



2010

# 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. 2010 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 marginalised 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 all 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 relationships; 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**

2010 fortunately relieved the financial burden that impacted the College due to recovery from the Global Financial Crisis. Further relief was also felt because of the heavy rains that generated enormous growth in the pastoral sector that has rarely been better over the past decade. For the College, the rains have been a mixed blessing as harvesting was impeded and crops left to seed. On the whole, though, the Governing Body is pleased to report that the College has attained good results over the year in the context of the Financial Health Assessment Framework. The College has continued with prudent financial management while still keeping intact a just and compassionate response to the needs of our students.

The Governing Body was delighted with the completion of the Trade Trading Centre and the news that classes would commence in this magnificent facility at the beginning of 2011. Again it noted our thanks to the Federal Government whose Grant enabled the building of this facility which 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 Board was also greatly appreciative of the Grant of \$350,000 for infrastructure upgrades benefiting Indigenous students. Over fifty Indigenous students were enrolled as Boarders at the College. Included in the upgrades were the College kitchen and some areas of the senior boarding house.

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 result of this common mission is reflected in the 2010 HSC and SC results.

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 Headmaster**

**Annual Report given at Speech Day, Saturday 13 November 2010**

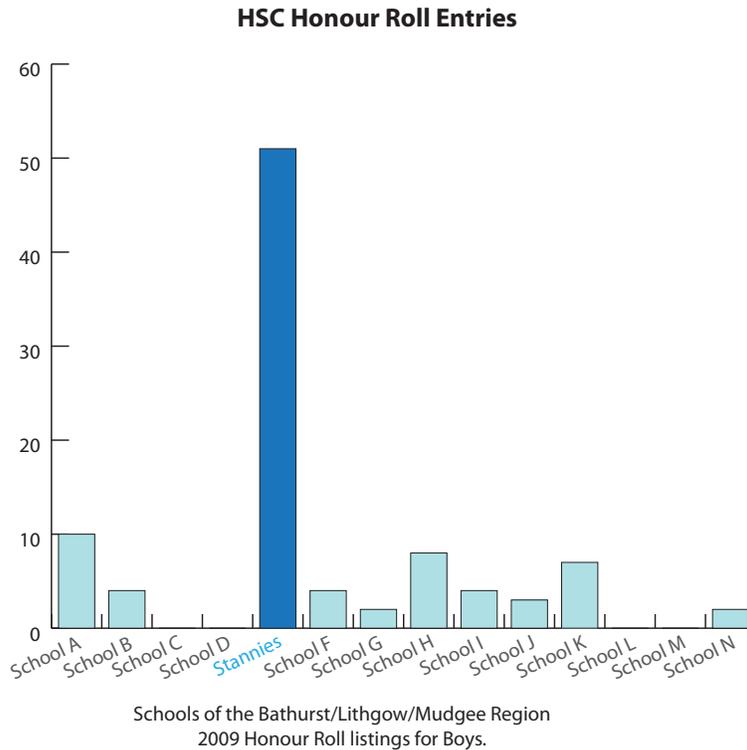
Fr Provincial, Distinguished Guests and the Community of St Stanislaus' College, it is my pleasure to present the 144th Speech Day Report to the Provincial.

**Academic Matters**

In the period since Speech Day 2009, the College has received a stream of extraordinarily positive academic results for our students.

*2009 HSC*

In terms of the Higher School Certificate, at the 2009 exams our students achieved 51 entries on the Board of Studies Honour Roll. This total was greater than that achieved by males in any other secondary school, Government or Independent, in rural NSW. In terms of our local region, the 51 entries across 24 courses exceeded the combined performance of males (44 entries) in the other 12 secondary schools enrolling boys in the Bathurst/Lithgow/Mudgee region. Apart from the sheer quantitative outcomes recorded at Stannies relative to elsewhere, in 2009 it was only at Stannies that males in the 5 secondary schools in Bathurst were able to achieve Honour Roll entries in subjects such as Agriculture, Biology, Chemistry, Drama, English Extension 1, Mathematics, Mathematics Extension 2, Senior Science, Studies of Religion 1, Studies of Religion 2 and Visual Arts. The graph below illustrates visually the extraordinary achievements attained by the Stannies students in the context of the local region.



