



ST STANISLAUS' COLLEGE BATHURST

Annual Report 2021

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**

As the College reflects on the year of 2021, we again turn our attention to the continuing impacts of the COVID-19 pandemic. The pandemic which changed the way of the world in 2020 continued to present challenges across the globe in 2021 and these challenges continued to be felt at the local level.

The College, led ably by Mr Luck, navigated the challenges presented by the pandemic and pivoted the teaching and learning mode as required. The College was able to care for a number of boarding students right through the pandemic in Term 3 and this is a great acknowledgement of the care and support provided to our boarding students.

The Board was kept informed at all stages through the pandemic regarding the response of the College and I commend Lindsay on his leadership through this and his communication with all members of the College community.

I take this opportunity to also affirm the work of all College staff and the support provided to the College community during the year, particularly through Term 3 with changes to the mode of teaching and learning. The College Board recognises and appreciates the work of all staff in supporting the mission of the College.

In 2021, the Board of Directors met six times to conduct its business. The Board is well supported by the Finance Audit and Risk Committee, who met six times, and the Governance Committee, who met five times.

A key focus and major milestone for the College Board of Directors has been the work of the Master Plan. Work has significantly progressed on this project and discussions have taken place with the architects regarding a timeline for the works should the College be in a position to move forward. It is hoped that a significant announcement regarding this project will be made early in 2022.

The Board also focused on strategic matters including reporting achievements against the College Strategic Framework, policy review, finance, risk and various governance requirements. Both Board Committees continued to focus their work within their terms of reference and addressed a number of significant items throughout 2021.

At the commencement of the 2021 year, we welcomed Mr Angus Benbow and Mr James Horsburgh to the College Board of Directors. Both Angus and James are Old Boys of the College and bring significant professional experience to the Board. In 2021, the Board consisted of eight directors, each of whom bring various professional experience and perspective to the work of the Board.

I am grateful to all members of the College Board and its Committees for their commitment, generosity of time and expertise in carrying out their work as Board Directors and Committee Members. We look forward to continuing to work with the College and its Leadership Team in 2022 to progress the mission of the College.

As the College continues its work in the spirit of St Vincent de Paul: "Let us love God, but let it be with the strength of our arms and with the sweat of our brows".

Br Anthony Whelan cfc
Board Chair

A Message from the Head of College

The 2021 school year closed with the community coming together at Speech Day on 3 December 2021. The following is an extract of the Head of College address to the College community.

This morning it is my enormous privilege to deliver the 154th, and my second, Head of College Address at a St Stanislaus' College Speech Day.

In doing so I acknowledge that our gathering this morning, and this address, is precariously placed as it stands between us and the conclusion of an academic year, a year that many of us will be more than pleased to be rid of. After the disruptions of 2020, 2021 has proved even more ruffling, frustrating and fatiguing. The constant unpredictability of daily 11am press conferences, the more than 40 variations to the Public Health Orders, ever-changing "roadmaps" and their inconsistent, and at times illogical, consequences that spread across our community which extends well beyond the Bathurst city limits, took a toll on all of us. The "yo-yoing" in and out of lockdowns in 25 local government areas and the rapid rises in case numbers and hospitalisations were particularly unsettling.

Many times our planning and communication was only relevant for a day or a couple of hours before being superseded by changing advice and circumstances. It is entirely understandable we would want to move into the Christmas season and a new year as quickly as possible.

While other schools have chosen to do away with many end-of-year celebrations this year, our gathering today, however impacted by residual COVID restrictions, is a considered and deliberate choice. To dismiss 2021 without reflection would be to fail to acknowledge the wisdom we have gained, the lessons that we have learned and the considerable growth we have shown as individuals and as a College community in meeting the challenges of the pandemic. To dismiss 2021 without reflection would be to fail to celebrate the many successes of our Stannies men this year. We are not ignoring the many impacts of the pandemic but we are very intentional in celebrating today.

On a global level, much of the commentary regarding COVID-19 centred on the pandemic as a great leveler; that is: "we are all in the same boat". It's a proposition that is at least superficially attractive. COVID-19, in all its emerging variants, is a highly communicable disease and given our common biology it seems reasonable to assume we are all equally at risk. However:

- People in the most affluent geographic areas are 50% less likely to die of COVID-19 than those in the poorest areas.
- The highest number of COVID-19 deaths occurred among those aged 80–89 years.
- First nations and migrant populations are four times as likely to die from COVID-19 compared to the wider population.
- People living with a disability have experienced death rates two to three times higher than those not living with disability.
- One in three 18–24 year olds have suffered decreased employment or lost their job – twice the rate of working-age adults.
- Fifty per cent of children have had their education affected by school closures.
- Yesterday, more than 90% of people in the United Arab Emirates were fully vaccinated with 30% of the population already receiving a booster shot. In Australia we had a full vaccination rate of 74%. Compare that with the populations of Chad, Haiti, Congo and Burundi where less than half a percent of their population is fully vaccinated.

