligned to our new Strategic Framework.
- We completed a thorough consultation process that resulted in a concept plan for the College Master Plan.

So much has been achieved this year and we confidently look forward to 2021 where we will:

- Highlight and celebrate our Vincentian identity and practices through the installation of House Crests, Vincentian symbols and quotations throughout the College.
- Prepare an application for Capital Grants funding for consideration in implementing Stage One of the Master Plan.
- We will further deepen our 4Cs approach with cross-curricular Problem-Based learning projects throughout Year 8.
- Revitalise our approach to student wellbeing through the implementation of approaches, programs and activities based on self determination theory of human motivation.

There is much to look forward to. We go into 2021 tired but excited by our 154th year.

Confucius is reported to have said "If your plan is for one year, plant rice. If your plan is for ten years, plant trees. If your plan is for one hundred years, educate children."

Our reality is that our God has a plan for the world that spans infinitely beyond one hundred years. God's plan is to prosper us and not to harm us, a plan to give us hope and a future. We humbly give thanks for the blessings we received as we went about our mission in Catholic education.

In life, we never journey alone and God gives us people to walk beside us as a reminder of his care. As a College we are grateful for the trust our families place in us in allowing the privilege of supporting you in the education of your sons.

We gratefully acknowledge the leadership and support of the Vincentian Fathers, the College Board and the Parents and Friends Association. They guide us with resources, expertise and challenges that we would not otherwise be able to access. The generous availability of Fr Greg Brett CM, Br Tony Whelan and his Board and Committee members have played a significant part in the achievements we celebrate today. Nicole Twohill-Scott and her team continue to offer a sincere welcome to all families to participate in the College and have provided me with considered advice and guidance throughout the year.

The role of all staff as leaders and teachers in a school can never be underestimated nor overstated. Each and every day our administration, boarding, support, inclusion, maintenance, health centre and teaching staff are deeply invested in finding and nurturing the immense potential inside all students so that they are equipped to explore the boundless possibilities that lie ahead of them.

To do this takes determination, hard work, a sacrifice of personal and family time and a commitment to the pursuit of excellence. I thank all of our staff across every aspect of our College who have invested so much of themselves

and their tremendous expertise in the pursuit of this vision for the benefit of our students and our College. I count myself extremely privileged to work with you.

Everything we have celebrated throughout the year is true and valid but it only goes a very small way to describing who we are and who we are becoming at Stannies. Our focus is on not so much what we do, though it is important, but who we are while we are doing it. It is how the little things matter. I would like to highlight a little thing amongst the major things celebrated here.

One of the great gifts of being Head of College of such a great College is that I often undeservedly get the credit for the good work and deeds of others. Over the course of this year I have received many unsolicited calls, notes and emails affirming the work and deeds of our students and staff. They come from a range of people who know us or have contact with us in a formal capacity but also many come from people who are unconnected to us but witness our staff and students in the community. Boys, often it is the tie or the cap that gives us away. I try to share these messages all throughout the community and I'd like to share one. I choose this one but could have chosen any of them because they all reflect something of who we are.

One of our parents wrote in part:

*Like you, this is our first year in the Stannies community and our son is really enjoying his experience so far and in turn we are too.*

*The Friday in mention, our son and a couple of his mates decided to walk down town after school. When they got to the Rocket/Bentinck intersection, they were approached by a stranger (adult male) who asked in quite a predatory, dodgy manner if the boys could quickly come with him to help him "find something he'd lost". The boys apologised, said they couldn't and kept walking. Our son then told me that a Year 10 Stannies student came to them to make sure they were ok and offered to walk near them until they reached closer to town.*

*They were very grateful for the thoughtfulness of this student. Unfortunately, our son didn't know his name but we thought it was important to let you know that his commendable actions not only left a positive impression on our family. It's so great to know that Stannies is fostering some fine young men.*

This is who we are. This is a Stannies man - a man for others.

What we achieve is important, but who we are is more so. We strive for excellence individually and collectively and we also strive to be the people we are called to be. We strive to be the type of people that Bishop Quinn, Bishop Michael, Fr Peter and the Vincentian charism dreams of and is proud of.

Much loved and valued members of the St Stanislaus' community - this is some of what we have achieved and all of who we are. I am blessed and humbled to be a member of a Vincentian College community. May we continue to achieve together - trusting in the name of our Lord.