*2010 HSC*

HSC year 2010 also promises rich rewards for our students. One of the most pleasing statistics that has emerged in 2010 is that Stannies has again the largest HSC candidature of the six secondary schools in Bathurst. Given the very low retention rates for boys typical of rural areas, one would have thought this was nigh on impossible but yet for the second year in a row, it has been achieved. The statistics for Bathurst make interesting reading with 394 students being enrolled in Year 12 comprising of 201 girls and 193 boys. The full breakup of HSC enrolments is outlined in the table below:

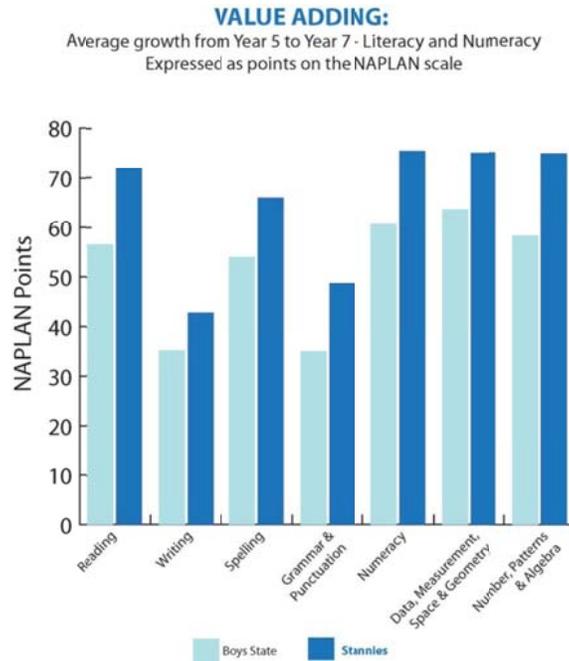
School	Boys	Girls	Total Students
St Stanislaus' College	84	-	84
MacKillop College	-	76	76
Scots School Bathurst	23	14	37
All Saints' College	15	30	45
Denison - Bathurst Campus	33	39	72
Denison - Kelso Campus	38	42	80

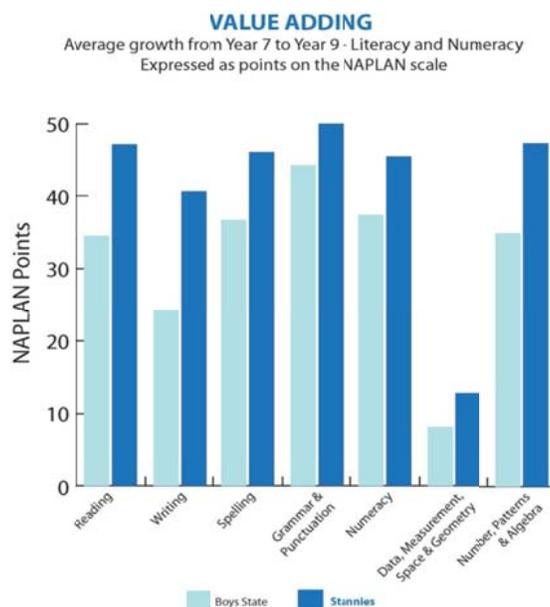
Data reported in the Western Advocate on Wednesday 13 October 2010.

**NAPLAN**

The Commonwealth Government and the States have chosen to report upon academic performances in schools through the National Assessment Program – Literacy and Numeracy (NAPLAN). NAPLAN tests are administered to Years 7 and 9 in May of each year. The critical data is the value adding performance outcomes. Value adding looks at the average growth recorded by the Stannies cohort relative to the average growth recorded by all boys across the State in every literacy and numeracy domain for both Years 7 and 9. Importantly, the average growth for St Stanislaus' College students for both Year 7 and Year 9 outperformed the full State candidature and the boys State candidature across all literacy and numeracy domains. This was a most pleasing outcome.