These brief statistics show that it is our most vulnerable people who have been impacted the most. We are far from all being in the same boat; it is more apt to say we are all in the same storm but in different boats. The boats vary from simple rafts to aircraft carriers in seaworthiness.

Despite whatever disruption the pandemic brought, we gather here today with the humility of St Vincent who exhorted his Confreres: "We should spend as much time in thanking God for his benefits as we do in asking him for them".

I am convinced the "Stannies ship" is a most resilient, seaworthy one in this storm because it is crewed by an entire community. I give thanks to and for our staff who set a course that put our boys, your families and their colleagues first, second and always. Care and connection was placed above volume and compliance. They shifted to multiple modes of learning (we always had day students and boarders on site) in less than 24 hours. Dorms, food orders and supervision rosters were constantly rearranged to meet the needs of our families coming and going. No one was above answering a phone, running an errand or picking up a cloth to wipe a bench or desk.

Staff worked double-time from home and on campus, sometimes at the expense of their own feelings and families to ensure our boys were cared for, connected and educated in the broadest sense.

As this is our final whole school gathering of the year, we sadly farewell a number of staff who are moving on to new challenges in their professional and personal lives. We wish Brendan Kleinschafer, Tom Siejka, Claire Eastwood and Paul Wright well as they embark on the next stages of their journeys. Good luck to Linda Zarczynski, Michael Pugh and Ian Greet who will take extended leave at different times next year.

We give thanks to and for our families who trusted the direction set by our staff. Among all the happenings of your own lives, your commitment to openly work with us is deeply appreciated.

I am grateful too for your affirmations, questions, hypotheticals, alternative points of view and differing interpretations. In a situation without a map, this type of open communication is critical in navigating the best path for individuals as well as our community.

The Vincentian Fathers, our Board, the Old Boys Association and our Parents and Friends group have diligently kept us heading in the right direction.

Finally, I give thanks to and for our current Stannies Men. We could not have returned to school with the confidence that we did, without your trust in us and your generally stoic acceptance of the many inconsistencies in the things we asked you to do.

We all feel the loss of some of the markers of the senior year that our Year 12s do. Some things just didn't make sense but as a collective you just got on with it, making the best of it. Some of you even found that, while irritating, the masks are a great place to try and hide that post-lockdown mo you've been cultivating!

Against the backdrop of COVID it would have been easy for us to withdraw into ourselves and focus on just getting through. But this is not the mark of a Stannies man and his College. Throughout the year, many initiatives have been progressed including the following:

- A return to five streams of Year 7 to be followed again next year. This necessitated the recruitment of additional teaching and inclusion staff to ensure each receives the right support as they need it. Our teaching and inclusion teams will grow again next year too.
- Our cross-curricular project-based learning was embedded into each term of the Year 8 program.
- Eight boys undertook school-based apprenticeships or traineeships this year; another six will start the journey next year.
- A realignment of the system of demerits and positives to our six College values in order to focus more heavily and publicly on the overwhelmingly constructive and optimistic behaviours and leadership displayed by our boys each day.

- The discernment and commitment to a new school information system, Synergetic and SEQTA to replace EDUMATE and provide families with wider and more timely communication and data on their sons' progress.
- Our boarding community (staff, students and families) enthusiastically got behind our new Head of Boarding, Dan Bradford, to consider our whole boarding program and set a new, more boarder centric course.
- We were honourable on a dropped catch which swung an ISA title away from us.
- The successful application for more than \$12 million of funding to support the implementation of our Master Plan over the next 10 years. We expect to commence construction on a stage one refurbishment of learning and boarding facilities in the second half of next year.
- Minor refurbishments of classrooms on the B floor, Lab 5, Level One in boarding and the ag plot is in progress.

Important as these things are, they are nothing if they do not lead to the authentic development of the gifts and talents of each of the young men entrusted to our care.

As a community we can be incredibly proud in celebrating the achievements of the more than 150 individual young men who are about to cross this stage. While the nature of the awards speak for themselves in terms of their achievements, no young man receives one without the instruction, correction and affirmation of staff, their family and their peers. Award winners today will have been dedicated and "coachable" both in the classroom and about our community.