*Mr Lindsay Luck, Head of College*

### **A Message from the Parents and Friends Association**

The P & F Association endeavours to:

- Connect with all families.
- Provide hospitality.
- Listen to and advise the Head of College on important matters.
- Raise funds to enhance the learning of Stannies students.

We had a busy start to 2020, but then COVID-19 hit and unfortunately put a stop to the annual events we usually undertake. We did still manage to do a few things, including:

### **P & F Welcome Barbecue**

In Term 1, we hosted the Year 7 Welcome barbecue for our newest students and their families. Unfortunately, the weather was against us and we had to host the event indoors, but everyone still had a lovely time.

### **Annual Photo Competition**

Once again the Photo Competition took place. This year's theme, "Ask and you shall receive", provided an excellent opportunity for the boys to showcase their photography skills. Many thanks to all the boys who submitted entries this year.

A special acknowledgement to Reliance Bank who once again donated the funds to run the event. Images from this competition are chosen for the postcards that are sent to the 2021 Year 7 students.

### **Sports Uniform**

At our October meeting, we were presented with a proposal from Mr Burke and Mr English to change the current sports uniform. Those in attendance were able to offer advice on the proposed changes. A Google form was distributed to each parent asking for their feedback as well. From this, we will see a change to the current sports uniform from 2021.

### **Graduation Working Bee**

Thank you to those who volunteered their time to help with the annual graduation working bee. This is an annual event where the P&F plant colourful annuals to brighten the front of the College.

### **Thanks**

Lastly, thank you to those who volunteered for the few events during 2020. I would especially like to acknowledge our P&F Executive for their dedication; Vice President, Margo Cantrill; Secretary, Rosie Kemp; Treasurer, Felicity Challita; and Volunteer's Coordinator, Chris Tobin.

*Mrs Nicole Twohill-Scott*  
*P&F President*

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

Ladies and gentlemen, what a year it's been. We'd just come back from the senior retreat this time last year and I'm confident that no one could have predicted our HSC year. I've heard it said so many times that our Year 12 experience has been unfortunate and that we've missed out on so much, but let's look at it differently; it's an opportunity to reflect on and be grateful for those who we've had around us.

Crucially, our Stannies community has been instrumental in making possible the achievements of this year. I'd first like to thank Mr Luck for his diligence in working with our year group to ensure a cohesive inaugural year as Head of College. I wish you all the best for your future leadership of Stannies.

No doubt, as you all walked into the venue, you would have seen the sandstone tiers below the Mary statue overlooking the No 1 Oval, and indeed, the school. As the Year 12 gift to the College, we set about raising funds for the tiers early during our HSC year. However, with the lockdown and disruption brought by the pandemic, we were unable to reach our required fundraising goal. The reason you're seeing them there right now is because of the selflessness and sense of community exemplified by the Stannies Old Boys' Association, who were eager to match our funds raised and ultimately facilitate construction. It simply wasn't possible without them. So, personally and on behalf of the Class of 2020, I want to thank Jack English, Vice President Stannies Old Boys Association, the Old Boys Association executive and members and the many donors for their incredibly generous support on the tiers. I'm very proud of the tangible contribution that the Old Boys Association and our year group were able to cooperate in making. I look forward to seeing the tiers being used by all of our College community.

This year's disruption has brought me to reflect on the mates who I've enjoyed the year alongside. It's been enriching to go through 13 years with the guys I went to primary school with and watch the robust and diverse talent carried from those younger years into development during high school. As Mr Luck would describe it, the "Assumption Mafia" boasts an outstanding academic rigour, evident in Elliot Hyland's passion for SOR1 and Charlie McLandsborough's equally impressive passion for incessant discussion during business studies.

Going beyond the classroom, I've seen Antony Ajji's agricultural prowess develop along with Max Martinez's extreme fitness, while Archie Staines used his secondary schooling to fine-tune his primary school filmmaking endeavours alongside Harry Stansell's technical expertise into what would eventually become the "Stannies News" that we all love and enjoy. Aptitudes have turned into lifestyles, like Liam Smith's affinity for automotive manifest into huge Mack mudguards on that big ute of his, while new strengths have been found, like Riley Ball's sculpting ability with his major work for Art this year.

