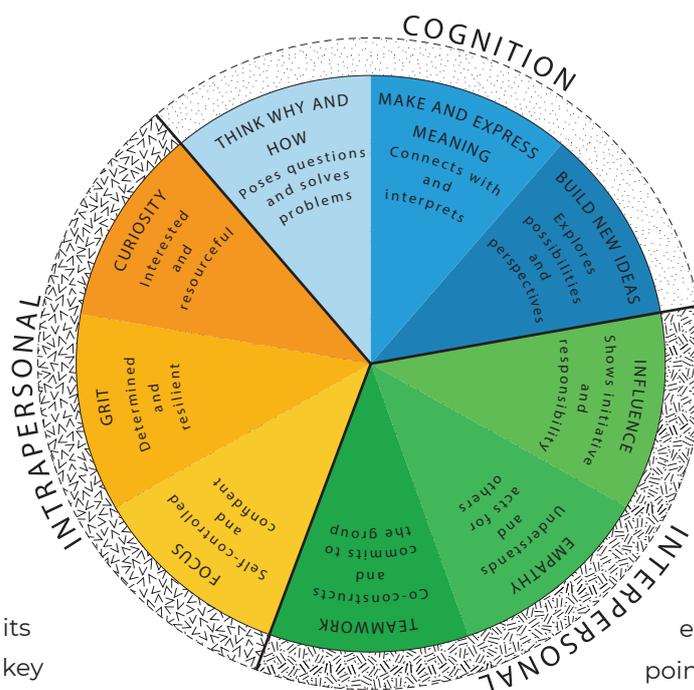


Est. 1867

ST STANISLAUS' COLLEGE

TRANSFORMATIVE LEARNING AT STANNIES



Our Transformative Learning culture has at its core the embedding of key 21st century enterprise skills and the building of dispositional language through reflective practice.

As Stannies continues to shift learning from simply being content driven to making subjects flexible, dynamic and interconnected, this approach to teaching and learning has now begun to move its way into all classrooms.

Through transformative learning we build capacity in our students to develop agility and resilience as they face complex and shifting problems.

The most recent educational research points to a significant change in the skills required for employment by 2030, with the reduction in the need for workers to complete routine, manual tasks and an increase in the time workers spend on solving strategic problems and thinking creatively.

Stannies has embarked on a number of programs geared to developing key skills such as problem solving, creativity, critical thinking, communication, digital and financial literacy which are transferable into many employment areas.

Wellbeing

PASTORAL CARE

The College values the wellbeing of each student and aims to develop their resilience to challenges, so that they leave the College feeling confident in their own ability to overcome adversities.

On entering the College each student is assigned a place in one of six Houses. Each House represents a core value of the College. Each value is part of the Vincentian Charism which is embedded in

all aspects of College life. Students are part of a multi-years House Tutor Group, which meets daily. House communities and House values become touchstones for students as they navigate their development from Junior to Senior school students and for paths beyond Stannies.

The Tutor engages with students to monitor their daily wellbeing and communicate with parents, teachers and support professionals to ensure the wellbeing of each of their tutees.



Humility

Be humble of heart



Honour

Be faithful (witness) to the Word



Compassion

Be a just person



Faith

Be ambassadors for Christ



Service

Hold all things in Christ



Leadership

Show good example

GUIDING PRINCIPLES

The pastoral care processes at St Stanislaus' College are based around a range of key principles, including the Gospels and our House values.

John 10:10 teaches us to 'have life and to have it to the full', which is a significant driving factor for all students at Stannies. Our students are encouraged to embrace opportunities wherever they are presented, and this is especially important within the pastoral care sphere. Students are responsible for actively engaging and taking control of their own learning. But they also hold responsibilities for building relationships with peers and staff alike.