Even still, the things we value most highly do not generally come with a trip across the stage on Speech Day. Stop for a moment and reflect on "the key moments of the year". Most likely they will be the moments of acute awareness of the immeasurable goodness of God visible in members of our community. For me it was things like the following:

- A family worried about fees, enrolling their son because an Old Boy emphatically told them: "Go and see them. The Vins will sort it".
- The excitement of our incoming Year 7s shaking hands with their tutor mentors over the last three weeks. Equally, the delight of each of our primary schools when they met "their" cast of *Little Shop of Horrors*.
- The gentle cheek of the Flock Ewe Crew in guiding a less than competent accompanying teacher.
- Our Viking Clap to farewell our Year 12s on their last official day.
- Stumbling across a teacher leaving the Boarding House after "popping in" the night before an assignment is due. The weekend message "Have you heard about..." and then the "what do we need to do" text messages are similar.
- Watching us form a tunnel for another school playing on the same day at Barker.
- The demanding enthusiasm of Year 7s for another instalment of MasterChef.
- The melting of big boofy seniors in the noise of applause as the Bradford girls pirouette down the corridors.
- Changing our jersey for only the second time in 154 years to publicly state our commitment to reconciliation.
- The random cups of "real coffee" that appear unnamed and unannounced on my table.

You will have your own moments like these and like me I bet you would not swap them for all the trophies, accolades and master plans in the world. These are the blessings God gives us without us consciously asking and the blessings Vincent reminds us to be grateful for.

We rightly seek to follow the example of Vincent. It is important to remember that he too followed someone - Our Lord Jesus Christ.

In considering what we have been given, Jesus gives it to us straight: "From everyone to whom much has been given, much will be required; and from the one to whom much has been entrusted, even more will be demanded", Luke's Gospel tells us.

Despite the ups and downs, we have been abundantly blessed. It remains our constant challenge to give thanks and then to go into the world to be men and women "for others".

We do so confidently, trusting in the name of our Lord.

Mr Lindsay Luck
Head of College



A Message from the Parents and Friends Association

The Parents and Friends (P&F) Association endeavours to fulfil the following things:

- connect with all families
- provide hospitality
- listen to and advise the Head of College on important matters
- raise funds to enhance the learning of the Stannies boys.

We had a busy start to 2021, but then COVID-19 hit and this, unfortunately, put a stop to the annual events we usually undertake. We did still manage to do a few things including the following.

P&F Welcome Barbecue: In Term 1, we once again hosted the Welcome Barbecue for our newest students and their families, our Year 7s. A lovely evening was held in February for all in attendance.

Rugby Barbecues and Coffees: We managed to get in a few rugby barbecues and coffees before lockdown hit us once again. Many thanks to Chris Tobin and her team of volunteers.

P&F Association Service to the College Award: Each year, the Stannies P&F sponsor an award at the Year 12 Graduation for service to the College. During the year, the P&F worked on expanding the current selection criteria of this award.

Lastly, a vote of thanks to all who have volunteered at the events that the P&F have been a part of during 2021. It has been unfortunate that many of our planned events had to be cancelled, but we look forward to them in 2022.

I would especially like to thank our P&F Executive for their hard work and dedication to the P&F Association.

- Vice-President: Mrs Margo Cantrill
- Secretary: Mrs Rosemaree Kemp
- Treasurer: Mrs Felicity Challita
- Volunteer's Coordinator: Mrs 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

In 2016, we took our first steps inside the daunting brick walls that surround the heart of St Stanislaus' College, the quad. I never thought that Stannies would be my home. I reflect on the past six years spent at the College as I sit in my room writing my final goodbye to what I consider my home.

These six years will never leave us. We have transitioned from boys to men, with the Stannies values ingrained within us. We have forged a brotherhood we will never forget. We are forever connected by the blue and the white.

To the Stannies staff who work behind the scenes, thank you for your unwavering support and hard work for the College, which was instrumental in our journey. The work you do may often go unnoticed, but the impact it has had on each of us cannot be understated.

To Mr Luck, thank you for your commitment to us and your support in our final two years. You have listened to our concerns and opinions, always motivating us to strive for greatness in all aspects of our lives. You have respected our ideas and valued our presence, creating a fulfilling environment for each of us. You have led by example.

To the Leadership Team. Thank you for your passionate dedication to the College and our year group. Your understanding and support of each of us has enabled us to thrive and grow.

To the teachers, you have seen us develop over the past six years. We owe you so much. You weren't just teachers to us, you were mentors and you are our friends. The banter we have both in and out of the classroom creates an environment where learning thrives. You made learning enjoyable and engaging. You put up with our stupidity when we were reluctant to learn and gave us time when we needed it. You have been with us through thick and thin, and without all of you, we would not be the men we are today.

To Ms Roth, thank you for guiding us through the first two years of our time at Stannies. You laid the foundations of what it means to be a Stannies Man.