This year has also made me appreciate the closeness of our year group and particularly the relationships between day boys and boarders. The year group wouldn't be the same without the charisma of Brayden Omeoboh, Luka O'Shea and Charlie Brough; the biological expertise of Sam Taylor in Primary Industries, or our HSC Burma expert, Kyle Warry. To Joe Sullivan, I wish you the very best of luck in the Law and Economics degree you were telling me you were pursuing at Sydney University. It's going to be a tight race between you, Elliot and Moses for Dux. In all seriousness, though, I want to thank Oscar Ward for his instrumental role as the Prefect group's Ref Liaison Officer. He spent a lot of time organising our fundraisers behind the scenes when nobody else wanted to and I'm very grateful for that.

Our year's sporting ability should be noted tonight. There has never been a year with less sporting opportunities to seize in living memory and I feel it's made people reflect on sports role in their lives. While we are only a small year group, we've had a strong presence in the 1st XV with Jack Ryan, Leo Ferguson, Rowan Hamer, Jordan Dagg, Will Cain, Joe Sullivan, Jack O'Neill, John Spora and Bailey Warren leading a very strong side to what was, unfortunately, just a one game season. Our 1st XI was luckier in getting a season in before the Coronavirus period. Matt Beattie oversaw another strong year of Stannies cricket as Jack Goodsell, Riley Comerford, Tyson Newton and Tim Powell (who has done well to keep up the Powell tradition), guiding the side to an impressive result as ISA runners up.

More impressive was this year's 2nd XI ISA premiership under Sam Giokaris, Lachlan Mannell and Ollie Newton. We've got lots of individual talent, too. Jack Reen and Lochlain Kelly have been dedicated to their triathlon careers while balancing it with their study. I look forward to seeing both of you really go after it in the next few years. The same can be said for Geordie Larkin, who might have a bright future ahead of him in basketball, after several long and decorated years in the 1st V and for Shane David too, who's balanced it well with his studies. Even the local soccer clubs have been blessed by a bit of Stannies talent with Ben Kessey and Dan Van Klooster among the many Stannies boys to bolster the ranks with a fair bit of skill.

I'm also grateful for the mates who I don't have much opportunity to see during class. I haven't got much of a clue when it comes to things automotive. I'm never down at the Trade Centre to see what Ryan Harper, Preston Mahara and Kennedy Brown are doing. Still, if the conversations I've heard between Josh Best, Chris Butler, Josh Lane, and Liam Smith are anything to go by, I reckon they'd be able to service my car with no trouble at all. By the same token, while I don't have any classes with Jasper Worland, his TikTok fame alongside Josh Belfanti and co, more than makes up for the time and entertainment I'm not fortunate to have with them in person.

While I didn't get over to the boys under the Quad rostrum very often, I know that the strong mix of academic talent and street smarts, you could say, within Chase Hayes, Callum Welsh, Abdul Alnimri, Nick Adams, Eli Carter and of course Brendan Spasic, will stand them in good stead in the future.

I am grateful for the boys I often spent time in class with. Josh Beuzeville, Nathan Corby, Sam Osborne and I will be able to look back during our five-year reunion and recall much of the Welsh's teachings on both religion and legal studies. Ask either Benson Sharwood or Angus Cooke and they'd agree with the fact that we'll never forget that the Sefer Hamour cuts through the rabbinic discourse. The same can be said for our favourite quiet achievers, Nick Hogan and Nick Keogh, who have consistently worked hard this year and can finally let loose a bit tonight. I wish Sam Parker, undoubtedly John Welsh's favourite and most dedicated student, the best of luck with his ATAR, which will undoubtedly be strengthened by a strong multiple-choice performance across the board. Same to Rory Peters, who should be congratulated for his first-place rank in HSC Software Design at the College. Despite our political opinions being the complete opposite, I'm going to miss hearing about your climb with Brad Vella up the Dominos corporate ladder. Special mention to Charlie Moses who is undoubtedly one of the smartest guys we've met. We all love you mate, but we just find ourselves hoping that the guaranteed ATAR for a Bachelor of Common Sense isn't too high for you!

I'm incredibly grateful for the guidance and love given by our Year Coordinator, Mrs Alex Clements. As my Tutor, you've helped myself, Rob van Gend and Antony Ajji to collaborate in fostering a dedicated new generation of Tutor Group members. But as both my Tutor and Year Coordinator, I speak both personally and on behalf of our cohort when I say that we're incredibly lucky to have had you take us through our six years at Stannies. We could not have asked for a better supporter and guidance through all the hurdles we've faced over the years. We all love and look up to you and we know you're never more than a phone call away for any of us. So thank you very much.

