



2009

St Stanislaus' College

ANNUAL REPORT

As required by the Board of Studies

St Stanislaus' College Bathurst
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Introduction

St Stanislaus' College is an Independent Secondary School for boys. Founded in 1867, the School caters for students from Year 7 through to Year 12. Students are presented for the award of School Certificate in Year 10 and for the Higher School Certificate in Year 12. The School enrolls both day students and boarding students. 2009 was a most fulfilling year for St Stanislaus' College Bathurst.

1.0 A Message from the Key Bodies

1.1 Mission Statement

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.

Accent is placed on 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.

1.2 The Vincentian Philosophy of Education

1.2.1 Preamble

The Vincentian Philosophy of Education seeks to proclaim the Gospel in the spirit of St Vincent de Paul and in so doing to form people that they may bring the Good News to the poor and stand with them in solidarity. The following principles are regarded as fundamental to the task of assisting young people to develop a synthesis of faith and culture and a personal integration of faith and life.

- Jesus Christ sent by God, the person in whom all human values find their fulfilment and unity, is the model of authentic human life which we offer.
- In the certainty that the Holy Spirit is at work in every person who seeks the truth we offer our catholic faith and culture to all, non-Christians included.
- Since faith is a gift of God and cannot be imposed, we proclaim the Gospel and offer a formation based on the values of that Gospel while respecting the religious freedom and personal conscience of individual students and their parents.
- Formation for living according to the Gospel message is continually fed and stimulated by its Source of life, the Saving Word of Christ. This is expressed in the Scriptures, in tradition, especially liturgical and sacramental tradition, and in the lives of people, past and present, who bear witness to that Word. Mary the mother of God is a singular model and excellent example of that which we as Christians desire and hope wholly to be in faith, charity and union with Christ.
- The justification for a catholic college is its sharing in the evangelising mission of the Church; as such the mandate for our apostolic undertaking is given by the Bishops to whom we are responsible in the person of the local Bishop
- The promotion of the fundamental equality and dignity of all persons is the basis for our preferential option for the poor, for those who, regardless of the reason, are marginalized in our society, and for those who are deprived of family help and affection
- Since parents are primarily and principally responsible for the education of their children a Vincentian college community forms and fosters a partnership with them in the context of the local ecclesial community
- Witness to the integration of faith and vocation in life takes place in a genuine community of faith in which the complementary vocations of lay and religious women and men are recognised, welcomed and fostered

- A good educational environment is one where young people gradually learn to open themselves continually to life as it is and to create in themselves a clear meaning of life; hence students are to be active agents in their own formation and in the formation of their peers
- Ongoing formation of all involved in the apostolate of educating young people is a necessary prerequisite for maintaining the self criticism needed to evaluate and improve the formation that is offered. Such ongoing formation will seek to develop the educator humanly, professionally, religiously and spiritually in the tradition of Vincent de Paul
- The educational program is directed to the integral formation of each student so that he, whatever his ability, is extended to the fullest degree possible in an areas of his formation.

1.2.2 Aim

To proclaim the Gospel in the spirit of St Vincent de Paul and to offer an integral human formation for living according to that same Gospel with due emphasis given to the spiritual, intellectual, psychological, physical, moral and social growth of each person in order that students may reach the maturity and inner directedness required for meeting the commitments of their vocation within and for the larger community. This formation is offered to all via the provision of an environment that contributes to the wholeness of each in a Vincentian College community. We aim, furthermore, to give special attention to those who are disadvantaged and poor.

1.2.3 Goals

1.2.3.1 General Goals

We aim:

- to impart a knowledge of God and of God's activity in our world
- to deepen each person's relationship with God, and with others
- to take the Gospel of Jesus Christ as our charter of life and in accordance with it to promote the dignity and worth of each person
- to lead all to a deeper life, of worship
- to be a people of prayer both as individuals and as a community
- to bear witness to our personal integration of faith and life in our daily lives
- to sustain and foster a community in which people are responsible and inner-directed, capable of choosing freely in conformity with their informed conscience
- to encourage the pursuit of excellence in all areas of human endeavour
- to foster the Vincentian spirit as an integral part of Vincentian College life. Manifestations of this spirit are: a trust in God's providence; unpretentiousness; a generous, gentle and unwavering care for the weak and marginalised; transparency and loyalty in one's relationship[s]; a friendliness to all, staff and students alike.

1.2.3.2 Specific Goals

In the area of Spiritual Formation we aim:

- to assist each student to come to a personal commitment to the Lord Jesus and to persevere in that commitment
- to provide a thorough and reflective knowledge of the catholic faith and the opportunities to practise it
- to develop in students a reverence for the presence of Christ in the Sacred Scriptures, in the Sacraments, especially the Eucharist, and in the Community gathered together to pray in Christ's name
- to assist students to discover in themselves meaning for their lives and hope for the future
- to develop in students a sense of belonging to the universal Church and to the local church community.

In the area of Intellectual Formation we aim:

- to instil in students the desire and the will to search for the truth at all times
- to develop each student's intellect to its fullest academic, creative and aesthetic potential
- to foster an appreciation for cultural values and for learning in all its forms
- to encourage students to see the knowledge that they acquire as a call to serve, to be responsive to others, responsible for others and to work together in fulfilling that responsibility

In the area of Physical Formation we aim:

- to provide an environment which is healthy and conducive to good health
- to provide an experience of physical activities not simply as an exercise for the body but as an opportunity for the development of moral and social virtues.

In the area of Moral and Social Formation we aim:

- to develop in students a spirit of solidarity, particularly with respect to the weak, the fragile and the outcast
- 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
- 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
- to assist students to embrace a set of coherent values centred on love, justice, truth and fidelity
- to develop leadership and community building skills in students and to provide opportunities to exercise those skills; 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.

1.3 A Message from the School's Governing Body

Throughout 2009, St Stanislaus' College continued to address not just the recommendations which resulted from the 2007-08 College Review, but also the consequences for the College of the Global Financial Crisis, the continuing effects of the drought on our rural communities and the continual need to review and upgrade educational programs.

The Governing Body is pleased to report that the College has attained good results in the context of the Financial Health Assessment Framework and has been able to respond to the GFC with prudent financial management while still keeping intact a just and compassionate response to the needs of our student families.

The Body also notes the upgrades of College facilities in the students' dining room and swimming pool. In great appreciation, it recognises the Federal Government's contribution in the National Schools Pride Grant which has enabled the refurbishment of the Marble Hall and the shade cloth area around the swimming pool. Our successful application for the Trade Training Centre was received with great thanks to the Federal Government and enables the College to extend courses for students in areas that are most suitable to their gifts, their energies and interests, and their hopes.

The Governing Body noted with appreciation and gratitude the commitment, competence and leadership of the Headmaster and the contribution of staff, teaching and ancillary, to the overall mission of the College.

The College continues to strive to provide the best it can in educational opportunities and formational development in a social, cultural and contextual environment that best serves the young men of our rural communities and beyond.

Douglas Akehurst CM, Chairman of the Board of Directors

1.4 A Message from the Student Representative Body Head Prefect's Address at the Year 12 Graduation Dinner September 2009

There is something unforgettable about the graduates of 2009. One may say that it is our giftedness academically or on the sporting field, or our ability to stand up for one another or to get the job done that defines us, but what I believe is the most important thing that makes us stand out so is that each one of us is an individual. We are individual men with our own attribute and identities that when combined, make the class of 2009.

Aristotle postulated that *"Men acquire a particular quality by constantly acting a particular way... you become just by performing just actions, temperate by performing temperate actions, brave by performing brave actions."* We have heard the title **Stannies Man** bestowed on many of us before, but to place us under such an umbrella's title suggests we act in a certain way, or fulfil some archetypal figure of ideal masculinity. But the question I pose today is, "Do we?" Are we the men that Aristotle dictates? Are we just? Are we temperate? And are we brave? And is this relevant for us as graduates of St Stanislaus' College, in 2009?

Distinguished Guests, ladies and gentleman, graduates for 2009, we congregate tonight to celebrate thirteen years of schooling; thirteen years of development and preparation for the transition into the new real world, a daunting yet exhilarating prospect

I believe it is apt to say that whilst we are a talented year, we are also a year that is willing to push the boundaries, even cross the line with our actions. Some deem it obnoxious, or immature, others grossly inappropriate. We have not always been just and temperate in our action, nor, whilst it may be difficult to admit, brave, but whilst I do not like to dwell on the negatives I think these actions play a considerable role in the identity of our cohort. Oscar Wilde stated, with satirical truth, *"Disobedience... is man's original virtue. It is through disobedience and rebellion that progress has been made."* For whilst we may not always adhere to the rules of the college, nor adhere to the image of manhood that Aristotle deems appropriate, I believe that the challenges we have posed, are important, not only for the development of the community, but also the formation of an individual. Whilst transgressive behaviours are neither defensible nor excusable, it does not mean we cannot work to be people of truth, integrity and empathy. We must acknowledge that our wrongs of the past are not only necessary for our own individual growth, but also the growth of peers – similarly acknowledging is that it is St Stanislaus' College that has provided us the opportunity to learn from our mistakes and offering a plethora of opportunities for us to grow. We have grown through both our accomplishments and failures, to become the individuals we are graduating as today; for these opportunities, I am truly grateful.

When I walk down the hall of the Old Boy's Gallery, I feel sense of awe of the type of person this school can foster. From reading about these men I have learnt of the outstanding achievements made by those who went to this magnificent school, and I feel a certain urge to be as successful in my own endeavours so one day, I too, along with others from this form, can be up on the wall with the men that have gone before us. The College's ability to inspire its students to pursue their interests, whatever they may be, and execute to succeed to the best of their ability is something that I truly admire. Of the men here today, I hope that we learn from the mistakes, and take advantage of the opportunities given to us by the school and others, along with continue to better our accomplishments, so that we can prove to those whom have been put offside, and reaffirm to those whom are in support, that we are a group of individuals that whom have an unique ability which break can boundaries and make progress through our achievements.

For the last 6 years at this College we have been immersed in a rich tradition that is over 140 years old. Within the aging walls, the traditions continue to flourish, flourishing in the ways they have in the past, but also with a new vivacity. The overwhelming sense of pride I feel when singing the Vincentius and shouting *The Ric*, is something that I, and many of the graduates here tonight, will never forget. Whilst the College was somewhat Anglo Saxon dominated, and preoccupied with rugby, there is a certain diversity that is emerging that still continues to honour the traditional values of the past, but is only enriching the lives of many of our young men. For me it is greatly encouraging that, I, a person not

known for my sporting abilities, admitting that the hardness of my head is my greatest attribute on the football field can be elected as the representative of the year and school based on my efforts within the performing arts. To have a drama class completing the HSC larger than any before hand, not only shows the diversity within the school year but also the depth of talent which our form embodies.

The diversity that is emerging goes beyond drama; it extends to the talent embodied within the arts student's major works, the projects of those in D&T, metal and engineering and construction, and the music performances. The talents shown within the classroom, examinations, socially and spiritually are a testament to every individual's ability. Our year's academic prowess was exhibited in our fine results in the school certificate which has been continued with an unrivalled number of boys with UAI estimates above 90 and 95. Furthermore, the achievements in the pool, on the track and on the playing field, with many students excelling in their chosen sports, are accomplishments that should not be underestimated. Everyone in the year has made a significant contribution to the cohort and the school with their own expertise and no individual's achievements has been more important than the other.

Whilst at this College a new found spirituality has been felt by all because of the tireless work of the Vincentian confer. The knowledge and wisdom that the Fathers possess have enriched the personal wellbeing of many students during their time at Stannies. I would particularly like to thank Fathers Doug and Rom for their many Masses, homilies and services they have conducted. The sounds of *Amazing Grace* bellowed out in unison as a year, the involvement of all within the service, the many occasions when sound of men's voices rose into the ancient lofts echoing a tradition hundreds of years in age, are experiences that have had a significant impact on my life which will endure for many years to come.

Mr Edwards is a man that I have the utmost respect for. I have never met a person so committed to their cause. Every ounce of his effort is exerted for the betterment of this school and particularly the betterment of the student body. The ideals, the thoughts and the experience which he extols are of the highest quality and are testament to his strong character. I thank you, Mr Edwards, on behalf of all who have benefited from your unwavering leadership, for your continual commitment to us, the students. I similarly like to thank Mr Neill. As a young boy I questioned what you had done for the school, only ever seeing you on your trips to the back of the PAC. In my ignorance I was unaware of the fact that without you the school would not be able to run on a day to day basis. If a problem needs to be solved, you will always come up with a pragmatic answer. Thank you Mr Neill for the countless hours spent dedicated to the running of this College –it must be those litres of coke that keep you going.

Every student here tonight has been guided by the teaching staff. Although I cannot thank every member individually and whilst not all were able to be here tonight, I would like to thank you all for the many hours enriching our lives and mind for the better. The enthusiasm shown in and out of the classroom by the staff is appreciated by all, we would not be able to develop into the people we are today without your guidance and direction.

To the support staff of the College, the ladies in the office, the Maintenance staff, the cleaners and all those who work behind the scenes to make the College run. Thank you for making this school a pleasant, efficient and working environment that fosters the learning of all.

Finally, I would like to thank the Graduating year of 2009, the memories (good and bad) which we have created for each other and that I, and many others, will hold close are invaluable. The joys, the struggles, pains and achievements we have made and had together as a form are something that can never be taken away.

Whilst we are a form of individuals who are not afraid to push the boundaries in the pursuit of progress, it is through this College that we are brought together to become Stannies' men. As John Dunne stated "*No man is an island, entire of itself; every man is a piece of the continent, a part of the main; if a clod be washed away by the sea we are 'the less...'*". Although we are individual men in our own right, it is the camaraderie, the experiences, friendships, traditions, characters and virtues that bind us together through St Stanislaus' College that make us strong. If we had to stand alone, we would not be the

progressive, diverse, capable and talented men that we are today. We would not be Stannies' men. We would not be the individuals that come together and unify to become the graduates of 2009.

Thomas Barlow, Head Prefect 2009

1.5 A Message from the Parents & Friends Association President

In 2009 the St Stanislaus' College Parents & Friends Association farewelled one of its long serving members and President, Mr Trevor Toole. Trevor has been involved in the Association for many years and has been a great supporter of the school. Trevor continues to be involved with the Annual School Fete where he can be seen spinning the chocolate wheel with great skill.

Representatives of the Association spoke at the Information Evening for prospective new students and the 2010 Year 7 parents meeting in 2009. At both of these meetings, the three important areas that the Association focused on were presented and emphasised.

Firstly, the Association plays an important role in building a school community that is inclusive and welcoming to all. The Association's Executive are always available to speak to new parents on the role of the Association and the opportunities for parents to become involved with the school.

Secondly, the Association supports the School and its Mission in many ways. Donations to the school for specific projects, providing catering for events and endorsing major school policy decisions are some of the ways that the Association gives its support to the Headmaster and the Management Team.