To Mrs Welsh, you have been the best Year Coordinator we could have asked for. Your dedication to our year group for the past four years has been overwhelming. You have taught us to be curious, clever, creative, confident, courageous, calm, compassionate and caring. I cannot express how much you mean to us; we adore you. You have taught us how to become empathetic, and with your help, our year group has become a family. You are our hero, we love you and the lessons you taught us will guide us for the rest of our lives.

To Year 12, thank you so much for your support of my leadership and our Prefect Team. You are my brothers, and you will always be my brothers as the time we have spent together has defined us. I'm proud of how far we've come.

In our final year at the College, I hope that we have created a legacy that will be remembered for years to come. I know it hasn't been an easy year for us, with COVID-19 knocking us down on the final stretch, sowing the seeds of uncertainty as the end of our school lives became unknown. Regardless, we have made our mark on the College. Whether it be academics, rugby, cricket, basketball, tennis, creative arts, swimming, athletics or our community work, we have strived for greatness.

Now our voices and memories join the 153 cohorts of Stannies men before us, echoing in the College's great halls, corridors, ovals and classrooms. Whether it be 50 years from now or tomorrow, Stannies will always be a part of us, and we, a part of Stannies.

So as we venture into a world of infinite opportunities and adventures, remember at every crossroad, our collective learnings at Stannies will appear in a new light and give us insight and inspiration.

Jacob George
Head Prefect 2021



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".

At the heart of this are the College Values:



In 2021, the College had an enrolment of 558 students at the August Census date. Of these 558 students, 86 were boarding students. The College had a total of 27 indigenous students enrolled, seven of whom were boarders.

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

Following the completion of the 2021 NAPLAN testing, the College has continued to work with teachers and staff in utilising this data to analyse patterns in group and individual performance.

Year 7 NAPLAN Results 2021

All	Reading	Writing	Spelling	Grammar	Numeracy
School	547	530	561	542	566

Year 9 NAPLAN Results 2021

All	Reading	Writing	Spelling	Grammar	Numeracy
School	569	554	583	576	592

%Students in Bands – School, SSSG and State

Year 7 Numeracy	School	SSSG	State
Band 1			0.0
Band 2			0.1
Band 3		0.5	0.6
Band 4	1.9	2.1	4.8
Band 5	6.6	7.0	10.2
Band 6	19.8	18.8	18.5
Band 7	29.2	28.6	24.4
Band 8	26.4	24.3	20.2
Band 9	16.0	16.3	16.8
Band 10		2.4	4.3

Year 7 Grammar	School	SSSG	State
Band 1		0.1	0.2
Band 2		0.3	0.7
Band 3		1.0	2.5
Band 4	2.9	4.8	7.5
Band 5	10.6	12.7	13.8
Band 6	31.7	27.1	26.1
Band 7	27.9	23.6	20.6
Band 8	19.2	19.5	16.0
Band 9	7.7	9.4	10.0
Band 10		1.5	2.7

Year 7 Reading	School	SSSG	State
Band 1			0.0
Band 2			0.1
Band 3		0.2	0.8
Band 4	2.9	2.5	6.1
Band 5	8.6	10.3	13.6
Band 6	29.5	26.2	24.4
Band 7	27.6	31.3	25.3
Band 8	22.9	22.2	19.2
Band 9	8.6	6.8	9.2
Band 10		0.4	1.4

Year 7 Spelling	School	SSSG	State
Band 2			0.4
Band 3		0.4	1.4
Band 4	4.8	3.6	4.8
Band 5	7.7	7.2	10.2
Band 6	16.3	19.4	19.0
Band 7	40.4	35.3	29.8
Band 8	13.5	22.6	21.8
Band 9	17.3	11.1	11.5
Band 10		0.5	1.1

%Students in Bands – School, SSSG and State cont.

Year 7 Writing	School	SSSG	State
Band 1		0.4	1.1
Band 2		0.4	0.9
Band 3		1.0	2.2
Band 4	3.9	3.8	5.9
Band 5	20.4	16.3	17.7
Band 6	24.3	32.3	28.6
Band 7	33.0	25.9	22.6
Band 8	16.5	16.5	16.0
Band 9	1.9	2.8	3.7
Band 10		0.6	1.2

Year 9 Numeracy	School	SSSG	State
Band 3			0.0
Band 4			0.2
Band 5	1.3	1.4	3.2
Band 6	9.2	9.5	12.8
Band 7	31.6	27.3	25.8
Band 8	40.8	33.2	28.5
Band 9	14.5	19.4	16.6
Band 10	2.6	9.2	12.9