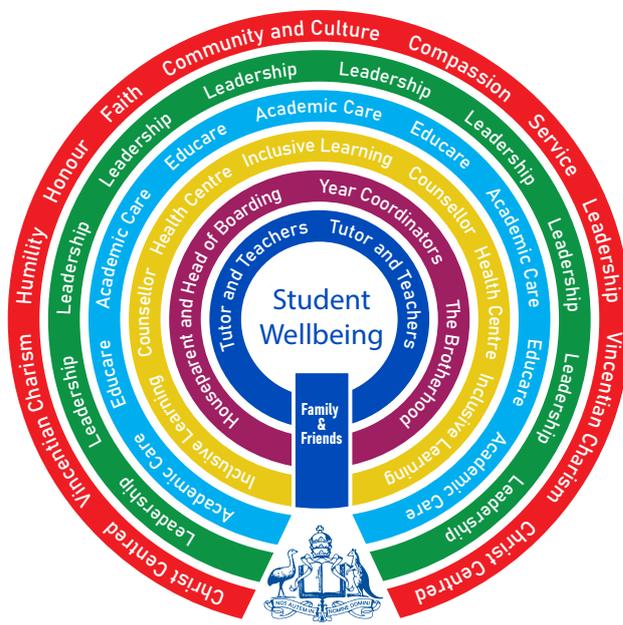


Through the use of the six House values, our students are guided towards living a 'full life' as a Stannies Man. The values of Honour, Humility, Faith, Compassion, Service and Leadership provide a simple and attainable blueprint for success as a student at St Stanislaus' College. These values are encouraged through co-curricular and academic pursuits at the College but can and should be demonstrated within the wider community.

The Gospels and the St Stanislaus' House values are central to our current three-year College Strategic Plan. The Plan enables students, staff and our community to focus on these attributes within the context of three broad goals:

- A safe, connected Vincentian community
- High performance pedagogy and outcomes
- Stewardship – care of people and place.

Self Determination Theory and The Learning



Disposition Wheel (LDW) guide us in the skills we need to help students develop to become self-determined young men. Students at Stannies are encouraged to be self-determined to:

- 'have life and to have it to the full'
- embrace opportunities wherever they are presented
- actively engage and take control of our own learning
- hold responsibility for building relationships with peers and staff alike
- caring for the poor and marginalised among us
- fight for social justice.

Finally, at Stannies, we understand that every student is important. Every student has a right to a bright future and to be encouraged and celebrated every day.



Mission and Pillars of Success



COLLEGE MISSION

St Stanislaus' College seeks to foster the spirit of St Vincent de Paul with emphasis given to the spiritual, intellectual, social and physical growth of each person within our community.

Accent is placed on the care of the individual boy through the Tutor system, counselling and direction by the religious and lay members of staff.

The College aims to work with parents in the task of education; creating an environment which reflects the spirit of Christ in a strong and faithful way, and calls forth the best in those who are part of the school.

OUR PILLARS OF SUCCESS

St Stanislaus' College is committed to developing young boys into Stannies Men.

- Developing positive relationships through generosity, gratitude and understanding the needs of others.
- A positive and enthusiastic attitude.
- The ability to be resilient, tolerant, flexible and responsible.
- Engaging positively in the community and being part of our 'community'.
- Being open to new experiences and participating with enthusiasm in the range of activities on offer.
- Being considerate and courageous.
- Developing effective study habits.
- Always striving to achieve personal best.
- Treat each other with respect
- Remember everyone has their own personal space to which they are entitled.

Co-curricular

Stannies aims to provide an avenue for all students to pursue an area of interest beyond the classroom. This is made possible through College wide support from staff in our day and boarding programs.

The College is a full member of the Independent Sporting Association which offers sports competition against local, regional and metropolitan schools. It also provides a pathway to representation at higher levels leading to State and National honours. The College participates in Diocese music programs, co-educational drama production with MacKillop College, Bathurst as well as a range of art exhibitions and media making opportunities in radio and video production.

Students have and continue to excel beyond the local community, examples include Ainsley Melham (SSC 2009) on Broadway, James Fitzpatrick (SSC 1991) as Young Australian of the Year, Bo Abra (SSC 2017) training with the Wallabies or Jack Besgrove (SSC 2022), Pitcher for the Australian Men's Softball Team. A key component of our students' Transformative Learning is our active participation approach.



Co-curricular activities include:

- Basketball
 - Cricket
 - Cross Country
 - Hockey
 - Rugby League
 - Rugby Union
 - Tennis
 - Touch Football
 - Swimming
 - Athletics
 - Cross Country
 - Debating
 - Public Speaking
 - Historical Society
 - Creative Writers Club
 - Spelling Bee
 - Visual Arts Club (SADA)
 - Stage Band
 - Concert Band
 - Drum Corps
 - Cantor Group
 - Combined Stannies/MacKillop Co-educational Band
 - Annual Musical
 - Annual Play
 - ANZAC Day March
 - Aboriginal Culture Group
 - Agricultural Show Teams
 - Chess
 - Coding & Robotics Club
 - Crew Club
 - Student Media Team
- and many more!