Thirdly, the Association is a conduit for communication. Communication between the school and the parents and the wider school community is very important and the Association is one of the ways in which this is achieved. At the regular Association meetings, parents listen to and discuss the Headmaster's report and ask questions of the Headmaster and Senior Staff. This open line of communication is very beneficial to all concerned and continues to be the highlight of the Association's meetings.

In summary, community, communication and support are the roles of the Association.

The Association has been well served in 2009 by the many volunteers who give generously of their time in a variety of ways. Without this large volunteer base, the Association could not achieve what it does.

The Annual School Fete continues to be the major event on the School calendar and the Association's Parents Dinner was well attended.

The Association's Executive, Mrs Chris Tobin (Vice President), Mrs Anne Huges (Secretary) and Mrs Jan Manners (Treasurer) have all contributed immeasurably to the Association and the school and I personally thank them for their time and commitment.

Look out for the Association's news and events on www.stannies.com.

David Nelson
President

1.6 A Message from the Headmaster

Annual Report given at Speech Day, 14th November 2009

Fr Provincial, Distinguished Guests and the Community of St Stanislaus' College, it is my pleasure to present the 143rd Speech Day Report to the Provincial.

Academic Matters

A crucial part of the life of the school lies in developing the academic gifts of our students. Many achievements that have taken place in 2009 provide very positive feedback to our community about progress being made in realising our academic goals.

At the 2008 **Higher School Certificate**, our students achieved 36 entries on the Board of Studies Honour Roll. In terms of the Bathurst experience, from the six Bathurst high schools this outcome ranked Stannies second to MacKillop College who recorded 59 on the Honour Roll with the other schools recording 34, 15, 6 and 2 respectively. Of special interest was that despite Stannies only providing 40% of the Bathurst male 2008 HSC candidature, we achieved more than 80% of the Honour Roll entries recorded by Bathurst males. Of even more consequence was the range of subjects in which our boys achieved Honour Roll listings, compared to the rather narrow focus of the remaining 20% in the other Bathurst schools. Angus Floyd of the 2008 HSC class also achieved the distinction of recording the highest UAI reported in Bathurst and Orange of 99.4. In terms of the 2009 Higher School Certificate, it is significant to note that St Stanislaus' College has a Year 12 graduating class of 111 which is the largest Year 12 class in Bathurst followed by 97, 92, 72, 66 and 26 enrolled respectively at the other Bathurst high schools. To understand the success of the school in facilitating boys to complete their Higher School Certificate, it is pertinent to observe that in the other four Bathurst schools enrolling boys, a total of only 126 males are to be found in HSC classes. In 2009 Stannies alone is therefore contributing almost 47% of the total candidature of males in Bathurst and the impact of the school is such that Bathurst would be one of the very few centres anywhere in NSW where more males are completing the Higher School Certificate than females (237 males compared to 227 females). Another development that is worthy of note, centres on the post school destinations of our students. In recent years, many of our most able students headed to the Australian National University and the University of Sydney to complete very challenging academic programs. In 2009, a significant number of Old Boys are to be found at the University of NSW which is renowned as an outstanding place of learning in the Sciences. Stannies students are to be found in the faculties of Medicine, Science and Engineering in significant numbers and are achieving success in these academic programs. Other Old Boys are to be found in a variety of other Universities completing courses of study that are at the cutting edge of many disciplines. It is very pleasing that significant numbers of our students choose and succeed in options that others are far more cautious and at times fearful about embracing. Confidence is high and we need to ensure that it remains so. Outside of the HSC results and participation rates, there are many more outcomes that attest to the success of our academic programs at the school.

Stannies received our **2009 National Assessment Program in Literacy and Numeracy (NAPLAN) results** late in Term 3. The most heartening aspect of the results centred on the Value Adding that was achieved at Stannies relative to State norms. For students who were enrolled at Stannies in Year 7 and who did the NAPLAN exams again in Year 9, the mean gain in NAPLAN points at Stannies exceeded the NSW mean gain in each of Reading, Overall Literacy and Overall Numeracy. In Reading, the Stannies mean gain exceeded the NSW performance by 18.4 points, exceeded the Overall Literacy performance by 3.4 points and exceeded the Overall Numeracy performance by 15.1 points. An area of the NAPLAN results which we will have to work on is in the Writing component of Literacy and we have already implemented targeted programs to lift performances in this area.

An area that the school has embraced with great enthusiasm in recent years is in **Accelerated Learning**. In 2008, nine Year 11 students completed Studies of Religion 1 Unit for the Higher School Certificate and all of these students achieved Band 6 Board of Studies Honour Roll outcomes. In 2009, 16 Year 11 students are completing the 1 Unit Studies of Religion 2009 HSC program. Outside of Studies of Religion, Patrick Bowman from Year 10 is completing the Extension 2 Mathematics HSC paper this year along with Stephen Watson from Year 11, with Nick Whiteley and John Maroney from Year 11 also completing Extension 2 Maths in the 2009 HSC. Accelerated Learning is creating richer opportunities for a number of students who are suited to these programs and it is creating a more plentiful and varied academic life at the school.

Another area of academic development has been found in the formation of our **Thinkers' Group** during 2009. Students from Years 9 to 11 joined our group of thinkers who sought to provide thought-

provoking contributions at a number of Assemblies during the year. Among the topics discussed included the issues around carbon sequestration, the impact of drug trafficking and addiction on western societies and the consequences for Sri Lankans and the world on the dramatic conclusion to the Civil War in Sri Lanka. The Book of Wisdom notes that, "wisdom is a reflection of the Eternal Light, the untarnished mirror of God's active power, the image of His goodness." Our thinking group has at times been thought-provoking and next year hope to build on these excellent beginnings.

A critically important facilitator of scholarship within the school in 2009 has been the exciting developments taking place in our **Library**. Under the changes introduced by Librarian Helen Jones and her co-workers, the Library has been transformed into a more inviting space that promotes enquiry, reflection and research. Critical goals have been achieved with the introduction of sophisticated hardware and software programs but more importantly by the creation of an atmosphere that is inviting to the boys and which fosters scholarship.

Indoor Assemblies have continued to be a powerful tool aiding academic development within the school. The indoor Assemblies have showcased interesting and challenging presentations on issues such as the stock market crash, on creative pieces of writing that have addressed issues such as discrimination and the stolen generation and through showcasing a number of interests and activities and cultural life which extends, challenges and encourages our community to be more creative and tolerant.

Perhaps the most significant resource expansion in the academic life at the school took place in 2009 via massive Federal Government Grants to support significant advances in **digital education**. The Federal Government Grants for computers and computing infrastructure at Stannies has invested more than \$560,000 worth of hardware and software into our school this year. Hundreds of Netbooks, Notebooks and desktops have been added to the computers used by our students and the funds for infrastructure among other things, have provided very substantial improvements to our wireless system and to a number of other software programs used at the school. Previous to this year, funds for digital education initiatives came almost exclusively from private income sources and placed a heavy strain on our parent body. The funding initiatives of the Federal Government have provided our students and staff with very exciting new opportunities which have enormously enriched the learning and teaching environment at the school while easing burdens that previously were onerous for many parents and families.

Finance

Independent Schools are funded by the Schools Assistance Act 2008. This Act provided for the establishment of a Financial Health Assessment Framework (FHAH) for non-Government Schools. The FHAH measures the financial performance of schools and determines a school's financial viability. Assessments are based on a number of financial indicators and industry benchmarks, with a school assigned to a grouping according to the number of benchmarks it meets. The results of the first Financial Health Assessment Framework for non-Government Schools were communicated to schools in July 2009. Depending upon the performance of schools in relation to the benchmarks, schools were to be categorised as Group 1, Group 2 or Group 3 schools, with Group 1 being comprised of schools who met the highest number of benchmarks. Happily, St Stanislaus' College was categorised as a Group 1 school which allows it to continue with standard reporting and compliance requirements which are far less onerous than those mandated for Group 2 and Group 3 schools.

In the Speech Day Report of last year, there was some considerable concern about the possible impact on the school of the Global Financial Crisis which at that time had wiped hundreds of billions of dollars from stock markets around the world and threatened the banking system worldwide. To cover a range of possible outcomes, the College put in place a conservative financial regime. The measures that were implemented, along with unexpected buoyancy of the Australian economy, have produced a large surplus for the school and a substantial reduction in the debt owed to the College. It is very gratifying to be able to report such positive outcomes in a still challenging financial climate.

Facilities

Notwithstanding the financial prudence outlined above, the College has been able to implement some most substantial improvements to College facilities in 2009. St Stanislaus' College has been fortunate enough to have the use of an olympic swimming pool that was built by various members of our community in the 1970s. By the end of 2008, substantial problems had emerged in the state of **the pool** that were leading to massive water loss and a degraded pool surface. The College was able to identify more than \$100,000 to entirely resurface the pool and to implement structural changes to substantially reduce water loss. Major work was carried out in various periods from January through to May and the outcome has been splendid. Water loss has been dramatically reduced, the appearance of the pool much enhanced and the surface much improved from a users perspective. The work on the pool means that this significant resource will continue to be available to our students for many years to come.

For some years, many of the facilities of the College have been refurbished and renovated. An area that still awaited renewal was the **College Refectory**. The Ref continued to have laminated tables that dated back to the 1960s and generally was in a dilapidated state that had degraded over time with massive ongoing use by many generations of students. Approximately \$100,000 has been spent completely refurbishing this space. The timber floor was sanded and restained to reveal a beautiful tallow wood surface, all new tables have been introduced made from magnificent recycled yellow box, the frosted windows at the front of the Ref have been replaced by clear panes that have brought in light, heat and the colours of the trees, sky and clouds from outside to create a much more interesting and pleasant space for dining. The Refectory has been fully repainted and the highlights of the magnificent pressed metal ceiling emphasised by picking out intricate features by careful, painstaking paint work. To complete the project, new lighting was installed to replace the old fluoros that used to dominate and degrade the room. All these changes have brought forth an excellent dining space which has played an important part in improving the dining experience at the school.

Facilities at Stannies in 2009 have also been dramatically improved via the Federal Government's **National Schools Pride Grants** which were introduced as part of the stimulus package in response to the Global Financial Crisis that emerged in the final quarter of 2008. The National School Pride Grants provided the College with \$200,000 to fund a **shade shelter** extending almost the length of the swimming pool and tennis courts, and a wonderful **refurbishment of the Marble Hall** that has seen this space returned to its glorious past. The shade shelters provide practical relief from the harsh summer sun for students using the pool and the tennis courts and adjacent areas, and the refurbishment of the Marble Hall provides a magnificent and inspiring place in which to perform, to listen and to ponder within.

A further area of significant facilities enhancement will take place in 2010 after St Stanislaus' College was successful in 2009 in achieving a Grant for a **Trade Training Centre**. The success of the application led by St Stanislaus' College for a Trade Training Centre Grant was noteworthy for a number of reasons. St Stanislaus' College was the only project led by Independent Schools in Round 1 Phase 2 to receive funding approval in NSW and was one of only five such projects to receive funding for Independent Schools Australia wide. The Trade Training Centre Grant for Stannies will fund workshops to support teaching programs in Automotives, Metals and Engineering, and in Construction. The application led by Stannies secured funds totalling \$3,226,329 (GST exclusive), with \$1,626,000 flowing to Stannies, \$1,540,654 going to MacKillop and \$310,984 being targeted for St Joseph's Oberon. Stannies has long been a leader in the provision of vocational education in Bathurst and rural NSW and the presence of a new Trade Training Centre will allow the school to further develop in this important area of education.

Boarding Numbers Soar in 2009

At the start of 2009, Stannies enrolled 69 new boarding students. This was the greatest boarding intake for almost 20 years and lifted the total boarding enrolment from 185 in 2008 to 211 in 2009. While other boarding schools continue to struggle for numbers, Stannies has been able to build our enrolments to the highest levels for almost two decades. A strong boarding house is an integral part of Stannies and our strength in boarding is most encouraging. As the end of the year is approaching, it is

very satisfying to note how well the vast numbers of our new boys have now become very much a part of the school. The new boys have now become old hands immersed in many College curricular and co-curricular activities. While boarding numbers have grown substantially, it is important that we do not simply rest on our laurels. At the end of Term 2, the most extensive boarding house promotional tours for a number of years were organised and successfully undertaken. Major promotional tours were done to the southwest, to the northwest and to the central west, with generous staff visiting many schools and communities throughout these areas during the first week of our midyear vacation.

Charism

Our Charism as a Vincentian and Catholic College has been expressed and nourished in a number of significant events and activities during the course of the year.

In 2009, Stannies with MacKillop, sought to involve all the Catholic schools in Bathurst in a range of activities as part of the Catholic Schools Week. Stannies also sought to involve our brother school, Nanzan Nagasaki, in this celebration. Fortunately, all six Bathurst schools became involved and the visiting Nanzan students also enthusiastically participated. Some of the activities held during the week included: the participation of all seven Catholic schools in the celebration of the 10.00am Sunday Parish Mass at the Cathedral; the hosting of a Diocesan secondary school music workshop at MacKillop; the hosting of a St Vincent de Paul youth renewal seminar at St Stanislaus' College; a combined Bathurst Catholic Primary Schools bands workshop at St Stanislaus' College; open afternoon activities at MacKillop and St Stanislaus' for Year 6 students and; the staging of a **Combined Catholic Schools Talent Spectacular** at Stannies in the Performing Arts Centre. The Catholic Schools Spectacular drew an audience of more than 800 and was a marvellous event. The bringing together of the seven schools to express and share our identities as Catholic schools was a resounding success. Stannies was very proud to have played a leading role in organising this celebration in Bathurst.

Our **African Refugee Program** continued to grow in 2009. The school has been greatly enriched by the presence in our community of boys and young men from Africa. These boys and young men have experienced and endured in many cases, the great hardships that are associated with the need to take flight from one's own country to build a new life in a distant land with a very different culture. As a community, we have been pleased to assist and help these boys who in turn have enriched our community by their experiences, insights and rich cultural backgrounds. Almost all of the refugees speak at least three languages and understand a range of cultures and traditions. Long may they be amongst us.

Harmony Day is another significant day on our calendar. The 2009 service itself was very beautiful and powerful. A variety of students representing some of the many diverse communities and cultural traditions that make up modern Australia shared statements about themselves and their families with our full school community. A particularly affecting part of the ceremony and the assembly was the participation of students from Nanzan Nagasaki High School. Nanzan was built after the second World War near the epicentre of where the atomic bomb was dropped that killed and incinerated more than 75,000 people. The school was founded by the Priests of the Divine Word as a sign of peace and as a place of education and formation to promote peace. In one part of the assembly, our students sang the Vincentius as a sign of welcome and the Nanzan boys spontaneously responded by singing two verses of Amazing Grace, one verse in English and one in Japanese. It was a special moment and one that emphasised the need to build good relationships and to forever seek peace and grace.