**Year 7 NAPLAN Value Adding**



**Year 9 NAPLAN Value Adding****Capital Investments for our Immediate and Long Term Future**

2010 stands out in the long history of our College as one of those years where very substantial financial investments have been made for the wellbeing of the school. In the 2009 report, mention was made of the successful application made by the College for a Trade Training Centre (TTC) Grant. A significant challenge in 2010 was to utilise the Grant of \$1,626,000 provided by the Commonwealth to complete the best Trade Training Centre project possible in term of the funds available. During 2010, the final design of the Centre was decided upon, relevant approvals were secured from Council, tenders were called and a winning tender decided upon, a builder was commissioned and the construction of the Centre is due to be completed prior to Christmas this year. At the time of the writing of this report, the construction component of the project is almost completed and the building is clearly an impressive and very much valued addition to the capital resources of the school. The TTC incorporates generous sized and separate specialist workshops for Construction, Metals and Engineering and Automotive. The workshops will be equipped with first class resources to ensure that students receive the highest quality industry standard training able to be offered currently in Australia. The Centre also encompasses two classrooms, amenities areas, massive storage spaces and sustainable design features making use of storm water and solar power. The TTC will be fully equipped over the summer vacation and will be open for use by staff and students from the first day of Term 1 2011. The impact of this tremendous enhancement of resource has already been felt with many more classes being timetabled in these vocational areas for 2011. The completion of the TTC is not only a great boon for students and staff but is of critical value to parents who previously had limited educational options available for their sons in terms of vocational education at Independent schools. While the media regularly reports about schools allegedly wasting Government funds, the Grant at Stannies has been used to provide an excellent resource in a highly cost effective way.

While the \$1.6 million from the Commonwealth has been much appreciated in terms of the TTC, the College has also received other Grant funds to substantially upgrade further areas of the school's infrastructure. The College was awarded a Grant of \$350,000 to complete a total refurbishment of the College kitchen and the creation of additional single room accommodation for Year 11 boarding students. The refurbishment of the kitchen will mean that with the dining hall refurbishment of 2009, the entire catering sphere of operations has been fully upgraded over the last two years. The benefits of the dining hall upgrade have been significant for the dining and dietary experience of our students and the refurbishment of the kitchen will further add to the gains already made. Higher quality and more diverse meals will be easier to prepare and more effectively be able to be delivered to our large residential community. The 17 additional single rooms for Year 11 boarders allows the school to

upgrade another residential area of our community with obvious benefits to our students. The Grants for the kitchen and the Year 11 rooms were made under the Commonwealth's Indigenous Boarding School Infrastructure Grant Program. Stannies received this Grant as one of only two AIS affiliated schools in NSW that enrolls more than 20 Indigenous boarding students. The College is very grateful to the Commonwealth for this initiative which has assisted us in important areas of our residential operations.

In addition to the Grants for the TTC and the kitchen and Year 11 rooms, the Commonwealth provided further Grant funds for computing infrastructure developments and for the purchase of additional computers for use by our students. The computing infrastructure funds were used to entirely refit Ag rooms 2 and 3 for use by laptops, as well as providing power and other computing infrastructure needs around the school. These funds have further dramatically improved the provision of IT resources at Stannies. Again the College is indebted to the Commonwealth for its initiatives in these areas.

### **Enrolments**

After many years of drought and then the Global Financial Crisis, the College enjoyed in 2010 one of its largest enrolments into Year 7 for a number of years. The Year 7s who joined in 2010 have proven themselves to be a particularly talented and positive group of boys. Year 7 have excelled academically and participated in a wide cross section of College life that typically would take place with older year groups. Enrolments into 2011 will now likely exceed the large enrolment into 2010 and this is again particularly heartening. Only 81 boys were enrolled in the Catholic Primary Schools in Bathurst in Year 6 2010. To achieve an enrolment of between 105 and 110 from this base has been most satisfying. The long years of drought and the time of the Global Financial Crisis are giving way to periods of greater confidence and growth. Dams that have been empty or near empty for years are now full to overflow and the parched earth is now well watered and producing abundant pasture growth. While it would appear that in some areas there has been a little too much rain and that this rain might in fact lead to reduced crop returns, the pervasive feeling is one of joy at the apparent conclusion of a long, dry and very trying period which has tested many of our rural families to the very limits of their resources.