Year 9 Grammar	School	SSSG	State
Band 1			0.2
Band 2		0.1	0.3
Band 3		0.2	0.8
Band 4		1.4	2.6
Band 5	11.7	8.1	9.4
Band 6	15.6	16.0	16.6
Band 7	15.6	25.5	23.9
Band 8	40.3	31.9	26.0
Band 9	10.4	12.3	12.7
Band 10	6.5	4.5	7.7

Year 9 Reading	School	SSSG	State
Band 1			0.1
Band 2			0.1
Band 3		0.1	0.5
Band 4		0.9	2.0
Band 5	4.0	6.4	8.6
Band 6	17.3	14.1	15.7
Band 7	46.7	27.5	24.1
Band 8	25.3	29.5	25.1
Band 9	4.0	17.0	16.9
Band 10	2.7	4.4	7.0

%Students in Bands – School, SSSG and State cont.

Year 9 Spelling	School	SSSG	State
Band 3		0.2	0.9
Band 4		0.1	1.4
Band 5	5.2	5.5	6.8
Band 6	18.2	14.5	15.5
Band 7	22.1	24.5	23.3
Band 8	40.3	32.7	28.8
Band 9	9.1	18.5	17.3
Band 10	5.2	3.9	6.0

Year 9 Writing	School	SSSG	State
Band 1		1.0	1.7
Band 2		0.3	0.8
Band 3		0.5	1.5
Band 4		2.5	3.5
Band 5	7.8	10.0	11.0
Band 6	24.7	24.4	22.3
Band 7	35.1	25.9	24.2
Band 8	28.6	25.4	23.4
Band 9	1.3	7.5	8.0
Band 10	2.6	2.5	3.7

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 Dean of Curriculum, Compliance and Analytics monitors the progress of students in Year 10 to ensure they are satisfying eligibility requirements for the ROSA.

5.0 Higher School Certificate Results**2021 Higher School Certificate**

- Hayden Maher achieved the highest ATAR of 97.
- Four students, including Hayden, achieved an ATAR above 90.
- A total of 21 Band 6 results across 10 subjects was achieved:
 - Biology
 - Construction
 - Design and Technology
 - Legal Studies
 - Mathematics Extension 1
 - Mathematics Extension 2
 - Mathematics Standard 2
 - Primary Industries
 - Software Design and Development
 - Studies of Religion 1
- At the time of HSC results being released, seven students had achieved apprenticeships and 55 students had already been offered a university place.

- Year 12 students were recognised at the Catholic Education Diocese of Bathurst Awards Ceremony on 14 February 2022 (online event). William van Gend was a joint award winner of the VET Student of the Year at the Diocesan Awards Ceremony.

Performance band achievement by %						
	2020			2021		
Subject	No. of students	Bands 4 – 6		No. of students	Bands 4 – 6	
		School	State		School	State
Agriculture	9	55	61	8	50	54
Automotive	7	57	32	5	80	30
Biology	7	71	62	18	67	66
Business Studies	9	78	62	22	72	65
Chemistry	10	70	69	6	-	66
Construction	8	100	56	5	100	51
Design and Technology	-	-	-	12	58	82
Drama	-	-	-	4	100	82
Electrotechnology	2	100	45	-	-	-
English – Advanced	20	100	95	31	93	93
English – Standard	36	55	57	42	45	57
Food Technology	9	33	58	8	50	61
Geography	10	50	70	8	75	76
Industrial Technology	18	50	52	12	42	52
Legal Studies	11	100	67	29	73	68
Mathematics Standard 2	44	30	50	43	49	51
Mathematics Advanced	18	50	81	19	53	78
Modern History	22	68	66	36	61	64
Music 1	1	100	90	2	100	89
PD, Health & PE	17	29	61	20	65	60
Physics	9	67	67	10	60	71
Primary Industries	13	69	55	5	100	60
Software Design & Development	1	100	65	8	75	66
Studies of Religion 1	49	63	77	55	65	69
Studies of Religion 2	10	80	74	23	56	72
Tourism, Travel & Events	1	100	68	-	-	-
Visual Arts	8	100	90	4	100	90

Performance band achievement by %						
	2020			2021		
Subject	No. of students	Bands E3, E4		No. of students	Band E3, E4	
		School	State		School	State
English Extension 1	6	83	92	4	100	93
English Extension 2	2	100	82	4	100	84
Mathematics Extension 1	6	66	74	7	43	74
Mathematics Extension 2	1	100	84	3	100	86

6.0 Senior Secondary Outcomes**2021 HSC Vet Students**

Number of Participating Students (total number in course)	VET Course Name
5	Automotive Examination
5	Construction Examination
5	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 NESA Teacher Accreditation requirements.