The College observed and celebrated the first anniversary of the '**Apology to Australia's Indigenous Peoples**' that was made by the Prime Minister in 2008. The Prime Minister had forwarded to the school an illuminated certificate with the official wording that was used to express the apology. As a memorial of the day at Stannies, our Indigenous students signed their names on a prepared paper parchment and this, together with the illuminated apology, was framed and now hangs in the Old Boys' Gallery.

One of the most memorable events in the history of Stannies took place on 26 June when Stannies hosted the **Ordination Mass of Michael McKenna** as the Eighth Bishop of Bathurst. It was a

beautifully rich Mass and set of rituals and more than 2,000 people gathered in the Performing Arts Centre and in the Indoor Recreation Venue to be part of the Ordination ceremony. Among the participating clergy were 130 Priests, more than 20 Bishops as well as the Papal Representative in Australia and two Cardinals of the Catholic Church. Stannies worked with the Diocese to prepare the space for the Liturgy – the inspirational mural that framed the Sanctuary was also completed by our students and staff. Staff and students also assisted with the music and choir, were involved in welcoming visitors to the celebration and in organising the parking. The school also provided a light lunch for 1,500 people who stayed after the Liturgy was completed. At the end of all the proceedings, our students farewelled guests and were involved in returning the performance theatre to its regular state. It was all superb. Times like these renew the spirit and refresh enthusiasm, passion and commitment. Bishop Michael McKenna has chosen as his motto “Legato Con Amore” which is taken from Dante’s Divine Comedy and which translates to “Bound with Love”. The feedback the school received from our visitors in the weeks that followed the event was extraordinary with many emphasising the outstanding contribution made by our students.

Other important events connected with our Charism included the celebration of 50 years of Vincentian presence in Fiji where many of our Old Boys have served as Priests of Jesus and the celebration of the **50th Anniversary of Ordination to the Priesthood** of Old Boy Fr Alan Finn CM, Old Boy and current Chaplain Fr Rom Barry CM and former President of the College Fr Anthony Mannix CM. A beautifully celebrated Mass was held in the Performing Arts Centre involving all three Jubilarians who were joined by Bishops Michael McKenna and Patrick Dougherty, more than 20 other Priests, many guests and the full student body. In 2009 we also began observances that are part of the **350th Anniversary of deaths of St Vincent de Paul and St Louise de Marillac**, who were the founders of our Vincentian Charism in the 17th Century. A Mass was held on 18 September that commenced our year of reflection and action in revitalising our Vincentian commitments. While significant events nourishing our Charism are of critical importance, far more significant has been the everyday and regular participation in actions which express our Charism. The boys continue to be involved in regular Masses, rituals, ceremonies and practical actions aiding and involving our community and the much broader community beyond us. These expressions give evidence of the Charism of St Vincent de Paul centred on the Gospel of Christ being a living and dynamic feature of our College.

Co-Curricular

In the area co-curricular, the distinctive feature again of the St Stanislaus' program was the very large scale participation of our students in a broad range of sports and co-curricular pursuits. In terms of results, there were many pleasing outcomes: Stannies won the Western Associated Schools swimming carnival and diving championships; our 1st XI cricket team made it to the semi finals of ISA Division One and the quarter final of the State-wide Downie Shield Competition; the 1st V basketball team made it to the ISA grand final along with the Under 13 team; our chess team won the Western NSW Division and will compete in the State Championships as a regional winner next week; 64 students competed in the Lavis Cup chess competition with defending champion James Tenney of Year 11 prevailing; our 1st XV rugby team reached the final of the Waratah Shield eventually going down in a very close fought match to St Augustine's; our rugby and open basketball teams toured Japan with great success; our cricketers had their first overseas tour for some time to New Zealand where they enjoyed participating in excellent fixtures with very strong schools; our 1st XIII rugby league team won the Western Regional Championships at Dubbo and; our North West Equestrian Expo team again distinguished itself across a range of equestrian events at Coonabarabran. In cultural areas such as music and drama, boys have continued to excel with performances at Indoor Assemblies and in various school competitions that have been of a very high quality. Stannies students were to be found as participants at the National Youth Science Forum at the Australian National University, at the 14th National Schools Constitutional Convention in Canberra and a number of the boys again participated in the NSW Mineral Council to be awarded Bursaries for studies in senior school and at University dependent upon course selection and grades. The year has witnessed large scale participation and a great deal of success. We are once again indebted to our staff, students and parents for supporting very high quality competition over, at times, very long distances. All need to be congratulated on this ongoing precious achievement.

Thank You

Our school continues to provide rich and challenging opportunities for our students and staff and this has again produced enhanced outcomes for all. There is always the temptation to attempt less so that life is easier. In 2009 we have continued to pursue our philosophy of enthusiastically seeking to do more and not less and it has again produced rewarding outcomes. Thank you to all who have made 2009 at St Stanislaus' College a successful year. Thank you to our students, staff, parents, Vincentians, Board members, Parents and Friends and Old Boys, who have all contributed to the achievements of the year.

Mr John F Edwards, Headmaster

2.0 Value Added Information

2.1 Narrative and Tabular Information re Value Adding

St Stanislaus' College educates boys and young men. Statistically, boys are significantly under-represented in the Board of Studies Honour Roll for the HSC, their retention rates into Years 11 and 12 are typically much lower than that for females and they are under-represented relative to females in a broad range of co-curricular areas such as writing, the visual and performing arts, debating and a diverse cross-section of social and pastoral activities such as participation in environmental groups and social justice undertakings.

St Stanislaus' attempts to value add for boys across a diverse range of activities. In 2008, our apparent retention rate was 72.5% with the actual retention rate at 67.5%. From the information we have been able to gather, these retention rates were very competitive for boys in rural NSW. Happily the situation has improved further with the apparent retention rate lifting to 79.3% and the actual retention rate to 70.0% in 2009. This achievement is considerable in an environment where both Commonwealth and State Governments have espoused the importance to the community of lifting the percentage of males and females who complete their secondary education. While participation and completion are important considerations, 2009 also brought some spectacular outcomes in terms of the quality of the performances of our students at critical public examinations. In the 2008 report, the College was able to record that while Stannies made up approximately 40% of the male HSC candidature in Bathurst, it achieved approximately 80% of the male Honour Roll listings recorded in Bathurst. The performances in 2009 raised the bar even further. There are 13 schools inclusive of St Stanislaus' College that enrol males into secondary schools in the Bathurst/Lithgow/Mudgee region. Males across these 13 schools were responsible for 95 Board of Studies Honour Roll entries. St Stanislaus' College itself was responsible for 51 of these 95 entries, meaning that the College recorded more Honour Roll entries than the combined efforts of the other 12 schools. This surely is a very powerful expression of value adding given that the numbers of boys enrolled in the other 12 schools would vastly exceed the numbers enrolled at St Stanislaus' College. The other 12 schools include both Government and Independent Colleges, some with very large total enrolments and some with quite small candidatures. The news in relation to the School Certificate was also quite impressive. As can be seen in Section 3.3, St Stanislaus' College students outperformed the State norms in the desirable Bands 3-6 areas in each of the five areas externally tested. Of particular note were the performances of the school against the State averages in four of the five reported upon areas, see Graphs 1 to 5 in Section 3.3.

NAPLAN outcomes reported to the school in September 2009 further emphasised the importance of the value adding taking place at the school. In relation to students who had been at St Stanislaus' College from Year 7 to Year 9, the performances of these students in terms of mean gains against the State candidature were most impressive. The value adding at Stannies exceeded the NSW mean gain in each of Reading, Overall Literacy and Overall Numeracy, with particularly impressive gains in Reading and Overall Literacy. See the Table below for specific details.

Area	NSW Mean Gain in NAPLAN Points	Stannies Mean Gain in NAPLAN Points
Reading	40.1	58.5
Overall Literacy	33.6	37.0
Overall Numeracy	38.1	53.2

It is most satisfying that Stannies outperformed the State in all the above areas. We need to rejoice in, and then further enhance, our performances. Our writing component of Literacy is an area that needs to be targeted for improvement and we will implement programs to strengthen this area in 2009 and in future years.

Aside from value adding in academic outcomes, the school seeks to value add across a broad range of co-curricular activities. The participation rate of Stannies students across a range of sports would seem to be far in excess of what is typical in the general community. For example, in a sport such as cricket, the school would seem to supply more than half the total number of junior cricket teams in the 13 years to Open divisions than the rest of the City of Bathurst combined. A similar statistic would seem to be in place for the sport of rugby (even if Rugby League is included) and much higher participation rates than City norms would seem also to be recorded in sports such as swimming and athletics. The school also runs a comprehensive Equestrian program providing students both experienced and new to this sport with opportunities not readily available elsewhere in the City of Bathurst. When our school students compete in events such as the North West Equestrian Expo they regularly are vastly outnumbered by females. Greater numbers of boys also participate in groups such as the Environmental Committee. Significant numbers of boys are also involved in choral groups, in Drama, in our Art Development Association, in charitable works as well as in activities such as Debating and Chess, well beyond those seemingly typical for boys elsewhere.

3.0 Student Performances in State Wide Tests

3.1 Spotlight on the Performances of Boys

The academic performance of boys continues to be a primary focus of the College. This College is one of very few all boys' schools within NSW. The College is cogently aware of the relatively poor performance of boys in public examinations. Strengthening the academic performances of boys in order to secure the best possible outcomes for them, forms one of our most significant imperatives. The achievements of our students in the Higher School Certificate, School Certificate, and the NAPLAN Tests offer much to celebrate in the arena of academic performance, and they are testament to the ways that the College continues to add value to the academic performances of the boys for whom we care.

3.2 Higher School Certificate

In 2009 St Stanislaus' College had students enrolled in 32 different courses. These courses included four Extension courses and four Vocational Education and Training (VET) courses. St. Stanislaus' College achieved 51 listings on the Board of Studies Honour Roll. Of the 51 listings on the Honour Roll, 43 are attributable to the efforts of the Year 12 class of 2009. The remaining listings were earned by eight Year 11 students through their participation in the College's Acceleration Program in the courses of Studies of Religion 1 unit (5), Mathematics Extension 1 (2), and Mathematics (1). The 51 Honour Roll listings were recorded by 28 individual students across 24 different courses. These courses included Agriculture, Ancient History, Biology, Business Studies, Chemistry, Drama, Economics, English Advanced, English Extension 1, English Extension 2, Legal Studies, General Mathematics, Mathematics, Mathematics Extension 1, Modern History, Music 1, Personal Development, Health and Physical Education (PDHPE), Physics, Senior Science, Studies of Religion 1, Studies of Religion 2, Visual Arts, Metal and Engineering, and Primary Industries. Of the students who achieved Band 6 results, a number earned 2 or more listings. The Year 12 cohort of 2009 at St Stanislaus' College

exceeded the Honour Roll listings for boys across all of the other Bathurst schools combined, and earned more Honour Roll listings than any other school in Bathurst.

Table 1: Higher School Certificate Test Results

Subject	Number of Participants	Performance Band achieved by %	
		Band 3-6 (State distribution)	Band 1-2* (State Distribution)
Agriculture	17	100 (82.62)	0 (16.71)
Ancient History	26	65.37 (85.37)	34.61 (14.32)
Biology	31	93.53 (90.04)	6.45 (9.71)
Business Studies	12	100 (89.11)	0 (10.55)
Chemistry	13	76.90 (90.12)	23.07 (9.55)
Design and Technology	6	100 (94.51)	0 (5.09)
Drama	16	100 (96.36)	0 (3.30)
Economics	7	100 (87.51)	0 (12.12)
English – Standard	53	66.02 (77.22)	33.95 (22.37)
English – Advanced	58	98.25 (98.86)	1.72 (1.00)
Information Processes and Technology	11	100 (87.74)	0 (11.40)
Legal Studies	18	100 (86.24)	0 (13.34)
General Mathematics	73	89.01 (80.94)	10.94 (18.56)
Mathematics	23	82.59 (89.07)	17.38 (10.50)
Modern History	23	91.29 (93.33)	8.69 (6.26)
Music 1	3	100 (97.68)	0 (1.93)
Music 2	1	100 (96.71)	0 (2.17)
Personal Development, Health and Physical Education	21	90.45 (87.13)	9.52 (12.52)
Physics	11	81.81 (87.86)	18.18 (11.73)
Senior Science	3	100 (92.37)	0 (7.09)
Software Design and Development	6	100 (89.14)	0 (10.31)
Studies of Religion I#	64	71.86 (96.27)	28.12 (3.59)
Studies of Religion II#	56	78.56 (95.06)	21.42 (4.79)
Visual Arts	10	100 (98.54)	0 (1.29)
Construction Examination	21	100 (67.95)	0 (9.41)
Entertainment Examination	8	75 (79.41)	25 (12.83)
Metal and Engineering Examination	16	100 (70.45)	0 (12.70)
Primary Industries Examination	17	94.10 (85.20)	5.88 (3.69)

Table 2: Higher School Certificate Test Results – Extension Courses

Extension Subjects	Number of Participants	Performance Band achieved by %	
		Band E3-E4 (State Distribution)	Band E1-E2* (State Distribution)
English – Extension I	10	60 (84.23)	40 (15.64)
English – Extension II	1	100 (79.67)	0 (20.12)
Mathematics – Extension I	15	73.33 (81.55)	26.66 (18.08)
Mathematics – Extension II	7	71.42 (89.28)	28.56 (10.48)

3.3 School Certificate

It is pleasing to note that across all areas tested by the School Certificate Examination, St. Stanislaus' College students have outperformed the State norms in the desirable Bands 3-6. It is also gratifying that in the 2009 examinations there was no subject where the College exceeded the State norms in the

* These figures do not include the School or State percentages detailed as 'None' on the Board of Studies report 'Students Results by Course'.