### **Sad Times and a Deep Sense of Community**

At the very start of the year in early January, the College received the terrible news of the untimely passing of Mitchell Foord (Year 12 2009) and James Scott (Year 10 2007). These young men were the best of mates and died together following an automobile accident just outside of White Cliffs. The news shocked our community as the boys had been very well known to our current student body and their deaths were so totally unexpected. Very large numbers of our community journeyed to distant White Cliffs to join the families and others in mourning for the passing of the boys and to celebrate the vitality of their lives. The strength of the community that gathered at White Cliffs was extraordinary. Shortly after this joint funeral, the College received news of the untimely death of Dan Robinson from the class of 2006. Dan had been a great favourite at Stannies amongst the boys and had maintained close contact with the school in his capacity as a Rugby Development Officer for the Gordon Rugby Club in Sydney. The funeral for Dan at Dubbo was another powerful event with the congregation being a vast one and the sense of community again being so strong. These very tragic events at the start of the year had a most profound impact on all who were involved with them. An enduring image is that which relates to 2010 Head Prefect, Tom Anlezark. Tom had only been appointed to his position for a short time when the journey to White Cliffs needed to be made. One of Tom's extraordinary talents was in the art of film making and he played a significant role in putting together films for both the funerals at White Cliffs and at Dubbo. Following the long road journey to White Cliffs from Bathurst, Tom met with the families of the two Old Boys immediately after a 10 hour drive to assist them compose a film to be shown at the funeral on the following day. The manner in which Tom spoke with the families was most affecting, and his work which followed gave both families and the enormous congregation at the funeral, a great gift. Something which particularly stays in the mind is Tom sitting with his laptop in the open air on top of the Underground Motel at White Cliffs under a star encrusted sky, pulling down from the ether, images of the boys that the parents had often never seen but which had been loaded onto various Facebook and other sites on the internet. Tom spent hours at this task and then hours later deep into the night, compiling the films that would be shown the next day. Early on the day of the funeral Tom

supervised the setting up of the Hall and the installation of the necessary sound and lighting and visual equipment. It was an extraordinary gift and one which was also repeated at Dubbo. Tom's effort was emblematic of the contributions of many. It was most affecting to be part of such a vibrant and caring community. Our current students throughout this difficult time conducted themselves superbly and greatly enriched the ceremonies that marked the lives of these Old Boys. Sadly, no sooner had these funerals been completed then further tragic news was received. Nicholas Johnston from the class of 2006, an older brother to current students Sam and William, tragically also lost his life in an automobile accident in April 2010. Our Stannies' community was very involved also in this funeral and in a number of others during the course of the year. Our most sincere sympathy extends to those families who lose their sons at such early ages and so long before what would have been expected.

### **A Diverse, Healthy and Dynamic School**

To fully understand the school, one needs to spend time within the full community of the College to appreciate its particular identity. While no list is ever complete, the following activities and achievements express something of the richness that was Stannies in 2010.

- \* The College hosting a most successful Arts program consisting of musicals and other performance evenings playing to packed houses at both the Performing Arts Centre and in the Marble Hall.
- \* The well patronised and high quality Stannies' Essence 2010 Art Show that profiled the breadth and depth of artistic talent in the Visual Arts at Stannies.
- \* The ongoing broad participation of our students in a variety of co-curricular pursuits and games at a time when so many boys and young men are becoming increasingly sedentary, our students continue to enjoy active pastimes where they come together with their mates to pursue a variety of sports and activities both internally and with other schools and organisations.
- \* Stannies' students winning impressive representative honours in sports such as rugby, rugby league, basketball and swimming.
- \* One of our HSC students being nominated for the prestigious ArtExpress Exhibition of the finest HSC major works in the Visual Arts across NSW.
- \* Our Chess team winning the Western Division Championships for the second year running.
- \* Our Equestrian team enjoying their most successful ever North West Equestrian Expo results where among many awards, they won the Grand Parade from the 111 competing schools for the second time in three years.
- \* Our students dominating in the local RoboCup competition at Charles Sturt University and performing impressively at the State titles.
- \* The consistently high quality of indoor assemblies at Stannies throughout 2010 where students showcased their films, drama skills, musical skills, dance talents and other interests. The assemblies were more often than not imaginative, thought provoking, entertaining, informative and risk taking in the most positive sense. Staff often left the assemblies inspired by both the performers and the audience.
- \* The College hosting the National Institute of Dramatic Art (NIDA) Winter School and having four of our students involved in this prestigious program.
- \* Conducting very successful and adventurous tours to New Zealand and Italy with plans also being finalised in 2010 for 2011 tours to Spain and North America.
- \* The expansion and success of our Refugee Assistance Program where the children of Refugee families are assisted in their enrolment and education at St Stanislaus' College both as boarders and day students.
- \* 34 students and staff gathered at the Basilica of St Peter's in Rome with members of the Vincentian Family from around the world to celebrate the 350<sup>th</sup> Anniversary of the life of St Vincent de Paul.
- \* Two of our Year 11 students hosting a regular two hour Friday afternoon talk back program on local radio 2MCE.
- \* Adam Sadler of Year 8 being the first regional student to be awarded a premium instrument from the Music Council of Australia's National Music Bank. Adam was presented with a violin that is over a century old.