Creative Arts



Creative Arts at Stannies is made up of Drama, Music and Visual Arts. The faculty plays an important role in a number of large scale events at the College including Opening Mass, College Musical and Speech Day.

Drama encourages students to collaborate in creative processes and to perform with and for their peers by combining making, creating and performing. At Stannies we achieve this through a number of activities including Individual HSC Performances, excursions to view local theatre performances as well as trips to Sydney to learn from professionals in their field. Students are exposed to Brechtian Theatre, Realism, video drama, Commedia and Improvisation techniques, among others.

Music is accessed through classroom learning and supported by a range of musical opportunities, such as individual lessons and our extensive ensembles program. Music students have the opportunity to demonstrate their skills at many performances each year. These include at the Bathurst Show, Bathurst Eisteddfod, College assemblies and events.

Visual Arts supports the development of fine motor skills, cognitive skills, visual learning, inventiveness and people skills necessary in the 21st Century. Visual Arts further supports the growth of collaboration, critical reflection and problem solving and various ways to communicate thoughts and emotions.

The Stannies Visual Arts program exposes students to a diverse range of creativity across topics which include sculpting, still life lino printing, visits from contemporary artists, excursions to local Art Galleries and the Stannies photographic competition. Work completed by students is displayed at the Stannies Art and Technology Show and other local exhibitions.

“Being in the Eisteddfod was a good way to build my confidence performing in front of people and make new friends. I hope we can be a part of it again next year.”

Joshua B.

English

It is the imaginative, discursive, informed, and critical use of and sensitivity to language that is at the very heart of teaching English at Stannies. We educate students to be exceptional learners.

Stannies is dedicated to inspiring students to appreciate texts and how they can contribute to a meaningful global perspective. We educate students to be exceptional learners and independent carriers of vision, courage and integrity.

Our goal is to shift learning from being content driven to make English an exercise of creative and critical engagement with various texts that promote students' understanding of their ever-widening world. Within the creative approaches to literary concepts, above all, we are dedicated to improving

students' confidence as writers and readers through providing educational frameworks for students to achieve academic and personal success.

From Year 7 to HSC English, students engage with a variety of texts such as *The Handmaids Tale* and *Tomorrow When The War Began* and are driven by real world focus questions that appeal to their growing understanding of cultural identity and social justice. Interactions with set texts are modelled, collaboratively investigated and finally, independently evaluated. Along the way, students are invited to experiment with various representations of their understanding to embody and reflect upon their learning process.

Ultimately, students' engagement with texts crafts a unique personal voice that can be applied with confidence to any situation.



HSIE

Subjects covered at Stannies under Human Society and its Environment (HSIE) include Business Studies, Commerce, Geography and Legal Studies. Our focus is on understanding the connection between humans and the physical world.

Our Years 7 and 8 students learn about place and liveability and the impact of landscapes, landforms and water in the world.

Years 9 and 10 Commerce students experience the highs and lows of stockbroking by participating in the National Stock Exchange game, where they examine different trading approaches and then invest and trade through the ASX.

Our Year 11 Business Studies students are challenged to develop real-life business cases, which they pitch in a "Shark Tank" style presentation covering every aspect of operating a business, from finance to marketing.

Geography students in Years 11 and 12 study ecosystems at risk and investigate human impact and management strategies. Field trips to the Snowy Mountains, Mayfield Gardens and the Macquarie River provide real-life examples that support classroom learning. While our Legal Studies students are embracing the law and the impacts of legislation on its people.



Inclusion



At St Stanislaus' College we strive to embody the principles of St Vincent de Paul; respect, humility, justice and hope.

Inclusive Learning is a vital cornerstone of the College's daily strive to support the unique learning style of all students and specific challenges they may face.

Eight Inclusive Learning staff work closely with a range of students within the College who require additional assistance.

The nature of the learning difficulties and disabilities we support vary from Attention Deficit Disorder and receptive and expressive processing disorders to mental health conditions and Autism Spectrum Disorder.

In response, Stannies offers a variety of assistance models including in-class support, small group withdrawal, one-on-one assessment preparation, targeted literacy programs and social groups.