The College supported staff throughout 2021 in a range of professional learning and development areas. This is summarised below. Professional learning in a face to face environment continued to be difficult during 2021 as a result of COVID lockdowns, so many teaching staff completed online training. Throughout the 2021 school year, 235 external professional learning opportunities were engaged in by staff. This includes the following instances:

Professional Development Activity	Number of Instances
Wellbeing	5
Curriculum	23
Co-Curricular	1
4Cs Teaching and Learning Focus	3
Inclusion Support	3
Legislative Requirements (Child Protection, Workplace Bullying and Harassment, Work Health and Safety)	All Staff
Professional Commitment Activities	All teaching staff
Leadership Team Development	2
Academic Care Leaders Development	1
Careers	2
First Aid/CPR	All teaching staff
Vincentian Formation	All Staff
TTA Online Professional Learning	59

* 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 2021**

Level of Accreditation	Number of Teachers
Conditional	1
Provisional	1
Proficient Teacher	44
Highly Accomplished Teacher	-
Lead Teacher	-
Total number of teachers	46

Qualifications of St Stanislaus' College Teachers in 2021

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	46
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 2021 as at August Census	
	FTE
Principal (Head of College)	1
Teaching Staff	45
Specialist Support	18
Building Operations	7
Administrative and Clerical	10
Boarding Staff	21

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

10.0 Student attendance

Year	Attendance Rate
Year 7	87%
Year 8	86%
Year 9	83%
Year 10	85%
Year 11	86%
Year 12	86%
Whole School	86%

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 Pastoral Care Coordinators if required. In addition to these procedures, there is a weekly collection of Roll data by the Deputy Head Mission Operations 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.

The College will be moving to a new student management system, SEQTA, in 2022 and attendance data will be collected through SEQTA.

12.0 Retention of Year 10 to Year 12

Actual retention rates reflect 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%
2019/2021	113	82	83	72.56%	73.45%

Note: Data sourced from Edumate Student Management System.

13.0 Post School Destinations – Year 12, 2021

University	53
Apprenticeships/Traineeships	13
Armed Services	-
Full-time employment	12
Part-time employment/part-time sport	1
Unknown	3

**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 2021 Commonwealth Census date, the College had 558 students enrolled.

Year Group	Day Students	Boarding Students	TOTAL
7	106	3	109
8	91	8	99
9	69	15	84
10	81	16	97
11	68	19	87
12	57	25	82
TOTAL	472	86	558

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 2021.

Policy	Changes in 2021	Access to full text
Boarding	Further reviewed and amended to align with the Boarding Standards.	- Full text available on College intranet. - College Website
Enrolment	Nil changes in 2021. To be reviewed in 2022.	- Full text available on College intranet. - College Website
Child Protection	Fully reviewed by Head of College and College Board of Directors.	- Full text available on College intranet. - College Website
Code of Conduct - Code of conduct for staff	Nil changes in 2021. To be reviewed in 2022.	- Full text available on College intranet. - College Website

Wellbeing / Pastoral Care Policy	Nil changes in 2021. To be reviewed in 2022.	- Full text available on College intranet. - College Website
Student Anti-Bullying	Nil changes in 2021.	- College Website
Complaints and Grievances	Nil changes in 2021.	- College Website

17.0 Priority Areas for Improvement

Achievement of Priorities Identified for 2021

Area	Priorities	Achievements
A Safe Connected Vincentian Community	Our charism is enhanced through our vibrant sacramental, liturgical and prayer life; our traditions, social justice initiatives, citizenship and ways of working.	<ul style="list-style-type: none"> Regular year group Masses. Regular attendance of boarding students at local Catholic Mass. Continued engagement of the St Vincent de Paul Student Conferences and fundraising to assist various appeals including Winter Appeal and Matthew Talbot Hostel.
	We build capacity in the College and each other.	<ul style="list-style-type: none"> Regular staff meetings to come together to reflect on what it means to be Vincentian. Increased focus on connection between teaching and non-teaching work areas.
	We honour and care for each other through our relationships built on the command of Christ to love one another as he loved us.	<ul style="list-style-type: none"> Focus on being respectful and honourable across the community.
High Performance Pedagogy and Outcomes	Our students' outcomes are a measure of our success.	<ul style="list-style-type: none"> Continuous review of student data and progress. Thorough analysis of HSC and NAPLAN results.
	Our staff are recognised as contemporary, innovative and responsive.	<ul style="list-style-type: none"> Continued engagement in professional learning for all staff, teaching and non-teaching.
	We educate as a community, families and staff, to enact a plan for every student.	<ul style="list-style-type: none"> Head of College meets with every new student and their family enrolling at the College. All students meet daily in Tutor Group where their Tutor monitors their progress from a pastoral

		care and academic perspective. <ul style="list-style-type: none"> • Inclusion Support Team expanded in 2021 to accommodate additional students.
Stewardship – Care of People and Place	We are collegial, creative and service orientated.	<ul style="list-style-type: none"> • Staff provided opportunities to collaborate and come together. • Focus on service to our school community.
	Our College is the school of choice for boys education.	<ul style="list-style-type: none"> • Increased enrolments in 2021.
	Our resources, human and physical, enhance the provision of holistic Vincentian education.	