- \* The Ordination of Old Boy and former staff member Greg Bellamy as a Priest of Jesus for the Diocese of Bathurst. Greg follows in a long line of more than 200 Old Boy Priests.
- \* Three of our senior students winning Minerals Council Bursaries valued at \$3,500 each.
- \* The expansion and ongoing strength of our Indigenous Education program.
- \* One of our students winning the Central West 2010 Flying Scholarship from the 115 applications that were received by the Bathurst Aero Club.
- \* A packed Mother's Day Mass and luncheon that was then followed later in the year by a very well attended Father's Day Mass and breakfast.
- \* Old Boy Mark Corcoran speaking powerfully at the Triennial Reunion Dinner on his role as a foreign correspondent with the ABC and the challenges that have been his lot as a reporter. Mark spoke of his being motivated in his career by the legacy of Damien Parer at Stannies.
- \* Two of our students, Patrick Bowman of Year 11 and Scott Lindsay of Year 9, winning categories in the Australia wide 2010 NAIDOC Week Essay Competition. This competition drew in excess of 204,000 entries from schools throughout Australia.
- \* The wonderful exchange visits of Andrea Palambino and Leonardo Carloni from Italy to Stannies and also of our Nanzan brother school students from Japan to Stannies.
- \* A continuing stream of Old Boys being married in the Chapel and then later in the Marble Hall while the Chapel is being repaired. The joy of these weddings at Stannies is an ongoing source of health for our current school.
- \* Being present with large numbers of Stannies students and staff in the Cathedral of St Michael and St John along with a vast host from the general community for a Mass celebrating the canonisation of Mary MacKillop.
- \* Year 12 2010. Stannies is regularly blessed with excellent senior year groups. The 2010 form was a particularly fine group of young men who worked together to achieve well beyond what was at first thought possible. The boys surged in performance throughout the year and demonstrated what can be achieved when a group works diligently, collaboratively and where members encourage each other in the pursuit of excellence. It was a great experience to be a part of the education of these young men. We sincerely hope that the HSC results they achieve are what they deserve, as they deserve the best.

### **Farewells and New Beginnings**

During the course of 2010, a number of long serving staff have left and are leaving the school. Fr Rom Barry, CM, left the College at the end of Term 3 following a period of ill health. Fr Rom had been a member of staff since 2003 and had excelled in his role as Chaplain. Fr Rom retired to Marsfield and we hope that his health recovers and that he enjoys a period of rest and recuperation. Charmeon Jooste has occupied a number of crucial roles at Stannies as a Senior Administration Co-ordinator, Head of English, Head of Creative of Arts and teacher par excellence of Drama. Charmeon is leaving to take up a position as the Head of Drama at Shore in Sydney. Rachel Hughes has been a long standing teacher of Mathematics from Year 7 through to Extension 2 in Year 12. Rachel is a gifted mathematician and her skills have been appreciated by many boys. In 2011, Rachel will take up a Mathematics teaching position at Scots Bathurst. Darren Leech is an Old Boy of the school and has occupied a number of senior promotional positions as a staff member. Darren has taught Italian, Ancient History and Studies of Religion, all with great success and has held the positions of Senior Administration Co-ordinator and Head of Religious Studies. Darren will be very much missed at the College. Darren leaves Stannies to take up a promotional position at St Edmund's College in Canberra. While the departure of long serving and very successful staff members always has a sense of sadness associated with it, staff members who have given much have provided the College with a great gift and we wish them well in their new adventures. We appreciate and value what has been given.