Above all, the College values the wellbeing of each student and aims to develop their resilience to challenges, so that they leave the College feeling confident in their own ability to overcome adversities.

History and Languages

Learning about history and languages is vital to our global 21st Century learners. Languages other than English provide a foundation for understanding others and embracing culture and consideration for all nations. Our students gain an understanding of what the past has to offer and build a passion for future study and exploration. Part of this approach offers students the opportunity to join a cultural tour to Europe every three years.

Year 7 History students experience the wonders of the Ancient World in history studies by building knowledge around what it means to investigate the past and exploring aspects of the Mediterranean civilisations such as Egypt, Rome and Greece. They explore the past collaboratively and creatively, choosing forms of communication and ways to think critically. Students also have the opportunity to explore some hands-on learning with our archeology unit and build their grit and focus through the Project Based Learning unit on ancient civilisations.

Year 8 students are provided with the opportunity to study Medieval European society by participating in a Medieval Day, where they can gain a deeper understanding of life during the middle ages. The day incorporates a great collection of armour from

a local history buff, jousting, shield making, castle modelling and weaponry. This unit includes model building and a cross-curricular approach to learning. Students are also introduced to the ancient world of China and Imperial Japan. From here, they move into the development of the Modern World and a choice of Modern or Ancient History in Years 11 and 12. For those students enthusiastic about knowing more, Extension History is also an option in Year 12.

Our Year 8 Languages program offers French and Japanese. Stannies is focused on giving boys the tools to conduct conversations about themselves in a second language.

The French language is a language of diplomacy. French is spoken in many countries, from Canada to Switzerland and Vietnam to the Ivory Coast. It is the official language of organisations such as the United Nations and the European Union and is an Indo-European language that is widely spoken and shares common linguistic links with English and Latin. By learning the elements of French, students will also improve their understanding of the mechanisms of English. Similarly, our Japanese course enables students to converse with our Pacific neighbours in spoken and written form. Both courses dive deeper into the uniqueness of culture and include a variety of assessments and activities to build an authentic cultural connection.



Key Learning Skills

Transformative Learning is about building individual strengths. At Stannies we aim to educate the whole person.

From Year 7, our students are guided to self-assess their own competencies in the nine key dispositions. The aim is to strengthen all key areas. They learn about the traditions of Stannies and what it means to be Vincentian.

Students are encouraged and challenged to be honest, compassionate and humble and to form positive, respectful relationships. They learn how to utilise energy in their whole Stannies life and to always be approachable.

These attributes, combined with an understanding of their individual faith journey, make what we affectionately call 'The Stannies Man'. It is the action of our students within the community where the impact of Stannies shines the brightest.

Our men understand the importance of acting for those in need when an opportunity presents itself.



“For years, broad dialogue has focused on the need to move away from the traditional methods of teaching to evidence-based, active-learning. Transforming Schools offers a way to do this.”

Mrs Melissa Lang, Dean of Learning Improvement and Innovation



Mathematics



Stannies aims to develop deep mathematical thinking by building a strong foundation and creating an interest in Mathematics among students. Stannies teachers are always searching for ways to 'hook' students into mathematics and provide opportunities to experience the joy of mathematical exploration and discovery.

Mathematics is an essential skill and a pillar of everyday life. Each of us encounters a need to solve mathematical problems on a daily basis. We rely heavily on all strands of mathematics in our daily lives and continue to be life-long learners in our mathematical understandings.

Students are immersed in a variety of activities including inquiry and problem solving to expand and consolidate their knowledge and understanding through collaboration with their peers.

Inquiry Mathematics uses prompts to encourage students to see patterns, notice and generate

questions which leads to deep engagement in the topic while differentiating the learning. Students are encouraged to trust their problem solving abilities and persevere when they realize that their understanding may take time to develop and that each student learns in a different way and at different rates.

Assistance is provided through weekly activities such as Homework Hub and Math Mentoring, Enrichment Extension Time (MEET) where boys can receive assistance with assignments, complete classwork or tackle the weekly problem designed to extend and enrich students.

Embedded into Mathematics in Year 7 and 8, STEM integrates mathematical learning with Science, Technology and Engineering. Students are given a challenge which they have to solve through collaboration with their peers, while designing and refining their ideas through making prototypes and testing them.