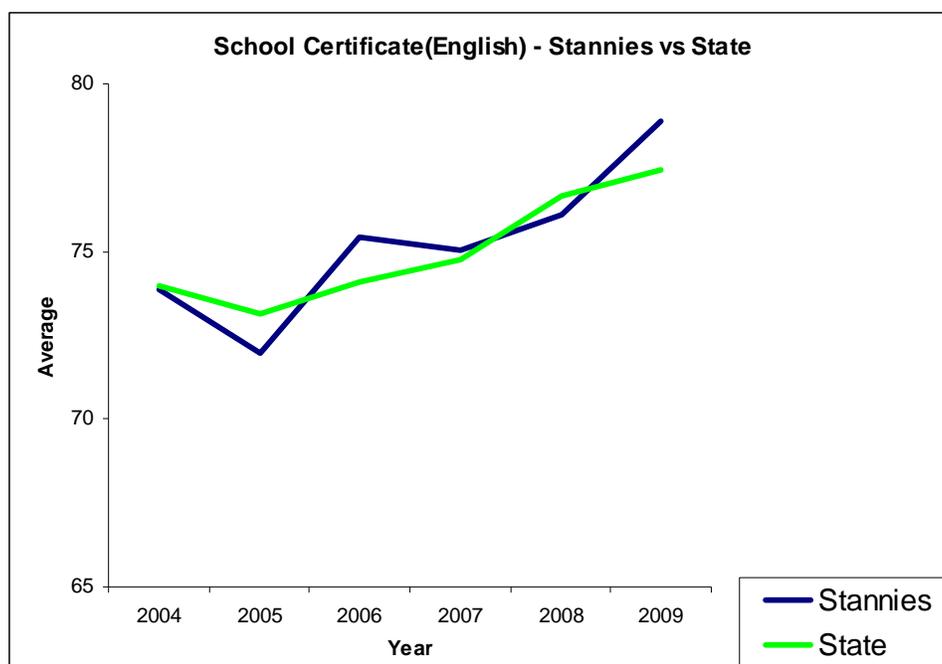
lower Bands 1-2. Please refer to Table 3 for a direct comparison of the achievements of the St. Stanislaus' College 2009 School Certificate cohort against those of the State candidature. In terms of individual results, two students achieved a Band 6 result in each of their tests.

Table 3: School Certificate Test Results

Course	Stannies		State	
	Bands	Bands	Bands	Bands
	3 - 6	1 - 2	3 - 6	1 - 2
	%	%	%	%
English - Literacy	98.1	1.9	95.9	2.6
Mathematics	83.5	16.5	80.5	17.9
Science	95.2	4.8	89.8	8.6
Australian Geography, Civics & Citizenship	93.3	6.7	86.7	11.6
Australian History, Civics & Citizenship	89.4	10.6	85.7	12.7

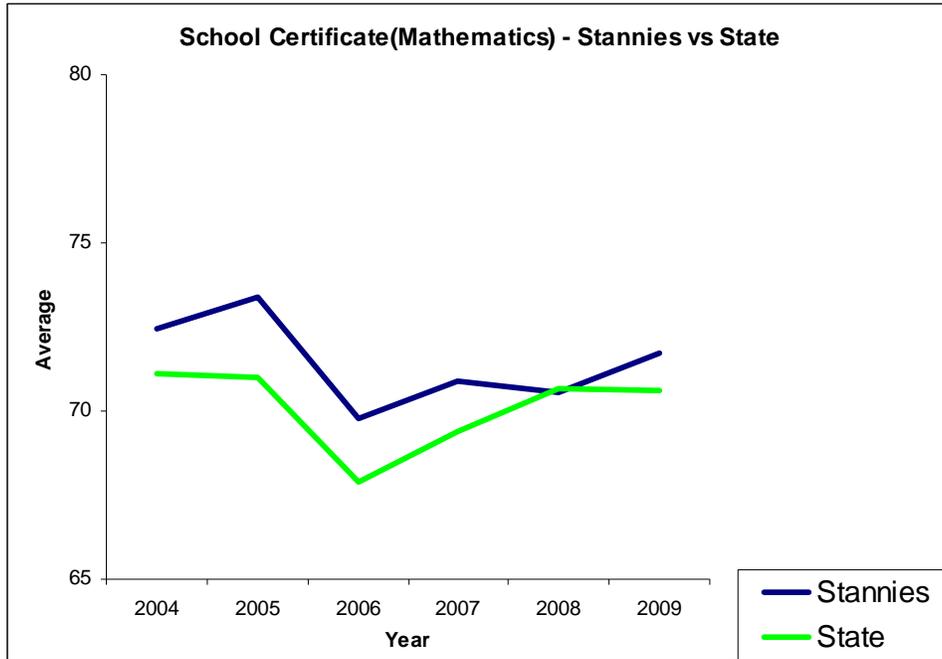
Please refer to Graphs 1 – 5, and Table 4, below, for an illustration of the average performance of the St. Stanislaus' College Year 10 cohort in the School Certificate Examinations relative to the average performance of the State Candidature. These representations provide comparative analysis for the period extending from 2004-2009.

Graph 1: Stannies Average versus State Average: English 2004-2009



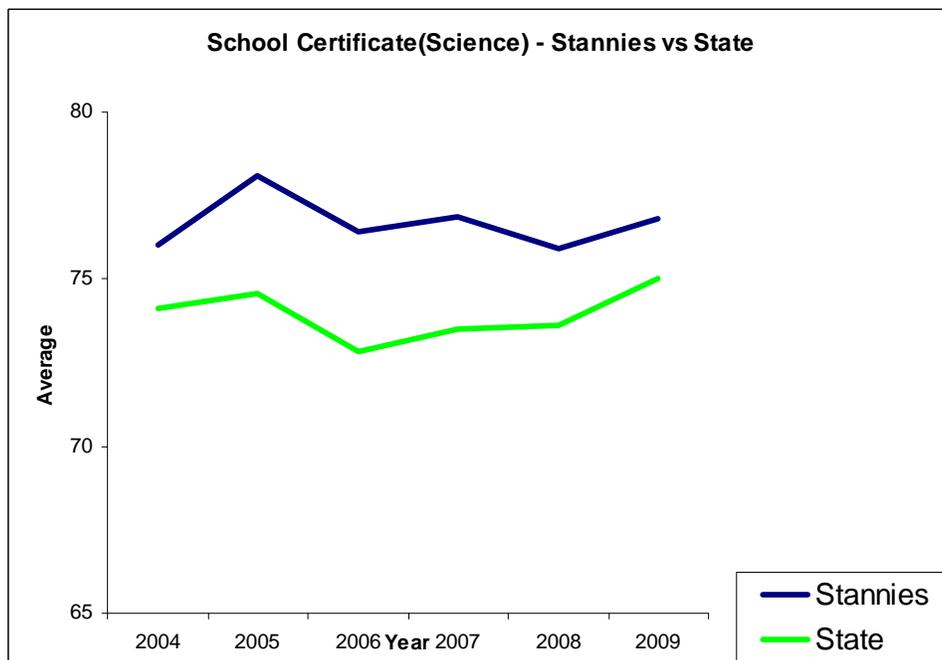
Graph 1: Stannies is working hard to challenge the conventional wisdom that girls enjoy significant advantages over boys in the study of English. The Stannies Year 10 cohort outperformed the State in English through 2006 and 2007. In 2008, the Stannies cohort has performed at a level comparable with that of the State cohort, whilst in 2009 the Stannies cohort again outperformed the State.

Graph 2: Stannies Average versus State Average: Mathematics 2004-2009



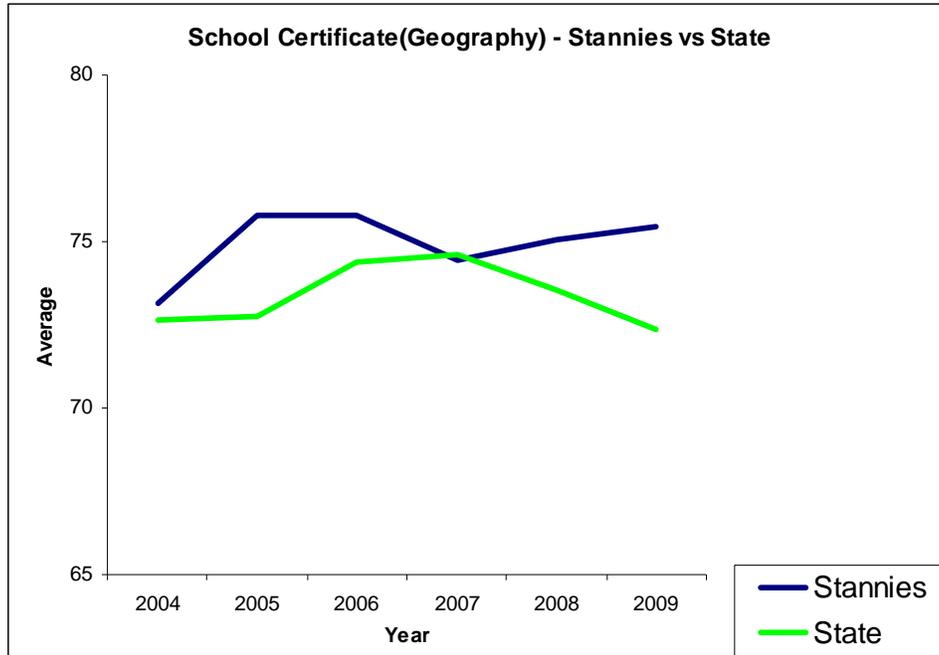
Graph 2: The Stannies cohort consistently outperformed the State in Mathematics at the School Certificate level from 2004 through to 2007. In 2008, the Stannies cohort has performed at a level comparable with that of the State cohort. In 2009, however, the Stannies cohort again outperformed the State cohort. The Stannies' results have tended to mirror the State cohort's upward trend over the last few years.

Graph 3: Stannies Average versus State Average: Science 2004-2009



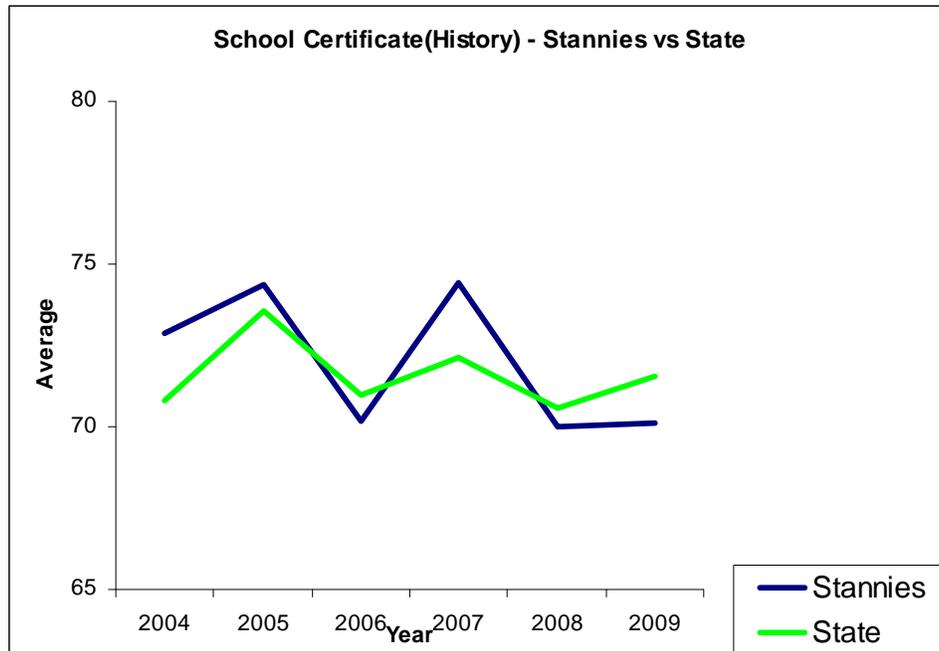
Graph 3: The Stannies Year 10 cohort is consistently outperforming the State cohort in Science at the School Certificate level. The distance between the performance of the Stannies cohort and that of the State cohort has largely remained consistent.

Graph 4: Stannies Average versus State Average: Geography 2004-2009



Graph 4: The Stannies Year 10 cohort consistently outperformed the State cohort at the School Certificate level from 2004-2006. Whilst the Stannies cohort performed at a level comparable with that of the State cohort in 2007, the Stannies cohort has significantly outperformed the State cohort in 2008 and 2009.

Graph 5: Stannies Average versus State Average: History 2004-2009



Graph 5: The Stannies Year 10 cohort has tended to perform at a level comparable with that of the State in History at the School Certificate level, apart from 2007 when Stannies exceeded the performance of the State. In 2008, the performance of the Stannies cohort was again comparable with that of the State, whilst in 2009 the performance of the Stannies cohort dropped below that of the State. This is an area for targeted improvement in 2010.

Table 4: Computing Skills Test: Stannies results versus State results: 2006-2009

Year	No. of SSC Students	Stannies			State		
		Mean	Highly Competent %	Competent %	Mean	Highly Competent %	Competent %
2009	104	83.02	65.38	34.61	81.67	61.91	36.62
2008	107	80.14	57.94	40.18	80.71	57.27	40.9
2007	139	80.71	56.83	42.44	80.28	58.06	39.51
2006	119	80.92	63.86	33.61	80.55	58.53	39.20

The Computing Skills Test has been testing the skills of students across the state for four years. It is gratifying to note that in 2009, 65.38% of the Stannies cohort achieved to a Highly Competent level with their computing skills, whilst all of the remainder were deemed competent. This compares favourably with the performances of the State cohort.

3.4 NAPLAN

The facilitation of the literacy and numeracy skills of our students is a significant imperative for the College, and we recognise the importance of these skills in building the competence of our students for life beyond school. It is particularly pleasing to note the ways that the College has increased the Year 9 students' Overall Literacy and Overall Numeracy from Year 7 to Year 9. Indeed, in both instances the average growth of the Stannies student outstrips the average growth achieved by the State. The Year 9 results incorporate just over two years' experience of secondary education at the College. The challenge for the school is to address the critical literacy needs of a number of the African refugee and Indigenous students that we enrol into Years 8 and 9. Many of these students have very low literacy levels and in the case of the African refugees they come from a background where there is no history of literacy in their own language or in the language that is dominant (Arabic) in the part of Africa from which they come. These students are with St Stanislaus' College for only a very short period prior to completing their NAPLAN tests and the school will have to explore ways and means of lifting their performances in a single term after many years where progress has been minimal or non-existent. This is a very tall order for the College to discharge.

The mean NAPLAN result of Overall Literacy for the Year 7 cohort is comparable to the mean recorded by boys across the State. The mean Overall Numeracy for the Year 7 cohort is also comparable with the mean recorded by boys across the State. The Year 7 results primarily reflect the primary school experience of the students, given that the tests are administered in the first few weeks of Term 2. This set of results represents a significant opportunity for St Stanislaus' College to add value to their scores when they are again tested in Year 9 2010.

Table 5: NAPLAN – Year 7 Literacy: Comparison of State and National Means with those of St Stanislaus' College

Year 7 – Literacy				
Test domain	Australian test score average – all students	NSW test score average – all students	NSW test score average - boys	Stannies test score average (difference from NSW mean for boys)
Reading	541.2	546.3	538.1	544.1 (+6)
Writing	532.5	531.6	516.5	515.2 (-1.3)
Spelling	540.0	551.3	541.6	543.5 (+1.9)
Grammar and punctuation	539.5	543.0	531.9	530.3 (-1.6)
Overall Literacy	Not available	542.2	531.1	532.1 (+1.1)

Table 5: The Stannies mean score for reading is significantly above the state mean for boys. The Stannies mean scores in all other literacy domains, and in overall literacy, are comparable to the State means for boys.