Ultimately, however, I've realised how tight-knit our College community is and how the Vincentian values are truly woven into the actions of its members. All the teachers, staff, parents, friends and family have all played a role in getting us to where we are. It is a blessing to have you all present tonight in celebration of our graduation and I speak for all 66 of us when we thank you for everything you've given to us and our time at the College. I'm proud to now call myself a Stannies Old Boy and a Stannies Man and am honoured to say I was able to get there alongside you boys. I couldn't have asked for a better group of mates to stand beside tonight, that's what I'm most grateful for.

*Jack Lynch*  
*Head Prefect 2020*

## 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 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.

As Australia's oldest continuing Catholic boys' boarding and day school, our College boarding community remains at the heart of the school. The College is a world where boys can find their place, safe in the knowledge that they will be supported and challenged to strive for personal excellence, where learning is engaging, where teachers focus on boys' education, on their wellbeing and unlocking the wonders of a future full of hope. The College is a very special place from where our graduates enter the world as Vincentians, firm in their conviction that together they will change the world by their being "a man for others".

In 2020, the College had an enrolment of 538 students at the August Census date. Of these 538 students, 95 were boarding students. The College had a total of 34 indigenous students enrolled, half of whom were boarders.

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

As NAPLAN assessments were cancelled in 2020 due to COVID-19, the most recent information related to 2019 NAPLAN results which are available on My School ([www.myschool.edu.au](http://www.myschool.edu.au)).

## 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

### 2020 Higher School Certificate

- 66 students were enrolled in Year 12, 2020 and completed the HSC.
- The College received 26 Band 6 results.
- Five students achieved ATARs over 90.
- HSC Dux was Charles Moses with an ATAR of 98.15 and Band 6 results in Chemistry, English Advanced, Mathematics Extension 1, Mathematics Extension 2.
- Jack Lynch was awarded NESA All Rounder with an ATAR of 96.85 and Band 6 results in Advanced English, English Extension 1, English Extension 2, Legal Studies, Modern History and Studies of Religion II.
- Liam Smith was awarded NESA Top Achiever with 3<sup>rd</sup> in NSW for VET Automotive (Mechanical Technology).
- At the time of HSC results being released, 14 students had already secured apprenticeships and had begun working full-time in their chosen career pathway.

Performance band achievement by %						
	2019			2020		
Subject	No. of students	Bands 4 – 6		No. of students	Bands 4 – 6	
		School	State		School	State
Agriculture	5	60	59	9	55	61
Ancient History	19	53	65	-	-	-
Automotive	13	54	31	7	57	32
Biology	11	82	60	7	71	62
Business Studies	15	53	61	9	78	62
Chemistry	9	33	67	10	70	69
Construction	12	75	50	8	100	56
Drama	4	100	84	-	-	-
Electrotechnology	-	-	-	2	100	45
English – Advanced	21	95	92	20	100	95
English – Standard	59	59	52	36	55	57
Food Technology	9	100	66	9	33	58
Geography	17	76	72	10	50	70
Industrial Technology	20	55	49	18	50	52
Legal Studies	13	100	65	11	100	67
Mathematics	16	56	78	-	-	-
Mathematics Standard 1	4	100	39	-	-	-
Mathematics Standard 2	49	63	56	44	30	50
Mathematics Advanced	-	-	-	18	50	81
Modern History	41	61	66	22	68	66
Music 1	5	100	91	1	100	90
Music 2	2	100	91	-	-	-
PD, Health & PE	19	63	62	17	29	61
Physics	13	23	64	9	67	67
Primary Industries	8	62	59	13	69	55
Retail Services	1	-	42	-	-	-
Software Design & Development	6	83	71	1	100	65
Studies of Religion 1	63	59	79	49	63	77
Studies of Religion 2	16	87	79	10	80	74
Tourism, Travel & Events	-	-	-	1	100	68
Visual Arts	7	57	89	8	100	90

Performance band achievement by %						
	2019			2020		
Subject	No. of students	Bands E3, E4		No. of students	Band E3, E4	
		School	State		School	State
English Extension 1	3	66	94	6	83	92
English Extension 2	-	-	-	2	100	82
Mathematics Extension 1	6	66	80	6	66	74
Mathematics Extension 2	3	100	85	1	100	84

**6.0 Senior Secondary Outcomes****2020 HSC Vet Students**

Number of Participating Students (total number in course)	VET Course Name
7	Automotive Examination
8	Construction Examination
13	Primary Industries Examination

**7.0 Professional Learning**

All College staff are encouraged to be life-long learners and as such the College promotes a range of ongoing professional activities to staff and in accordance with NESATeacher Accreditation requirements.