Religious Education and PDHPE

Religious Education and Personal Development, Health and Physical Education have become a critical component of the Transformative Learning culture at Stannies. Both subjects are intent on educating the 'whole' person.

Content is focused on ensuring students receive a well-rounded education that pieces together their physical, social, cognitive, spiritual and emotional domains. Students are encouraged to listen to each other more attentively so that they may communicate stronger meaning and purpose in their discussion. Strong emphasis on group work, supports collaboration to challenge and extend each other. By sharing and evaluating – asking why, really why, students can be creative in developing responses to difficult concepts.

Religion is often a subject where questions can have many different solutions. Critical reflection is essential

when students are contesting and resolving answers to some of life's biggest questions.

As part of the Religious Education life at Stannies, students and staff celebrate a number of significant dates on the Catholic calendar including Ash Wednesday, Feast of the Assumption, and Patrons Day Mass for St Vincent de Paul and St Stanislaus. Other significant dates celebrated at the College include Opening Mass, Mother's Day, Holy Week, Harmony Day, Sorry Day, Father's Day, Year 12 Graduation and Carols night.

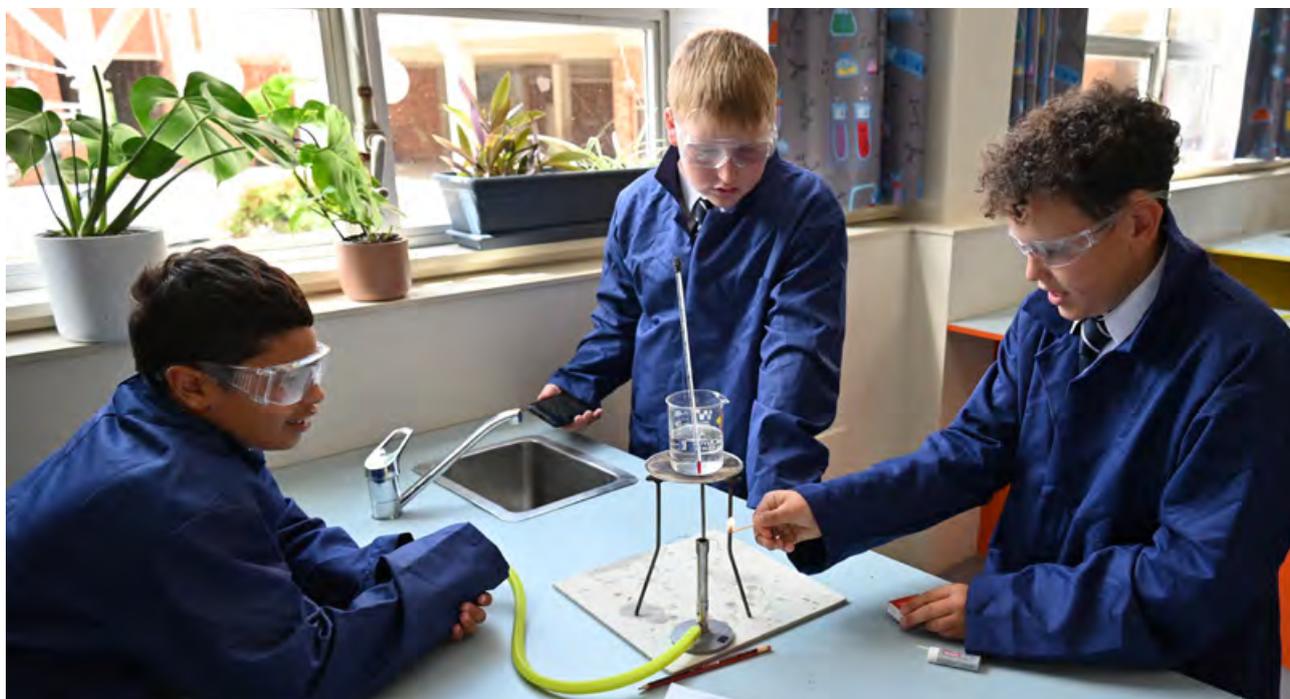
Youth Ministry Leadership activities for Years 9 and 10 are based on the themes of Confirmation, Leadership and Eucharist and are good way for students to grow their leadership skills while interacting with younger students across the Diocese.