Table 6: NAPLAN – Year 7 Literacy: The distribution of results across Bands – Comparison of College and State results expressed as percentages

Band	State/School	Reading	Writing	Spelling	Grammar & Punctuation	Overall Literacy
Band 9	State	11	9	13	17	9
	School	8	8	13	14	6
Band 8	State	21	18	20	9	19
	School	16	11	21	6	18
Band 7	State	25	24	29	28	31
	School	35	24	20	36	27
Band 6	State	25	32	24	25	26
	School	27	27	25	23	30
Band 5	State	13	11	10	14	11
	School	9	19	11	12	13
Band 4	State	5	7	5	7	5
	School	5	11	10	10	6

Table 7: NAPLAN – Year 7 Literacy: Average growth from Year 5 to Year 7 for matched students expressed as points on the NAPLAN scale

Value adding: average growths from Year 5 to Year 7 – Literacy Expressed as points on the NAPLAN scale				
Domain	All State	Girls State	Boys State	Stannies (difference from average state growth of boys)
Reading	48.1	49.6	46.6	59.3 (+12.7)
Writing	32.4	35.0	29.7	25.9 (-3.8)
Overall Literacy	42.1	43.3	40.9	43.2 (+2.3)

Table 7: This data is based on the movement for students tested in state-wide assessments in both 2007 and 2009. Students who did not sit a state-wide assessment are not included in these figures. The bands on the NAPLAN scale are approximately 50 points wide. This means that in overall literacy, for example, Stannies Year 7 students progressed by, on average, a little less than one band. The average growth of the Stannies student exceeded the average of the State. It is important to note that these calculations are based on different state-wide tests as 2008 saw the inception of the NAPLAN. It is also important to note that this reflects primarily the primary learning experiences of these Year 7 students.

Table 8: NAPLAN – Year 7 Numeracy: Comparison of State and National Means with those of St Stanislaus' College

Year 7 - Numeracy				
Test domain	Australian test score average – all students	NSW test score average – all students	NSW test score average - boys	Stannies test score average (difference from NSW mean for boys)
Number, patterns and algebra	Not available	549.8	556.2	555.4 (-0.8)
Measurement, data, space and geometry	Not available	551.5	557.0	558.7 (+1.7)
Overall numeracy	543.5	550.7	556.7	557.0 (+0.3)

Table 8: The Stannies mean scores for number, patterns and algebra, and for measurement, data, space and geometry are fairly comparable with the means for the state. Overall numeracy, similarly, is comparable with the state mean but significantly exceeds the national mean. It is, again, important to note that these results largely reflect the experiences of primary school. This represents a significant opportunity for the College to add value to their scores when they are again tested in Year 9.

Table 9: NAPLAN – Year 7 Numeracy: The distribution of results across Bands – comparison of College and State results expressed as percentages

Band	State/ School	Number, Patterns & Algebra	Measurement, data, space & geometry	Numeracy
Band 9	State	14	14	14
	School	13	13	15
Band 8	State	20	16	19
	School	20	18	16
Band 7	State	24	27	23
	School	34	32	32
Band 6	State	22	27	25
	School	20	28	25
Band 5	State	13	13	14
	School	9	9	8
Band 4	State	6	3	4
	School	4	0	4

Table 10: NAPLAN – Year 7 Numeracy: Average growth from Year 5 to Year 7 for matched students expressed as points on the NAPLAN scale

Value adding: average growths from Year 5 to Year 7 – Numeracy Expressed as points on the NAPLAN scale				
Domain	All State	Girls State	Boys State	Stannies (difference from average state growth of boys)
Overall Numeracy	55.2	55.0	55.4	52.2 (-3.2)

Table 10: This data is based on the movement for students tested in state-wide assessments in both 2007 and 2009. Students who did not sit a state-wide assessment are not included in these figures. The bands on the NAPLAN scale are approximately 50 points wide. This means that in overall numeracy Stannies Year 7 students progressed by, on average, just over a band. The average growth of the Stannies student is comparable with that of State. It is important to note that these calculations are based on different state-wide tests as 2008 saw the inception of the NAPLAN. It is also important to note that this reflects primarily the primary learning experiences of these Year 7 students.

Table 11: NAPLAN – Year 7 Indigenous Students – Literacy and Numeracy: comparison of State means with those of St Stanislaus' College

Year 7 Indigenous Students – Literacy and Numeracy		
Literacy/ Numeracy	NSW test score average – Indigenous students	Stannies test score average - Indigenous students (difference from NSW mean)
Overall Literacy	483.7	457.6 (-26.1)
Overall Numeracy	485.7	502.9 (+17.2)

Table 11: The performance of Year 7 Stannies Indigenous boys significantly outstrips the mean state score for overall numeracy for Indigenous students. The Stannies test score average for overall literacy, however, is significantly below that of the state. This represents a significant opportunity for the College to make a real difference to the post-school opportunities of these boys and to address areas of vital social concern.

Table 12: NAPLAN – Year 9 Literacy: Comparison of State and National Means with those of St Stanislaus' College

Year 9 – Literacy				
Test domain	Australian test score average – all students	NSW test score average – all students	NSW test score average – boys	Stannies test score average (difference from NSW mean for boys)
Reading	580.4	586.1	576.8	579.8 (+3.0)
Writing	569.0	566.2	547.8	542.0 (-5.8)
Spelling	576.2	586.4	575.5	559.6 (-15.9)
Grammar and punctuation	573.6	577.9	567.5	561.6 (-5.9)
Overall Literacy	Not available	578.9	566.1	562.6 (-3.5)

Table 12: The results for Year 9 boys exceed the State performance of boys in the domain of reading, but are below the State performances of boys in the domains of spelling, and grammar and punctuation, and in overall literacy. What is, however, most heartening, is that the growth of Stannies boys from Year 7 to Year 9 exceeds the average growth of the State. Please see Table 14 below.

Table 13: NAPLAN – Year 9 Literacy: The distribution of results across Bands – Comparison of College and State results expressed as percentages

Band	State/ School	Reading	Writing	Spelling	Grammar & Punctuation	Overall Literacy
Band 10	State	6	8	11	9	6
	School	5	4	7	6	2
Band 9	State	19	12	16	13	15
	School	19	9	10	14	16
Band 8	State	30	24	26	24	28
	School	27	22	23	18	19
Band 7	State	24	23	27	30	29
	School	26	23	29	30	37
Band 6	State	14	22	12	14	15
	School	13	25	17	17	14
Band 5	State	7	11	8	10	7
	School	9	17	15	15	13

Table 14: NAPLAN – Year 9 Literacy: Average growth from Year 7 to Year 9 for matched students expressed as points on the NAPLAN scale

Value adding: average growths from Year 7 to Year 9 – Literacy Expressed as points on the NAPLAN scale				
Domain	All State	Girls State	Boys State	Stannies (difference from average state growth of boys)
Reading	40.1	40.6	39.6	58.5 (+19.2)
Writing	26.9	31.1	22.8	21.1 (-1.7)
Overall Literacy	33.6	34.9	32.3	37 (+4.7)

Table 14: This data is based on the movement for students tested in state-wide assessments in both 2007 and 2009. Students who did not sit a state-wide assessment are not included in these figures. The bands on the NAPLAN scale are approximately 50 points wide. This means that in overall literacy, for example, Stannies students progressed by, on average, three quarters of one band. The average growth of the Stannies Year 9 student is above that of the State. It is important to note that these calculations are based on different state-wide tests as 2008 saw the inception of the NAPLAN.

Table 15: NAPLAN – Year 9 Numeracy: Comparison of State and National Means with those of St Stanislaus' College

Year 9 – Numeracy				
Test domain	Australian test score average – all students	NSW test score average – all students	NSW test score average – boys	Stannies test score average (difference from NSW mean for boys)
Number, patterns & algebra	Not available	599.0	602.9	592.2 (-10.7)
Measurement, data, space and geometry	Not available	597.1	599.7	593.4 (-6.3)
Overall numeracy	588.5	598.5	602.0	592.7 (-9.3)

Table 15: The results for Year 9 boys are below the means achieved by boys across the State. The overall numeracy mean, however, exceeds the National mean. It is, however, most gratifying to note that the growth of the Stannies student from Year 7 to Year 9 in overall numeracy exceeds that of the mean growth of the State. Please see Table 17 below.

Table 16: NAPLAN – Year 9 Numeracy: The distribution of results across Bands – Comparison of College and State results expressed as percentages

Band	State/ School	Number, patterns & algebra	Measurement, data, space & geometry	Numeracy
Band 10	State	11	13	12
	School	11	9	9
Band 9	State	20	15	18
	School	17	16	20
Band 8	State	26	24	26
	School	26	22	25
Band 7	State	25	26	26
	School	27	33	29
Band 6	State	15	18	15
	School	15	15	14
Band 5	State	4	4	3
	School	4	4	4

Table 17: NAPLAN – Year 9 Numeracy: Average growth from Year 7 to Year 9 for matched students expressed as points on the NAPLAN scale

Value adding: average growths from Year 7 to Year 9 – Numeracy Expressed as points on the NAPLAN scale				
Domain	All State	Girls State	Boys State	Stannies (difference from average state growth of boys)
Overall Numeracy	38.1	35.1	41.0	53.2 (+12.2)

Table 17: This data is based on the movement for students tested in state-wide assessments in both 2007 and 2009. Students who did not sit a state-wide assessment are not included in these figures. The bands on the NAPLAN scale are approximately 50 points wide. This means that in overall numeracy Stannies Year 9 students progressed by, on average, just over a band. The average growth of the Stannies student exceeds that of the State. It is important to note that these calculations are based on different state-wide tests as 2008 saw the inception of the NAPLAN.

Table 18: NAPLAN – Year 9 Indigenous Students – Literacy and Numeracy: Comparison of State means with those of St Stanislaus' College

Year 9 Indigenous Students – Literacy and Numeracy		
Literacy/ Numeracy	NSW test score average – Indigenous students	Stannies test score average - Indigenous students (difference from NSW mean)
Overall Literacy	520.0	519.9 (-0.1)
Overall Numeracy	536.7	549.3 (+12.6)

Table 18: The performance of Year 9 Stannies Indigenous boys exceeds the mean state score for Indigenous students for numeracy. For literacy, the performance of Year 9 Indigenous boys is comparable with that of the state.

Table 19: NAPLAN – Year 7 students at, or above, the minimum standard, expressed as a percentage

Year 7 students at, or above, the minimum standard: at or above Band 5		
Literacy/ Numeracy	Year 7 - State	Year 7 – Stannies
Overall literacy	96	94
Overall numeracy	95	96

Table 19: The percentages of Stannies Year 7 students at or above the minimum standard is a little less than the state in the area of Literacy. For Numeracy, however, the percentage of students at or above the minimum standard exceeds the State.

Table 20: NAPLAN – Year 9 students at, or above, the minimum standard, expressed as a percentage

Year 9 students at, or above, the minimum standard: at or above Band 6		
Literacy/ Numeracy	Year 9 - State	Year 9– Stannies
Overall literacy	93	88
Overall numeracy	97	97

Table 20: The percentages of Stannies Year 9 students at or above the minimum standard are comparable with that of the state in Numeracy. For Literacy, however, the percentage of students at or above the minimum standard is below that of the State. It is worth noting, however, that the Stannies student has exceeded the average literacy growth of that of the State. Please refer to Table 17, above.

4.0 Professional Learning and Teacher Standards

4.1 Teacher Qualifications

Qualifications of St Stanislaus' College teachers in 2009 as at 3 December 2009

Category	Number of Teachers
1. Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	48
2. Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
3. Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context (Manual, Page 39)	1

4.2 Professional Learning

St Stanislaus' College firmly believes that a diverse range of ongoing professional development activities is of paramount importance; it keeps staff up-to-date in their professional areas, assists in the implementation of best practice in the classroom and on the sporting field, and secures the best outcomes for our students. The College supported staff in a range of professional learning and development areas including Information Communication Technology (ICT), Pastoral Care, Curriculum development, HSC/SC Examination writing and marking, and vocational qualifications. Table 4.2(a) illustrates the approximate breakdown of the number of instances of school funded professional learning.

Table 4.2 (a) Instances of Professional Development

Professional Development Activity	Duration (Days)
Child Protection	4
HSC/SC Marking and related activities	40
VET training	10
ESL Support re Sudanese Students	21
Teacher Registration Related	4
Other	34
Total	113

5.0 Teacher Attendance and Retention Rates

5.1 Teacher Attendance

The College is pleased with the high attendance rates of teachers at St Stanislaus' College. This attendance rate is all the more pleasing when one understands that teachers at St Stanislaus' College typically also work half of the total number of Saturdays in term time and also work a number of Sundays in order to provide the Boarding House parents with access to teaching staff for parent/teacher and curriculum meetings. The Saturday and Sunday commitments facilitate a great deal of interaction between parents and teachers which is a positive outcome for the school.

Absences in Teaching Days	Average Staff Days Absent	Average Staff Attendance (%)
304	6.46	96.29%

5.2 Teacher Retention Rates

The College continues to enjoy high retention rates for teachers. Teachers remaining at the school over a number of years facilitate the building of good relationships between students, parents and teachers, and create a stability in which many positive educational outcomes can be achieved. At the same time, the resignation of a reasonable proportion of teachers from the school allows the ongoing replenishment of the staff with new ideas and enthusiasms.

Employed at November 2008	Retained February 2009	Apparent Retention rate
52	47	90%

NOTE: The apparent retention rate is calculated by dividing into the number of staff employed by the College in November 2008, the number who remained employed in February 2009. It is encouraging to note that of the seven staff members who left the College at the end of 2008, two moved into retirement and two left the school as part of moves to different locations.

6.0 Student Attendance and Retention Rates

6.1 Student Attendance

Total student attendance in 2009 of 94.1% is very similar to 2007 when the attendance rate was 93.1%, and 2008 when the attendance rate was 93.4%. The school is attempting to hold and enhance the attendance rate through the provision of current and easily accessible information to parents about attendance records. Under the Edumate system, the College records attendance records for days, partial days and for each individual period. Parents are able to access, under password protection, records which provide comprehensive feedback on attendance at the school.

The overwhelming evidence is that high levels of school attendance lead to the achievement of enhanced educational outcomes; this underscores the ongoing emphasis on holding and lifting attendance rates as a central plank of the College's overall strategic goals.

Table 6.1(a)

Total Days Absent	Average Days Absent Per Student	Attendance Rate
6647	10.77	94.11

6.2 Student Retention

Table 6.2 (a)

School Certificate Year/ HSC Year	Year 10 Total Enrolment for the School Certificate	Year 12 Total Enrolment for the Higher School Certificate	Year 10 Enrolment for the SC 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%

Apparent retention rates are largely determined by the numbers of students who choose to enrol into Year 11 from other schools. In some years large numbers of boarders enter the College in Year 11 and in some years boarders will join at Year 10 or another year group.