2022 goals, priorities and achievements will be directed by the Strategic Framework 2021 – 2023 and will be in line with the above priority areas.

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 2021, 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 2021.
- Continued support for Indigenous students. The work of the two Aboriginal Education Workers is essential for these students.

- The Inclusion Support Team was expanded to include additional Inclusion Support Officers. These staff members impact students with learning needs in extremely positive ways and help students reach their potential.
- 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 two day Retreat and Years 7 and 9 were able to participate in their Camps.
- 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 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. The feedback from the Association is very positive. Throughout 2021, the Association were not able to engage as frequently with the school community as they would have liked due to the pandemic, however plans are in place for increased connection in 2022.

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 2021, 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 2021, the Head of College and Head of Boarding continued meeting with boarding families via Zoom each Term. This provided boarding families the opportunity to connect with each other, and discuss and share concerns/ideas impacting the boarding community. This has been a well received addition to the College calendar and will continue in 2022.

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) for students to report any bullying concerns or other matters.

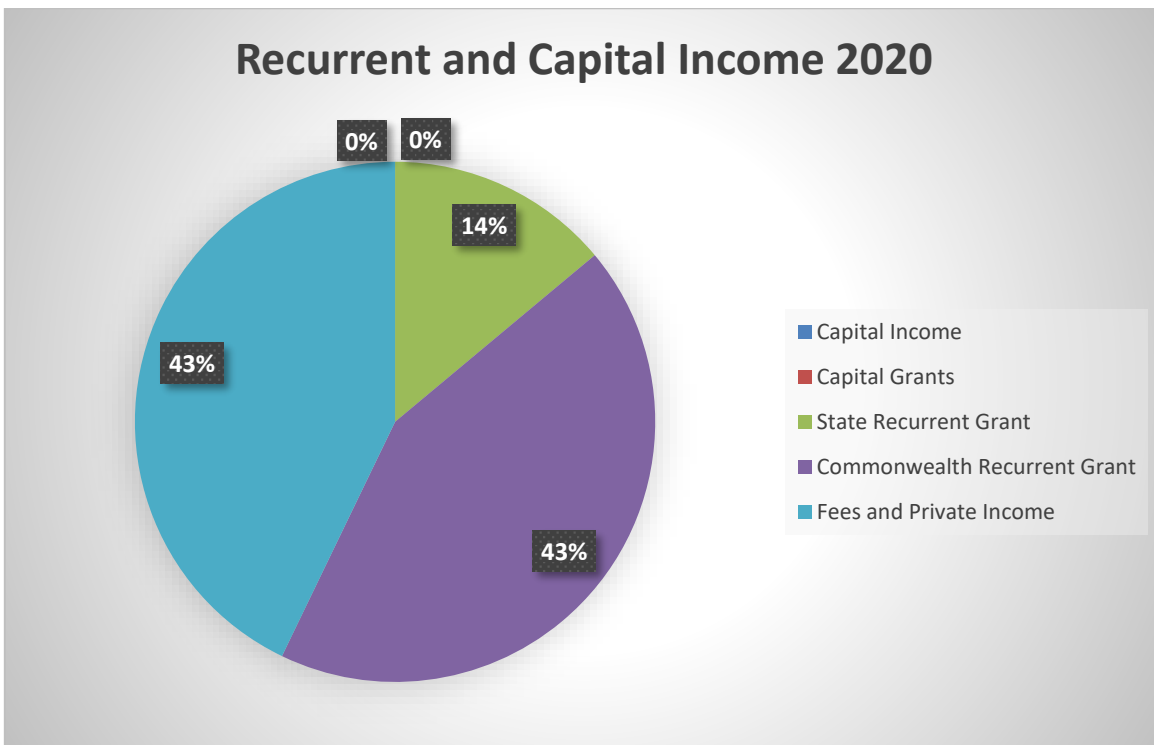
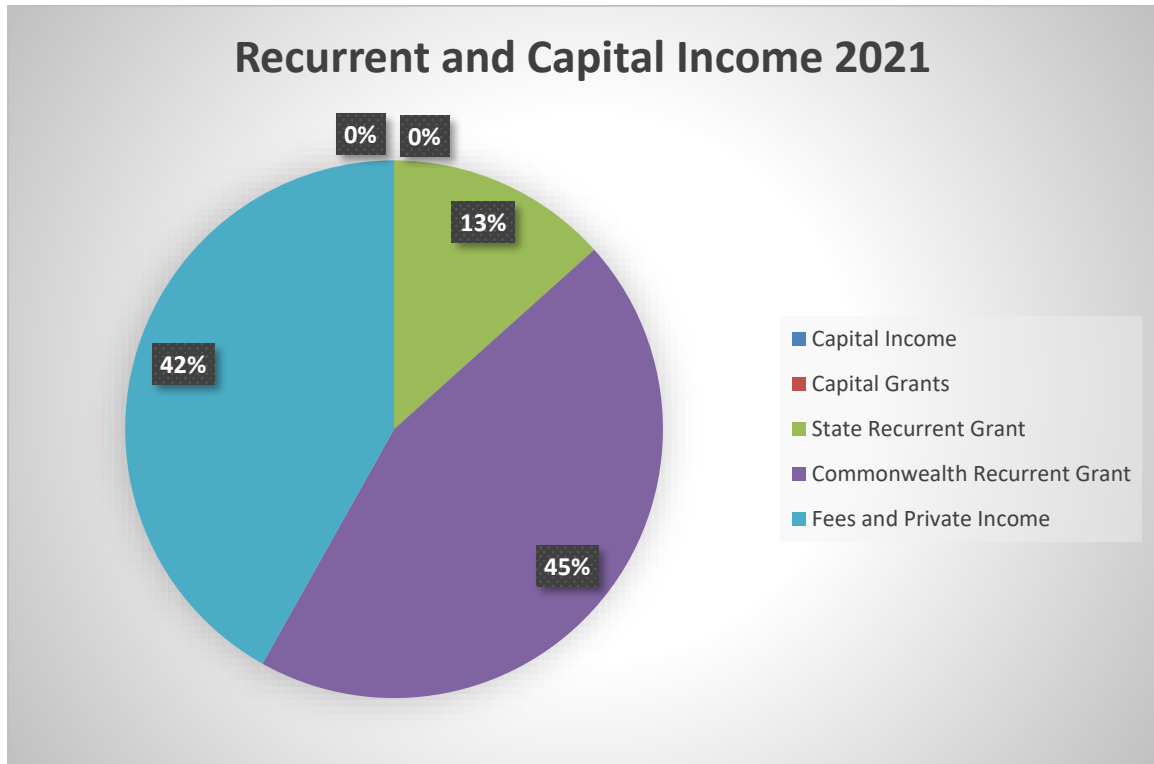
Teacher Satisfaction