The College supported staff throughout 2020 in a range of professional learning and development areas. This is summarised below. Professional learning in a face to face environment was difficult during 2020 so many teaching staff completed online training.

**Instances of Professional Learning 2020**

Professional Development Activity	Number of Staff Participating
Wellbeing	6
Curriculum	20
Students with Disabilities	5
Legislative Requirements (Child Protection, Workplace Bullying and Harassment, Work Health and Safety)	All Staff
Professional Commitment Activities	All teaching staff
Leadership	14
Careers	1
VET	1
First Aid/CPR	All teaching staff

\* All teaching and support staff of the College complete 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 2020**

Level of Accreditation	Number of Teachers
Conditional	1
Provisional	3
Proficient Teacher	40
Highly Accomplished Teacher	-
Lead Teacher	-
<b>Total number of teachers</b>	<b>44</b>

**Qualifications of St Stanislaus' College Teachers in 2020**

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	44
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**

School Staff 2020 as at August Census	
Principal (Head of College)	1
Teaching Staff	43
Specialist Support	10
Buildings and Grounds	8
Administration	14
Boarding	20

Four staff members identify as Indigenous, two of whom are employed as Aboriginal Education Officers.

**10.0 Student attendance**

Year	Attendance Rate
Year 7	85%
Year 8	80%
Year 9	83%
Year 10	82%
Year 11	84%
Year 12	87%
Whole School	83.5%

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 2020 there were four new students enrolled into Year 11. Actual retention rate reflects the reality of some Year 10 students choosing to study at another educational institution for their HSC and also a 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%
2017/2019	93	86	80	92.4%	86.0%
2018/2020	81	66	62	81.48%	76.54%

Note: Data sourced from Edumate Student Management System.

**13.0 Post School Destinations – Year 12, 2020**

University	31
Apprenticeships/Traineeships	16
Armed Services	1
Full-time employment	6
Part-time employment/part-time sport	1
Unknown	11

## 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/Carers 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/Carers 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/Carers experiencing disadvantage and as such financial support is considered for Parents/Carers unable to meet full payment of fees and charges.
- Acceptance of enrolment implies acceptance of enrolment conditions by parents/carers:
  - 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/carers 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/Carers who submit an Application for Enrolment for Boarding will be invited to the College for an extended visit with their son. 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 intended year group 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.

NB: Students eligible for ABSTUDY are granted an Indigenous Scholarship.

### **Fees Payments Obligations**

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

Parents/Carers 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/Carers 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/carers 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/carers 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 2020 Commonwealth Census date, the College had 538 students enrolled.

Year Group	Day Students	Boarding Students	TOTAL
<b>7</b>	90	4	<b>94</b>
<b>8</b>	66	12	<b>78</b>
<b>9</b>	81	14	<b>95</b>
<b>10</b>	78	27	<b>105</b>
<b>11</b>	75	25	<b>100</b>
<b>12</b>	53	13	<b>66</b>
<b>TOTAL</b>	<b>443</b>	<b>95</b>	<b>538</b>

## 16.0 School Policies

St Stanislaus' College Policies and Procedures reflect our 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.

To facilitate the College discharging its mission in the area of student welfare, the following policies and procedures were in place during 2020.

<b>Policy</b>	<b>Changes in 2020</b>	<b>Access to full text</b>
Boarding	Fully reviewed and amended sections with specific instructions regarding Boarding Supervision 2020 and work on alignment with the Boarding Standards.	- Full text available on College intranet. - College Website
Enrolment	Reviewed in 2020.	- 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 2020.	- Full text available on College intranet. - College Website
Code of Conduct - Code of conduct for staff	Nil changes in 2020.	- 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. Minor updates in 2020.	- Full text available on College intranet. - College Website
Student Anti-Bullying	Policy reviewed annually.	- College Website.
Complaints and Grievances	Updated in 2019. Nil updates in 2020.	- College Website.