The retention rates for males is lower state wide than for females, and in rural NSW this is reinforced further by the number of males who leave school at the end of Year 10, and prior to the completion of Year 12, to take up positions on farms and in associated rural industries.

The policy at St Stanislaus' College is to facilitate the completion of Year 12 by students with the desire and capacity to so do. To meet the needs of these students, the College offers a wide range of academic courses inclusive of extension options. The College also facilitates the interests of those students who have a desire to take up apprenticeships, traineeships or be involved in other workplace participation at the end of Year 10, prior to Year 12, or prior to the completion of Year 12. The outcomes realised depend upon the particular needs of individuals and/or the opportunities that become available for them. The College offers an extensive range of VET Accredited Courses both at the school and with the Western Institute of TAFE on the TAFE Campus. A significant proportion of students who complete VET Accredited Courses in Year 11 choose to take up apprenticeships or traineeships during Year 11 or prior to the completion of the HSC in Year 12. These students and their families are typically very positive about gaining these opportunities and seem to remain positive as their traineeship or apprenticeship develops.

St Stanislaus' College is a day and boarding school. The day school predominantly serves the interests of educating the male children of the Catholic families of Bathurst. There is also a significant enrolment of non-Catholic families, which in recent years has comprised approximately 25% of the total candidature. The boarding enrolment is meeting the needs of families living in the centre and west of the state with a non-Catholic contribution of approximately 25%. Each year approximately 10 to 15 new students join the Year 11 cohort. These students typically come from central schools in the western areas of the state that either do not have Years 11 and 12 candidatures, or have very small senior

school candidatures with limited academic options. These St Stanislaus' College students lift the apparent retention rate at St Stanislaus' College through their enrolment into Year 11.

Retention rates vary depending upon the particular needs and characteristics of various year groups. Those year groups that have a greater number of students with academic interests and abilities tend to produce higher retention rates relative to those year groups that typically have more students interested in vocational type education. A summary table of vocational courses offered at St Stanislaus' College in 2009 that have assisted some students to gain apprenticeships and traineeships is below. In 2008, some 37 student places were filled across three vocational courses; in 2009, this has grown to 62 places across four courses.

Table 6.2(b): 2009 VET Students

Year 12 Students Subject

Number of participating students	VET Course Name
21	Construction Examination
16	Metal and Engineering Examination
8	Entertainment Industry Examination
17	Primary Industries Examination

A significant proportion of students at St Stanislaus' College come from farming and related backgrounds. A percentage of farming families typically advise their sons who may want to return to the land to gain an apprenticeship or traineeship prior to their return. Students from these families will typically remain at school until an appropriate apprenticeship or traineeship becomes available and then leave on making a successful application.

7.0 Post School Destinations

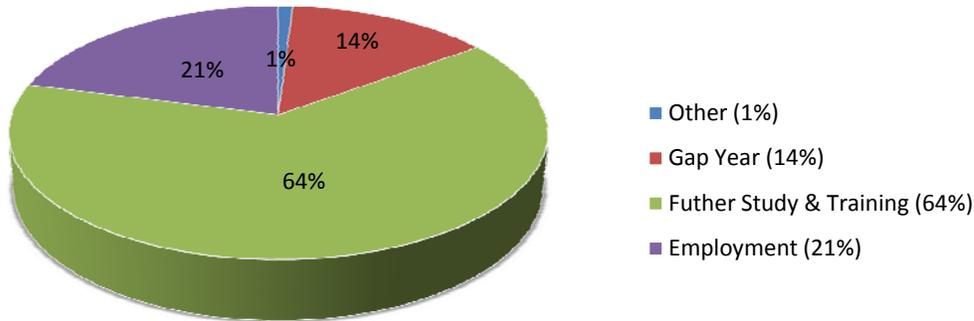
7.1 Post School Destinations

Following is a list provided to the College by the Universities Admissions Centre of offers made to the Class of 2009 in the main round. A number of other offers were made in various early admission programs for a number of Universities. The list indicates a wide variety of courses being pursued and the broad range of Universities being attended by the students. It was very rewarding to see the opportunities being taken by our students that were the direct result of their hard work and the diligence and dedication of our staff, as well as the parental support that is so important to human growth as young people move to adulthood. Of course, tertiary placements are but one measure of success and significant numbers of our students from 2009 secured interesting or challenging apprenticeships, traineeships and other post-school opportunities. Following the list of University offers is a pie chart of the understood post-school destinations of our class of 2009.

- B Science, Macquarie University
- B Eng (Telecom/Elec/Photonics) Uni of NSW
- B Med Radiation Sc (Med Imag) CSU Wagga Wagga
- B Crim/B Laws Uni New England
- B Education (Primary) CSU Bathurst
- B Arts Uni of NSW
- B Comm & Media Stds (Advt & Mktng) Uni of Wollongong
- B Business (Mgmt) CSU Wagga Wagga
- B Comm (Commercial Radio) CSU Bathurst
- BA Comm (Journalism) Uni of Tech Sydney
- B Engineering (Environmental) Uni of Newcastle
- B Business Studies CSU Wagga Wagga
- B Comm & Media Stds (Jlsm) Uni of Wollongong
- B Economics/B Laws ANU

- B Science (Flexible) Uni of Tech Sydney
- B Arts Uni of NSW
- B Clinical Prac (Paramedic) CSU Bathurst
- B Eng/B Arts or B Science Uni of NSW
- B Sport Studies/BComm (Journ) CSU Bathurst
- B Agricultural Science CSU Wagga Wagga
- B Creative Arts Uni of Wollongong
- B Agricultural Science CSU Wagga Wagga
- B Laws (4 year) Uni of Wollongong
- B Const Mgmt (Bldg) Uni of Newcastle
- B Hlth Sc Uni of Sydney
- B Physiotherapy (Callaghan) Uni of Newcastle
- B Business (Mgmt)
- B Agric and Resource Ec Uni of New England
- B Journalism/B Int Stud Uni of Wollongong
- B Public Relations/B Laws Uni of Canberra
- B Combined Law Uni of NSW
- B Medical and Health Sci Adv Uni of Wollongong
- B Education (Early Child&Prim) CSU Bathurst
- B Laws (4 Year) Uni of Wollongong
- B Podiatry CSU Albury
- B Engineering (Mechanical) Uni of Newcastle
- B Engineering (Mechanical) Uni of Wollongong
- BA Comm (Public Comm) & Int Studies Uni of Tech Sydney
- B Education (Primary) CSU Bathurst
- B Comm & Media Stds/B Int Studies Uni of Wollongong
- B Information Technology CSU Bathurst
- B Science/B Laws Uni of Wollongong
- B Soc Sc (Psych)/B Teach (Sec) CSU Bathurst
- B Pharmacy CSU Bathurst
- B Agricultural Science CSU Wagga Wagga
- B Commerce Griffith Uni
- B Agriculture Uni of New England
- B Psychology (Callaghan) Uni of Newcastle
- Assoc Deg in Music Ed CSU Bathurst
- B Environmental Sc Southern Cross Uni
- B Commerce Uni of Wollongong
- B Physiotherapy CSU Albury
- B Business (Accounting) CSU Bathurst
- B Engineering (Electrical) Uni of Wollongong
- B International Studies Uni of Wollongong
- B Science (Psychology) Uni of Wollongong
- B Business/B Laws Uni of New England
- B Arts Uni of NSW
- B Health Science Griffith Uni
- B Arts (Design-Theatre & TV) CSU Wagga Wagga
- B Business (Accounting) CSU Bathurst
- B Eng (Mining) Trans prog Uni of Newcastle
- B Eng (Civil EE Mech Sprt& Bio M) Griffith Uni
- B International Business Aust National Uni
- B Science CSU Wagga Wagga
- Diploma in Construction Mgmt UWS

Post School Destinations



8.0 Enrolment Policies and Profiles

8.1 Enrolment Policy

St Stanislaus' College is an independent day and boarding Catholic school for boys, enrolling students in Years 7 to 12. The College is registered and accredited by the NSW Board of Studies. Registration and accreditation currently extends until 31 December 2013.

As a Catholic School animated by the charism of St Vincent de Paul, the College seeks to proclaim the Gospel in the spirit of St Vincent de Paul through the formation of our students and all associated with the school, with special emphasis given to the spiritual, intellectual, social and physical growth of each person within and for the larger community.

Students applying for enrolment at the College will be processed in order of receipt of application. Consideration will be given to the applicant's support for the ethos of the College, siblings already attending the College and other criteria determined by the College from time to time. Once enrolled, students are expected to support the College's ethos and comply with College rules in order to maintain their enrolment.

Conditions of Enrolment

1. The enrolment of a student at St Stanislaus' College implies the acceptance of certain obligations by College authorities, the parents and students. When the obligations are considered unacceptable, the enrolment can be cancelled by either the College or the parents.
2. As a Catholic institution for a secondary education conducted by the Vincentian community, the College is committed to the cultivation of religious knowledge and worship and the Christian code of conduct. Consequently, each student is expected to behave in accordance with the Christian Code of Conduct. Moreover, he will participate readily in religious study and worship.
3. Each student is to co-operate willingly in the process of his education by complying with the reasonable directions of his teacher and be consistent in application to work in class and throughout study periods.
4. The supervision of students is accepted as a duty of the College staff, but this does not free the student from the obligation to be trustworthy when he is not under supervision. If a student shows that he cannot be trusted to behave in a manner acceptable to the Headmaster, his enrolment may be cancelled following the application of the principles of procedural fairness.
5. In dress, hairstyle and social attitude, the student is required to accept the standards established in the College. Parents are expected to give their full support to these rules.
6. Students are required to be available for selection in College sports teams and in other activities of the School. In particular cases parents may seek an exemption from the Headmaster.
7. The conduct of students outside of school hours is a legitimate concern of the College staff. Serious misbehaviour at such times can lead to the cancellation of enrolment following the application of the principles of procedural fairness.
8. In cases of medical urgency, the Headmaster or his delegate is authorised to act in the place of parents.
9. As part of the enrolment, fees are due to be paid in advance at the beginning of each term. Any parent, who at the end of the school year, is indebted to the College by reason of the non-payment of any fee or charge, shall not be permitted to re-enrol their son for the new school year until such indebtedness is discharged.
10. Your privacy is important. The College is bound by the Commonwealth Privacy Act and the College's Privacy Policy may be accessed on request to the Headmasters office or through the school's website – www.stannies.com.

As part of enrolment, fees are due to be paid in advance at the beginning of each term. Any parent who is indebted to the College by reason of non-payment of any due fee or charge will be liable to

additional administration/collection costs and may, at the discretion of the Headmaster, not be permitted to continue the enrolment of their son until such indebtedness is discharged.

Families unable to meet fees or charges should seek an interview with the Bursar or Headmaster to investigate the possibility of achieving an agreement to alternate arrangements. Such agreements only come into force when confirmed in writing from the Headmaster.

These conditions of enrolment are printed on the enrolment form and parents sign an acceptance of these conditions as part of their application for the enrolment of their son at the School. The enrolment conditions are also acknowledged and re-signed by all students seeking entry into Year 11 from Year 10 on a re-enrolment form. The enrolment form and its conditions are also available on the Stannies website in a number of different areas including under the prompt enrolment and the sub-prompt conditions of enrolment.

Procedures

1. All applications should be processed within the College's enrolment policy as overseen by the College registrar.
2. Consideration is given to each applicant's supporting documentation and/or interview. Interviews are generally organised for boarding students and those that enrol outside the yearly enrolment period. Of critical importance is the ability and willingness of applicants to support the College's ethos.
3. Consideration is given to each applicant's educational needs. In order to do this the College will need to gather information and consult with the parents/family and other relevant persons. Visits to primary feeder schools by the Director of Curriculum will generally occur each year to gather additional details on student needs.
4. Strategies are identified which may need to be put in place to accommodate the applicant before a decision regarding enrolment is made.
5. The applicant is informed of the outcome.

Subject to availability, offers of a place will be made according to the ability and willingness of applicants to support the College's ethos and the order of application. Students enrolled in the Catholic Primary Feeder Schools in Bathurst enjoy a priority of consideration up to the end of the formal enrolment period which normally concludes at the end of June each year. Continuing enrolment is subject to the student's adherence to School ethos and rules, (see enrolment contract, pastoral care policies and behaviour management policies) and the payment of all School fees and charges.

8.2 Student Population

As at the 2009 Commonwealth Census date, the College had 616 students enrolled. This total represented a small increase of three students on the total enrolled in 2008. In terms of the breakup of the population, there were 206 boarders which represented a most significant increase on the 184 that were enrolled in 2008. The total number of Indigenous students enrolled at the school had increased from 20 in 2008 to 32 in 2009.

9.0 School Policies

9.1 Student Welfare

School-based Pastoral Care is the total climate which exists within a school. At St Stanislaus' it should reflect the broad Christian ethos of individuals caring for and respecting one another. It should include a structure where teachers and other professionals share appropriate responsibilities for the emotional and spiritual well-being of individual students. The School seeks to establish strong and appropriate relationships between teachers, the students and their families.

Furthermore, this caring philosophy should be reflected through all major sections of the College, such as career advising, counselling, discipline and the curriculum, especially that of Religious Education. The philosophy should be strengthened by the development of the corporate staff attitude and a support structure for the staff to assist them in their pastoral work.

Care should be taken to see that structures, procedures and roles do not depersonalise care, for Pastoral Care should be seen as a general philosophy which is expressed through general concern and good teaching.

The Tutor System with its many Tutor Groups at Stannies is a significant avenue for the development and growth of an on-going Christian Pastoral Care Program within the College community. Its success depends on the gifts and attitude each Tutor brings to the students in their group.

The Tutor System animated by the spirit of St Vincent de Paul, should be closely monitored to see that the pastoral goals are being achieved.

Be an example to all in the way you speak and behave and in your love, your faith and your purity ... take great care about what you do and what you teach. In this way you will save yourself and those who listen to you.