Teacher satisfaction is regularly monitored at fortnightly Wellbeing Team meetings, weekly Leadership Team meetings, monthly staff meetings, fortnightly Academic Care Leaders 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.



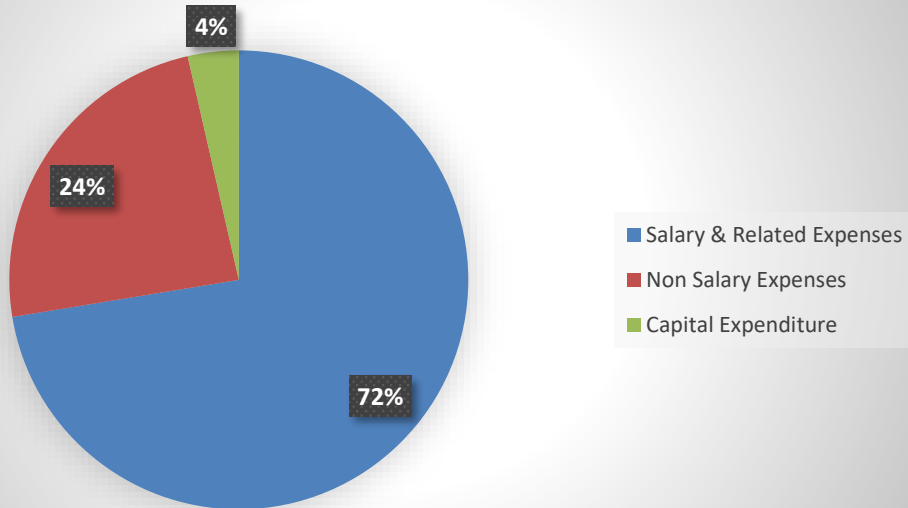
20.0 Summary of Financial Information

Recurrent/Capital Income



Recurrent/Capital Expenditure

Recurrent and Capital Expenditure 2021



Recurrent and Capital Expenditure 2020