## 17.0 Priority Areas for Improvement

### Achievement of Priorities Identified for 2020

<b>Area</b>	<b>Priorities</b>	<b>Achievements</b>
<b>Goal 1: Catholic Identity in the Vincentian Tradition</b>	Vincentian Pedagogy	Now embedded across teaching and learning programs along with

		the 4Cs teaching and learning programs.
	Images of St Vincent de Paul in College Buildings.	Completed.
	Vincentian formation formally integrated into induction of new staff.	Completed. Included in all role statements and all staff invited to participate at the annual Vincentian Formation Staff Day.
<b>Goal 2: Student Wellbeing</b>	Ongoing formal training in Child Protection.	Completed annually.
	Building connections between teachers, support staff, boarding staff and families.	Families now connect via Zoom for parent/teacher interviews which has opened up communication to families unable to attend in-person. Boarding families connect with Head of College each term via Zoom.
<b>Goal 3: Excellence in 21<sup>st</sup> Century Education</b>	Continue work in Transforming Schools 4Cs teaching and learning.	Completed and ongoing. All teaching staff trained in 4Cs teaching and learning. Strategies embedded through teaching and learning programs of all faculties.
<b>Goal 4: Sustained Future for the College</b>	Master Plan process.	Completed. A Master Plan has been designed for the College.
	Induction of new support staff.	Completed.

2021 goals, priorities and achievements will be directed by the Strategic Framework 2021 – 2023 as developed for the commencement of the 2021 school year.

## 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 2020, 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 2020 albeit under different circumstance due to the pandemic.
- Continued support for Indigenous students. The work of the two Aboriginal Education Workers is essential for these students.
- 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 one day Retreat following easing of pandemic restrictions. Years 7 and 9 were able to participate in their Camps prior to the pandemic restrictions being in place.
- A Staff Formation Day was held during Term 4 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 focusing 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 for 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. Unfortunately, during 2020 the meetings of the P and F were not as regular, however where possible Committee Members still engaged to discuss and share ideas etc.

The school held two sets of Parent/Teacher/Student interviews during the course of the year and encouraged all parents to attend these meetings with their sons. In 2020, these were held via Zoom. Feedback from parents on these occasions has also been very positive and in particular boarding families have appreciated the online format enabling them to connect with their son's teachers.

In 2020, the Head of College commenced meeting with boarding families via Zoom each Term. This provided boarding families the opportunity to connect with each other as they were unable to do so in person and also discuss and share concerns/ideas impacting the boarding community. This proved to be a valuable tool and will continue in 2021.