1 Timothy 4:12-16

To facilitate the College discharging its mission in the area of student welfare, the following policies and procedures were in place during 2009:

Policy	Changes in 2009	Access to full text
Child Protection - definitions and concepts - legislative requirements - preventative strategies - responsibilities - reporting and investigating "reportable conduct" - investigation processes - documentation	Reviewed for registration submission in March 2008. For the registration inspection in May 2008, this policy was carefully examined and re-drafted in terms of legislative requirements and our community needs. No changes in 2009.	<ul style="list-style-type: none"> - Full text available on College intranet - Modified version in Parent Handbook and Staff Handbook - Parents may request a copy by contacting the Headmasters secretary
Security Policy - procedures for security of the grounds and buildings - use of grounds and facilities - emergency procedures - travel on school related activities	Reviewed for registration submission in March 2008. No changes in 2009.	<ul style="list-style-type: none"> - Full text available on College intranet - Parents may request a copy by contacting the Headmasters secretary - Modified version is contained in the front of the student record book
Supervision Policy (incorporated in policy on General Information for Staff and Excursion policies) - duty of care and risk management - levels of supervision for on site and activities off site as well as expectations of staff and students - guidelines for supervisors	Reviewed for registration submission in March 2008. No changes in 2009.	<ul style="list-style-type: none"> - Full text available on College intranet - Modified version in Parent Handbook and Staff Handbook - Parents may request a copy by contacting the Headmasters secretary - Modified version in Student Record Book
Code of Conduct (incorporated in Staff Code of Conduct Policy and the Student Responsibility and Behaviour Policy)	Reviewed for registration submission in March 2008. No changes in 2009.	<ul style="list-style-type: none"> - Full text available on College intranet - Modified version in Parent Handbook

<ul style="list-style-type: none"> - Code of conduct for staff and students - Responsibility and behaviour management - Role of student leaders and peer support 		<ul style="list-style-type: none"> and Staff Handbook - Parents may request a copy by contacting the Headmasters secretary - Modified version in Student Record Book
<p>Pastoral Care Policy</p> <ul style="list-style-type: none"> - 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, SAC's, Tutor system, streaming, homework) - infirmary and other health related procedures 	<p>Reviewed for registration submission in March 2008. No changes in 2009.</p>	<ul style="list-style-type: none"> - Full text available on College intranet - Modified version in Parent Handbook and Staff Handbook - Parents may request a copy by contacting the Headmasters secretary - Modified version in Student Record Book
<p>Communication Policy</p> <ul style="list-style-type: none"> - outline of formal and informal mechanisms in place to facilitate communication between the College and those with an interest in the student's education and well-being 	<p>Reviewed for registration submission in March 2008. No changes in 2009.</p>	<ul style="list-style-type: none"> - Full text available on College intranet - Parents may request a copy by contacting the Headmaster's secretary.

9.2 Student Discipline

The Gospel version of equal dignity for all persons challenges the Catholic School Community to provide every student with genuine opportunities for access and participation in the life of the school. Disruptive students jeopardise this goal. Hence in the spirit of freedom which pervades the gospel of Jesus, this Catholic College Community strives to promote self-discipline, open communication and partnership amongst all its members.

Our Student Responsibility and Behaviour Policy is based on this concept of freedom and self-discipline. Each student is encouraged to exercise his freedom of choice in developing his own standards and his own self control, keeping in mind that he is responsible for each decision and its consequences. This policy is based on mutual respect and co-operation between teacher, pupil and the total College community. The relationship is still one however, where the authorities in the College determine the standards of behaviour and the responsibilities of the students.

Students who are un-cooperative, sullen, lazy or totally uninterested create problems in the classroom. Their behaviour disrupts and jeopardises the chances of fellow students. The aim of the policy is to take a positive approach, identify the reason for his unacceptable behaviour and then seek to change it. It is also the school's aim to encourage all students to strive for excellence and to learn to live happy, full and satisfying lives. To achieve this end a merit level system goes side by side with the behaviour code. This encourages participation by students and rewards deserving members of our community. With this policy, students, teachers and parents are able to understand what type of behaviour is expected. A consistent approach to behaviour through a system of self-discipline, rewards and sanctions is of benefit to us all.

Considerations of Merit Awards and Conduct Levels are made at the weekly meeting of the Student Behaviour Committee (SBC) or Boarding School Behaviour Committee (BSBC).

The Student Responsibility and Behaviour policy gives information on rights and responsibilities. Please see policy document on Student Rights and Responsibilities.

Students are required to abide by the College's rules and to follow the directions of teachers and other people with authority delegated by the College. Where disciplinary action is required, a process of procedural fairness is implemented. In applying disciplinary sanctions, the penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. At the lower end of the scale an admonition or demerit may be applied, along the scale lunchtime, Friday or weekend detentions may be appropriate and at the upper end of the scale the misbehaviour could result in suspension or expulsion. All disciplinary action that may result in sanctions against a student including suspension (the temporary debarment of a student from all of the classes and activities that a student would normally attend at St Stanislaus' College) or expulsion (the permanent removal of a student from St Stanislaus' College) provides processes based on procedural fairness. Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student will be:

- Informed of the alleged infringement;
- Informed as to who will make the decision on the penalty;
- Informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding formally to the allegations; and
- Afforded a right of review or appeal. This process will be conducted in the following way:
 - The Principal (in cases of possible suspension it may be the Principal's delegate) will reach a preliminary decision in relation to the allegation and any penalty to be imposed and advise the student (and parent/s) of the view.
 - The student and (parent/s) would be advised that if they wish this preliminary decision to be reviewed they may make application for a review to the Principal and submit any information they want to be considered during the review process.
 - The Principal will then either confirm the preliminary decision as final or amend the preliminary decision based on the additional information provided.

The College Counsellor is an important resource figure for staff, students and families in the implementation of the College Responsibility and Behaviour Policy.

Corporal punishment is not permitted under any circumstances.

9.3 Reporting Complaints and Grievances

The College's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents, staff and/or students. These processes incorporate, as appropriate, principles of procedural fairness. Parents and students have the opportunity to express complaints or grievances through direct contact with staff members by phone, email or through appointments with staff at the School. Meetings are also organised at the school and in boarding areas at which parents are welcome to express concerns or to suggest improvements in College processes for the benefit of their son. The Boarding Director and other staff also make regular visits to areas from which our boarders come to be involved in direct dialogue with our families. Formal grievance procedures are in place in areas such as assessment programs for the School Certificate and the Higher School Certificate.

The relevant staff members responsible for addressing complaints and grievances in particular areas are as follows:

Classroom matters - your Classroom Teacher
 Boarding matters – your Houseparent, the Duty Houseparent or the Director of Boarding
 General matters - your Tutor
 Personal matters - the College Counsellor
 Behaviour matters - a Senior Administration Co-ordinator
 Academic matters - the relevant Faculty Head
 Appeals on Academic Matters - the Director of Curriculum
 Appeals on Behaviour matters - the Deputy Headmaster

On matters where, after you have accessed the above, you believe the concern has still not been resolved or addressed properly – the Headmaster.

10.0 School Determined Improvement Targets

10.1 Achievement of Priorities Identified in the Schools 2008 Annual Report in 2009

1. *Academic Results*

We met with spectacular success in terms of exceptional 2009 HSC results. With respect to boys, the number of Stannies Board of Studies Honour Roll listings exceeded the combined results for males enrolled in the other 12 schools enrolling males in the Bathurst/Mudgee/Lithgow region. In terms of continuing to engage parents, the registrations on Edumate for parents accessing information about their sons held at the school increased.

2. *Facilities Improvements*

Both the main College refectory and the swimming pool were extensively refurbished in 2009. The refectory refurbishment involved renovating the floor, purchasing all new furniture, completing electrical work, installing new lighting and extensive glazing work. The pool had been leaking substantial amounts of water and extensive repairs done to the pool resolved this functional problem and significantly enhanced the appearance of this important resource.

3. *Information Technology*

An extensive upgrade of IT infrastructure took place at the school in 2009 courtesy of Commonwealth Government Grants. The Federal Government Grants for computing infrastructure at Stannies totalled \$222,242.99 in 2009. Previous to this year, funds for digital education initiatives came almost exclusively from private income sources and placed a heavy strain on our parent body. The funding initiatives of the Federal Government have provided our students and staff with very exciting new opportunities which have enormously enriched the learning and teaching environment at the school while easing burdens that previously were onerous for many parents and families.

4. *Trade Training Centre*

In 2009 St Stanislaus' built a consortium involving St Stanislaus' College, MacKillop College and St Joseph's Oberon to complete an application for Round 1 Phase 2. The application was successful with a total of \$3,226,329.00 for the full project and \$1,503,459.00 to St Stanislaus' College. The success of St Stanislaus' College in this area was very notable because very few Independent Schools were successful in Round 1 Phase 2 applications in NSW or nationally. The project at Stannies will provide industry standard workshops for construction/carpentry, automotives and metals and engineering for students interested in these vocational areas. While the Trade Training Centre would probably not be completed until late 2010, the College put in place interim measures in 2009 to teach all three courses in 2010.

5. *Stannies Website*

A complete overhaul of the Stannies website took place in 2009 and feedback from a broad variety of users has been very positive.

6. *Financial*

In 2009, there was ongoing compassion expressed as fee relief (\$1,272,722.00) to families under severe financial strain but prudential financial management resulted in a significant fall in net debt (\$764,000.00) and the recording of a healthy surplus (\$461,121.00) in our final 2009 accounts. The year was very successful from a financial perspective substantially aided by the impact of Government grants.

7. *Teaching and Learning*

Courses and professional development opportunities were provided for Stannies staff in 2009 to improve the effectiveness of teaching English as a second language at the school. While significant gains were made in enhancing the skills of specialist teachers and the full teaching faculty, one significant disappointment was the low results recorded by the Sudanese boys in the Year 9 NAPLAN assessments. This area will need to be a major priority again in 2010. It is important to understand that the Sudanese students enrolled at Stannies are overwhelmingly from the Dinka tribe who do not have any significant tradition of literacy even in their own language or the language of the dominant tribe (Arabic).

8. *Catholic Schools Week*

In 2009, St Stanislaus' College hosted a number of critical activities in Catholic Schools Week in Bathurst. Of significance amongst the activities were the organisation of a Mass involving students from the six Catholic Schools in the Bathurst Cathedral and of a Catholic Schools' Week Spectacular that drew participation from all six Bathurst Catholic Schools and was attended by more than 1,000 persons. The school also hosted in 2009 the Ordination Mass of the newly appointed Bishop of Bathurst which attracted almost 2,000 persons to the Liturgy held at St Stanislaus' College Bathurst. The Catholic Schools' Week program was so successful that the participating schools eagerly re-committed to celebrating the week in 2010 and beyond using the format established by Stannies in 2009.

9. *Overseas Tours*

Two substantial overseas tours were organised for students in 2009. One tour for basketball and rugby playing students took place to Japan and the other involved a cricket tour to New Zealand.

10. *Media Coverage and Enrolments*

In 2009, Stannies enrolled its largest Year 7 group (2010) for some years. The College also enrolled its largest boarding enrolment in 2009 for almost 20 years. This enrolment outcome bears some witness to the ongoing work completed throughout 2009 in building community confidence in the school despite ongoing adverse media coverage relating to alleged historical incidents from the 1970s to the 1990s. In 2009, the College also successfully briefed the Board of Studies in providing information to the Minister to respond to questions on notice raised in the Legislative Council of NSW.

10.2 Priorities - Areas for Improvement in 2010

1. To lift the performances of disadvantaged students in the Year 7 and Year 9 NAPLAN tests. This will need to particularly be the case for the Sudanese students newly enrolled into Year 9 2010.
2. To complete the Trade Training Centre project in 2010 and to successfully co-ordinate the full consortium project.
3. To continue to upgrade facilities throughout the school and in particular boarding facilities for students and staff.
4. To formulate a new strategic plan for the College.
5. To organise an overseas tour to Italy to celebrate the 350th anniversary celebrations of the Vincentian Family worldwide.
6. In late 2009, the College lost a long-standing Creative Arts Co-ordinator to another school in Bathurst. It will be imperative to achieve an enhancement in the Creative Arts in 2010 to retain the long-standing confidence that the community has had in this important area of boys'

education and College operations. The new leadership in this area of the school must be seen to be highly effective and successful.

7. To continue to build on the gains made in Year 10 and Year 12 English outcomes achieved in 2009. High achievement in English is a vital component to overall student and school success.
8. To host a successful Triennial Reunion in 2010. The Triennial Reunions every three years bring together large numbers of Old Boys with the current members of our school community. Significant positive outcomes flow to the current student population from successful reunions of this type.
9. To review and enhance the College co-curricular program. To maintain large scale student engagement, our co-curricular offerings need to be regularly reviewed. The College has identified in particular a need to fill a gap that has emerged in the spring. The winter season concludes about Week 4 of Term 3 with the summer season not commencing until the start of Term 4. The spring gap needs to be filled with offerings that our students would benefit from and be interested in.
10. To further develop our Edumate IT system to provide more extensive and readily available feedback to parents and students. The school will attempt to digitalise the reporting feedback through Edumate so that this integrated system will more effectively inform all interested users ie, students, parents and staff.

11.0 Initiatives Promoting Respect and Responsibility

11.1 Information on Actions Taken by the School 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 2009, some of the particular actions taken by the school to promote respect and responsibility included:

- 1) The celebration at the school during every week of term for all students of either a Mass or Prayer Service. In the overwhelming number of cases, these celebrations addressed the need on the part of all in our community to be more respectful, loving and to act responsibly toward others, particularly with respect to the weak, the fragile and the outcast.

- 2) On Wednesday 5 February 2009, a gathering of about 1,000 took place in the Performing Arts Centre to celebrate our Opening Mass. The liturgy to a significant degree focused on the need of the full school community to promote respect and responsibility. This significant liturgy early in the year serves both to proclaim and to garner support from students and parents for the ideals of the school.
- 3) The school further expanded its African Refugee Program in 2009. The full school community has been enriched by the presence at Stannies of growing numbers of boys and young men from Africa. The presence of young African students at Stannies has greatly assisted the school to be a more diverse community. In so doing, our students more directly experience the need to express tolerance for others and to listen to and appreciate very different stories from our community norm.
- 4) St Stanislaus' College has a brother school relationship with Nanzan Nagasaki. The proposed visit to Australia by Nanzan was organised to take place in Catholic Schools Week where Nanzan students and their Japanese culture were profiled to large numbers of our students, staff and parents. Nanzan Nagasaki was built as a sign of peace following the dropping of the atomic bomb on the city of Nagasaki in 1945. Exchanges with Nanzan always involve powerful reflections on the need for peace, respect and tolerance. A significant number of our students visited Nanzan also in 2009 and were most affected by the visits to the peace memorials in the city of Nagasaki.
- 5) The College observed and celebrated the first anniversary of the 'Apology to Australia's Indigenous Peoples' that was made by the Prime Minister in 2008. The Prime Minister had forwarded to the school an illuminated certificate with the official wording that was used to express the apology. As a memorial of the day at Stannies, our Indigenous students signed their names on a prepared paper parchment and this, together with the illuminated apology, was framed and now hangs in the Old Boys' Gallery.
- 6) Direct participation in a number of Charitable Appeals for the benefit of the disadvantaged.
- 7) On 21 March 2009, the College held its Harmony Day. It was a nourishing experience to sit in the Performing Arts Centre and listen to students telling their stories to the Stannies community. The boys listened intently as boys explained aspects of their lives – the meanings of their names, cultural customs that apply to the men and women in their communities, eating practises, religious beliefs and their cultural teachings.
- 8) In 2009 the school organised a number of reflection days, retreats and orientation days to in part promote better relationships between members of our community and the broader Australian community. Years 7 to 10 typically had one day reflection activities. Years 11 and 12 each had a three day retreat. Year 7 were involved in a three day camp in the Warrumbungles and orientation programs were conducted at the school and also at Dunn's Swamp.
- 9) The most prestigious award at St Stanislaus' College confers is that of "Senior of the Year". This award is given annually to the senior student who best exemplifies the ideals of the College through their actions, words and conduct. This award was given to James Read and Harry Holmes in 2009 and was celebrated and observed in such a way that its importance within the school was reinforced and celebrated.
- 10) The College organised a number of excursion type activities to promote respect and responsibility. These activities included presentations by outside groups to assemblies of students on issues such as bullying and harassment. Other activities for example, involved students taking part in seminars on mental health both to safeguard the mental health of the boys themselves and to promote empathy and understanding towards those who suffer various mental health illnesses.
- 11) Various teaching programs promoting respect and responsibility are taught throughout the school to all students. Subjects such as Religious Studies, Personal Development Health and Physical Education and English particularly emphasise the importance of promoting respect and responsibility. The school also holds fortnightly indoor assemblies where these issues are regularly highlighted through various means such as addresses, dramatic presentations, short films and appeals. The tutor group system in the school is also designed to further the ideals of respect and responsibility throughout the College and across age groups. The College Counsellor also formed a number of focus groups in both the day school and boarding community to address specific issues related to respect and responsibility.
- 12) Our annual Parents and Friends Dinner was held on Saturday night, 21 February. The programming of this dinner early in the year allowed the school to build more effective relationships

between staff, parents and students, between staff and parents and between parents themselves. Better relationships promote respect and responsibility.