Year 11 students attend a Retreat each year which is an opportunity to reflect on issues impacting on society, family and individuals in preparation for their final year of secondary education.

Within PDHPE, students are encouraged to develop self-confidence and resilience by being assertive, utilising enhanced communication skills. They collaborate regularly to offer ideas and co-construct various projects. Creativity is encouraged by noticing problems within society and on the sporting fields and investigating possible solutions. Critical reflection allows students in PDHPE to make assumptions about people's lives and adapt them to have a positive influence on their own.



Science



Science by its very nature incorporates the skills needed for the 21st Century learner. It encourages students to develop critical thinking skills whilst problem solving. It links development of technology with real life applications of science and demonstrates how these can help solve global concerns. It encourages collaboration with peers and teachers, and promotes effective communication skills to present their findings.

Stannies establishes a foundation of scientific knowledge throughout Year 7 to build on in the years ahead as well as inspiring and engaging students through fun activities such as National Science Week which encourages to be problem solvers by finding creative solutions, Science Week activities and the Science and Engineering Challenge. Students are taught methods and skills that promotes their study of Science to be safe, challenging and exciting.

In Year 8, scientific knowledge and the scientific process are expanded on through Biology, Chemistry, Geology and Physics. Students are encouraged to

understand how science and technology are used to help solve problems relating to health, energy production and natural disasters.

During Year 9, the scientific journey continues as knowledge and skills acquired are built on, expanding on theory and practice within the fields of Science.

Content covered in Year 10 goes on to strengthen the interests of students and becomes more rigorous as they build skills and knowledge that can be used as a springboard into Years 11 and 12.

The Science learning environment strongly promotes “connectedness” across areas of knowledge and subjects, as well as to the community and the wider world. Students are encouraged to focus on their learning habits while highlighting their strengths to enable them to make conscious and informed choices regarding their subject choices for Years 11 and 12.

We believe that life after Stannies is made easier with an in-depth understanding of how the world works and why things happen.

Technical and Applied Studies (TAS)

Technological and Applied Studies teaches students to think differently and creatively, from designing and testing bottle rockets with guidance from Charles Sturt University Engineering lecturers to robotics and coding, solar powered boats, website coding and design, and cooking and selling street-style food as part of Food Technology studies, to raise funds for those in need.

Technology in the field of education can be a powerful tool. Stannies aims to engage and challenge students with new and interactive methods. At Stannies, emphasis is placed on students working together, collaborating locally, nationally and around the world. Collaboration is key as students are regularly challenged to co-construct projects and extend each other through the sharing of ideas. Students must become good communicators to effectively relate design ideas and solutions to peers and teachers. Critical reflections allow for the continual improvement and expanding of ideas through discussions and testing. By sharing and

evaluating, students can develop creative responses to difficult concepts and situations.

Science, Technology, Engineering and Mathematics (STEM) is an essential area of study that fosters students' skills and prepares them to participate in a rapidly changing world and contribute to the future development and prosperity of Australia.

The integrated approach to STEM education taken at Stannies, provides opportunities for students to develop the knowledge, understanding and problem-solving skills needed to influence scientific and technological developments through innovation. Students can take these interests into Automotive, Design and Technology, Metalwork, and Woodwork.

The study of Technology Mandatory in Years 7 and 8 enables students to become responsible users of technology and solution designers. An enhanced understanding of STEM and its real-world applications encourages students to actively contribute to society and increase future career opportunities.



Agriculture



Stannies students have the opportunity to experience aspects of an agricultural lifestyle by participating in the care and exhibition of cattle and sheep, equestrian competitions, farming techniques to improve processing and production, and technological advances in agriculture.

The 50-acre school farm, Sunnyside, is situated at the bottom of Mt Panorama and accommodates the Stannies Shorthorn and Suffolk studs, equestrian program and meat and layer bird systems.

This wonderful facility provides the boys with an opportunity to put the theory they have learned in the classroom into practice and collaboratively involve themselves in the day-to-day running of the property, continually developing their communication skills.

The study of a variety of agricultural enterprises and collection of data relating to these, allows students to analyse and critically reflect on each enterprise to make informed production decisions worthy of being implemented in larger scale operations.



ST STANISLAUS' COLLEGE

College Motto

NOS AUTEM IN NOMINE DOMINI

'Some trust in chariots or horses, we however, trust in the name of the Lord'

Psalm 20:7



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