**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

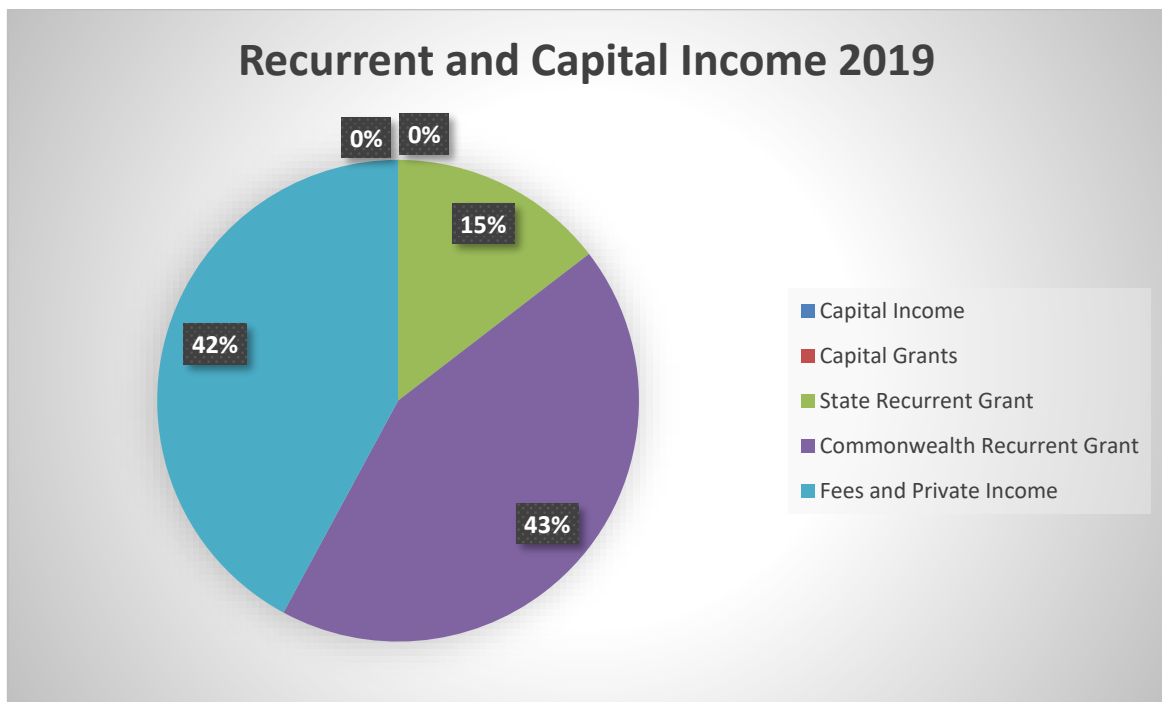
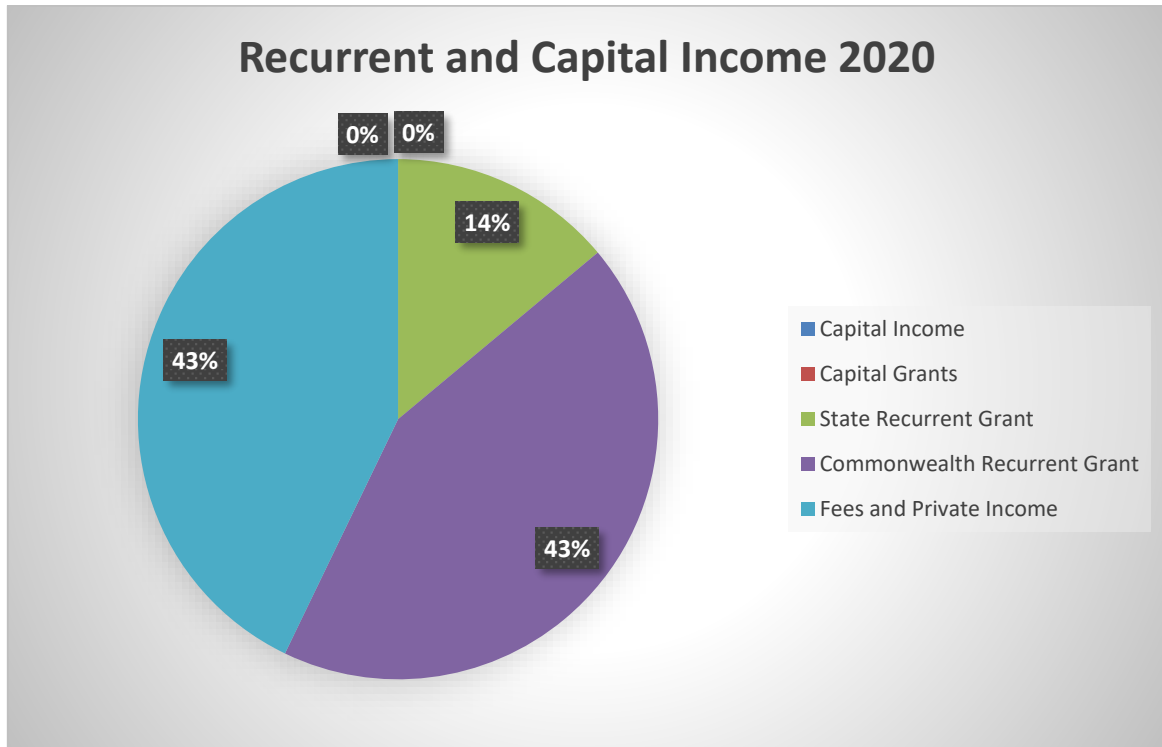
At various times throughout the school year students have the opportunity to complete surveys on various aspects of College life. Student Wellbeing Surveys are issued to students via their Tutor Groups. These Surveys invite student responses to a broad range of school experiences. The responses are monitored by Tutors/Faculty Heads and the Wellbeing Team. All students are 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. Wednesday morning meetings focus on Wellbeing matters. 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. The College engages Access EAP as an external agency to support staff wellbeing.

20.0 Summary of Financial Information

Recurrent/Capital Income



Recurrent/Capital Expenditure