- 13) The school held a number of Old Boys reunions through 2009. These reunions bring back large numbers of Old Boys to the school. Celebrating Old Boys with many current students in attendance affords the school important opportunities to also promote respect and responsibility and to provide practical life experiences of how these important qualities can be expressed in different professional lives.

12.0 Parent, Student and Teacher Satisfaction

12.1 Parent Satisfaction

The school provides a number of channels to parents to express their satisfaction or not with the operation of the school. On the last Monday of each month during school time, the Parents and Friends Association meets and provides one of a number of avenues for parents to express their level of satisfaction. The level of parent involvement at these meetings changes according to the time of year and depending upon whether some special input session has been organised for a meeting. Special input sessions are organised in response to parent suggestions or when they are considered to be topical and relevant from a management perspective. At every Parents and Friends meeting the Headmaster of the College provides a report to the meeting covering the period from the previous meeting. Overwhelmingly, the feedback from the Association is very positive. As an expression of that satisfaction, parents organise significant activities for the school such as the annual fete and support the College in providing catering and other services for activities such as Open Days and Family Days. Parents are regularly advised that they are welcome to email the Headmaster on general matters of interest or concern and other nominated staff in relation to specific issues. A number of parents do, for example, contact the Director of Curriculum in relation to streaming issues and significant numbers of parents have interviews with the Director of Curriculum on this matter. In the vast number of cases, parents are satisfied by the process being followed at the school if not by the location of their son in a particular streamed class. The school also runs a number of information seminars to parents on topics such as preparing for the Higher School Certificate and in connection with elective choices into Years 9 and 11. The School also organises two sets of Parent/Teacher interviews during the course of the year and encourages all parents to attend these meetings. The School organises interview times in afternoons, in evenings and also on Sundays for the convenience of parents who live both close to and distant from the School. Feedback from parents on these occasions has also been very positive. A good deal of parental interaction with the school also takes place on weekends during co-curricular activities. Throughout summer and winter, close to 400 students are regularly involved in Saturday competitions and many parents also attend these occasions and support the school in various ways. The School receives regular feedback from parents appreciating the school's preparedness to meet with parents on weekends as well as during business hours and on evenings. A further area of parental satisfaction has centred on the school providing access to counselling support for families on Tuesday and Thursday evenings outside of normal business hours.

The regular feedback from parents with regard to our website continues to be very positive. With respect to parents accessing the Edumate Portal, the number of registered parent users increased again in 2009. The increased numbers of registered users and the number of hits through the Portal have been a continuing positive outcome for the school.

12.2 Student Satisfaction

Towards the end of the academic year for 2009 all students across Years 7 to 11 completed surveys relating to their experiences within the classroom. The survey instrument was designed by College staff and asked students to respond to positively framed statements according to a Likert scale (1 = strongly disagree to 5 = strongly agree). Responses were categorised into four domains. When collated for each year group, the mean response for each domain is shown in the table:

2009

Domain	Year 7	Year 8	Year 9	Year 10	Year 11
1. Using time and organisation effectively	3.80	3.74	3.80	3.72	4.13
2. Managing the learning environment	3.68	3.73	3.80	3.80	4.14
3. Processes for learning in the classroom	3.89	3.88	3.99	3.96	4.27
4. Student perception of their performance	3.83	3.69	3.88	3.80	4.09

For comparison, the 2008 mean responses were:

2008

Domain	Year 7	Year 8	Year 9	Year 10	Year 11
1. Using time and organisation effectively	3.83	3.67	3.86	4.04	4.20
2. Managing the learning environment	3.75	3.59	3.81	4.07	4.31
3. Processes for learning in the classroom	3.89	3.72	3.92	4.20	4.37
4. Student perception of their performance	3.90	3.64	3.93	4.00	4.16

These 2009 calculated means indicate that the younger students feel satisfied with the classroom experiences they are receiving. The calculated means also indicate that student satisfaction increases with progression from Stage 4, to Stage 5, and then to Stage 6. This is possibly due to increased student participation in choosing their patterns of study, combined with increased perception of the efforts made by their teachers in providing meaningful educational experiences for their classes.

Looking longitudinally, the relationships expressed above are reinforced. There is an increase in satisfaction in the 2009 Year 9 and Year 11 mean responses, compared with the 2008 Year 8 and Year 10 mean responses (the same cohorts of students). On the other hand, there is a decrease in satisfaction in the 2009 Year 8 and Year 10 mean responses, compared with the 2008 Year 7 and Year 9 mean responses (again, the same cohorts of students).

Taken together, these relationships present a challenge to the teachers of Years 8 and 10 – perhaps more is demanded of these teachers in terms of presenting experiences within the classroom to combat student familiarity with subjects as they near the end of Stages 4 and 5 respectively.

12.3 Teacher Satisfaction

Teacher satisfaction is regularly monitored at fortnightly Pastoral Care meetings, fortnightly Management 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. 2009 was a most successful year for many staff members with spectacular success at the Higher School Certificate, significant successes at the School Certificate and the value adding successes reported under NAPLAN. Success builds confidence and good will and staff clearly responded very positively to the widespread successes experienced in 2009. A further sign of teacher satisfaction is the consistently high teacher retention rates that the College records. Teacher retention rates since 2007 have remained at 90% or more. These are very high levels of retention. The average staff attendance of 96.29% is a further indicator that staff value the work they are involved in at the school and derive considerable satisfaction from so doing.

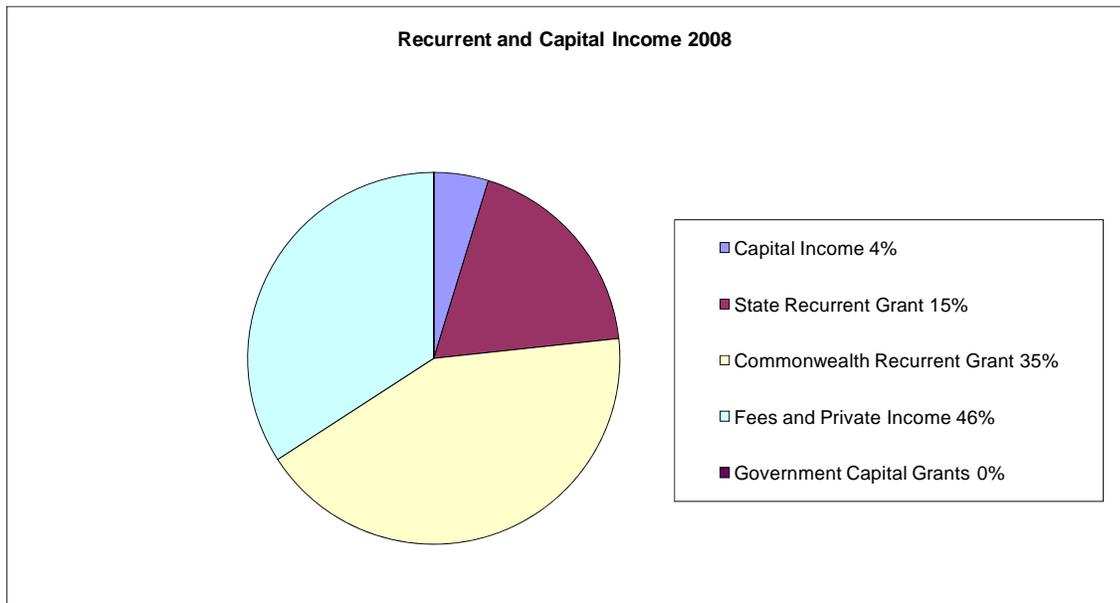
Student Satisfaction Survey results were distributed to each Faculty Head for distribution to classroom teachers within the faculty. This provided opportunities for individual teacher reflection, as well as faculty reflection in terms of student perceptions of their 2009 classroom experiences. Individual and faculty successes were able to be celebrated, while areas for development – again both individual and faculty – were able to be identified for address in 2010 and beyond.

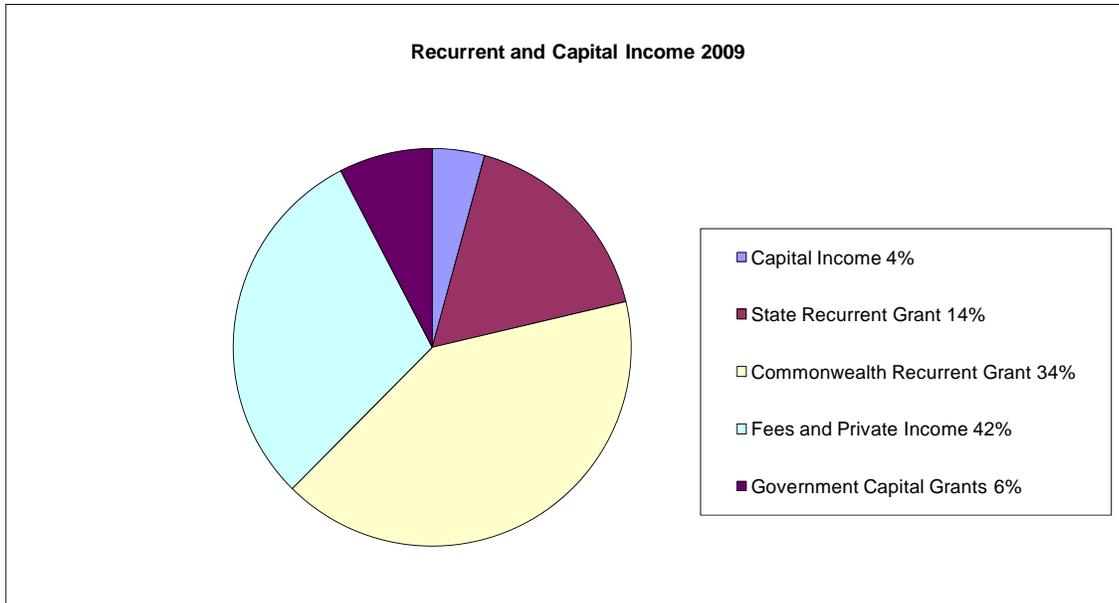
Teacher comments relating to the survey analyses indicate a general satisfaction by teaching staff regarding their teaching experiences within the classroom. Evidence for this feeling of satisfaction can also be found anecdotally when considering exchanges at Faculty Meetings and at Faculty Co-ordinators' Meetings.

13.0 Financial Summary

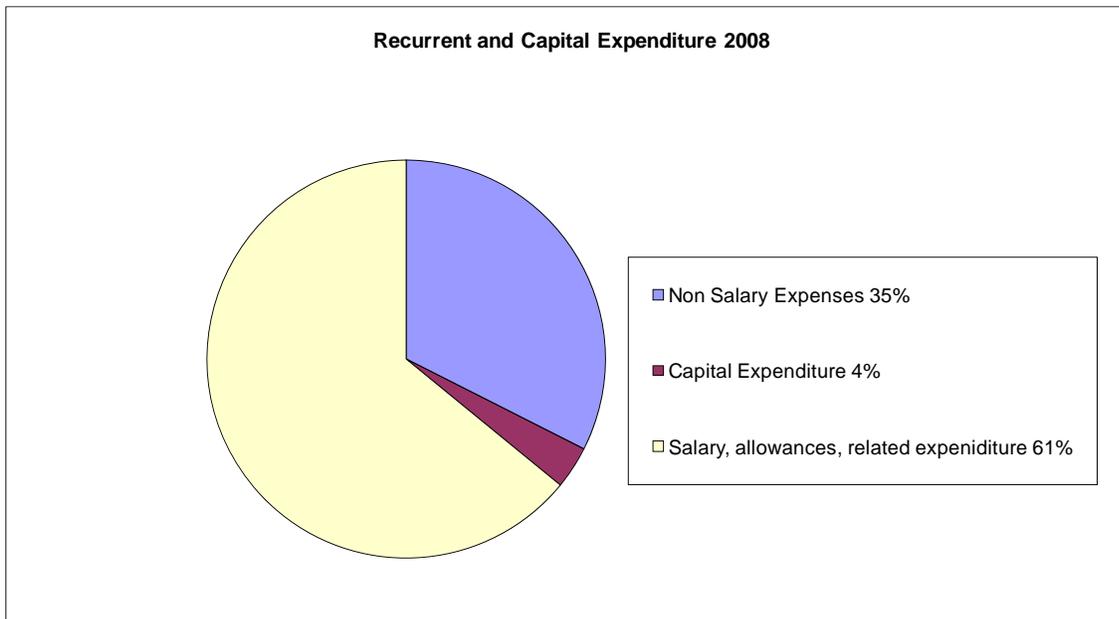
The most significant element that emerges from the following financial summaries is the most substantial contribution that Government Capital Grants made to the school in 2009. Government Capital Grants as a percentage of recurrent and capital income increased from 0 in 2008 to 6% in 2009. Much of the Capital Grant increases were the direct consequence of the Commonwealth Government's expenditure stimulus program in response to the Global Financial Crisis (GFC). The increased contribution of Government in terms of capital income and expenditure in 2009 significantly enhanced the resources able to be provided to the school community. The Commonwealth Grants also allowed the College to ease financial burdens on families who were facing the consequences of the GFC after many years of devastating drought.

13.1 Recurrent/Capital Income





13.2 Recurrent/Capital Expenditure



Recurrent and Capital Expenditure 2009