As some staff leave, others of course come to join our community. Happily, the school is attracting very strong applications for the replacement positions that we have available and for the additional positions that will be needed in 2011. At the time of the writing of this report, we have been able to employ a very gifted Head of Department to Creative Arts who has an outstanding record as a teacher and Head of Department as well as holding superb qualifications and extensive experience as an actor in film and theatre and as a chorister. The College has also been able to appoint an experienced, successful and highly qualified teacher to the new position of Head of Literacy. Other critical appointments are pending

with our staffing in 2011 allowing us to provide a rich and challenging curriculum facilitated with high quality teaching. While there is sadness in farewells there is the excitement and adventure of new beginnings.

### **Thank You**

The success of any worthwhile enterprise is the outcome of the efforts of many. To all who comprise the community of St Stanislaus' College – the Vincentians, Board Members, Staff, Parents and Friends, Old Boys and of course centrally the students - thank you for a very fine year. To Mark Neill, who was Deputy Headmaster in Terms 1 and 2, and to Geoff Melville the Acting Deputy Headmaster in Terms 3 and 4 while Mark was on leave a particular thank you. As always, the boys themselves have been enthusiastic and willing to be engaged in the pursuits that make for a better school and community and to this indispensable resource that inspires challenges, encourages and sometimes bewilders the College's appreciation and thanks.

*Mr John F Edwards, Headmaster*

### **1.5 A Message from the Parents & Friends Association President President's Report to the Annual General Meeting**

It is with pleasure that I present the 2010 President's Report for the St Stanislaus College Parents & Friends Association.

The Association has been well served in 2010 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. This year the fete attracted a very large crowd on what was a near perfect day. The variety and number of stalls increased this year with a large selection of food available.

The Association's Executive, Mrs Chris Tobin (Vice President), Mrs Kerry Davison (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.

There are three important areas that the Association stands for at Stannies:

Firstly the Association plays an important role in building a school community that is inclusive and welcoming to all. The Association's Executive is 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.

At the Annual General Meeting, the Association's Treasurer for the last four years will retire. Mrs Jan Manners has been a great supporter of the School and its P&F and together with her husband, Shane, were regular helpers at the fete and other P&F events. My thanks go to Jan for her hard work, good humour and friendship.

Look out for the Association's news and events on [www.stannies.com](http://www.stannies.com).

*Mr David Nelson, President, St Stanislaus' College Parents & Friends Association*

## **1.6 A Message from the Student Representative Body**

After 13 long years, 156 months, 4745 days and many, many hours of hard work we find ourselves here at Stannies about to graduate from school and what a journey it has been. Provincial Father Greg Cooney, President Father Doug Akehurst, Reverend Fathers, Headmaster Mr John Edwards and his wife Mrs Maryanne Edwards, Special Guests, Parents, Staff, Partners, who may I add all look beautiful tonight and of course, my fellow graduates of 2010. I pose the question to you, "What is Stannies all about?"

Over the past six years that I have spent at Stannies, there have been so many changes, the dynamic and the people in the graduating year of 2010 have changed so much. What an experience it has been watching every single one of my classmates develop into the fantastic people they are today. THAT, ladies and gentlemen, is what Stannies is all about. Whether it be those first nervous steps into the Marble Hall, joining the school mid-year or starting one's senior years at the College. As we enter the school the transformation begins. The journey starts to unfold.

The journey takes many twists and turns at Stannies, each day building our confidence, defining our character and along with the help of our families and friends, turning us into men of high moral value. We take along our journey big steps and small, often being caught up in the experience and not knowing how far we have come.

I remember particularly at the start of the year organising a charity event and having the problem of no Barbecue one hour before lunch time. I had to ask only one person for help, who then asked another, who then asked another. Soon I had 10 guys wheeling up the Barbecue, boys putting the cans into eskies, guys preparing the food and more help than I would have ever expected. There are many aspects that often define a year group and the readiness to offer a helping hand is one that is particularly strong amongst my year.

Whilst this Journey had many ups, as we worked together to rise, there have been many bumps along the way. Beginning the year with friends being tragically taken away was not easy. The deaths of several Stannies old boys over this year, may they all rest in peace, has taken its toll on many of the boys. As the 2008 head prefect McLeod McKenzie emphasised however, nothing unites like adversity. In the last week of the Christmas holidays many students travelled the ten hour trip to White Cliffs for the funeral of Mitchell Foord and James Scott. Whilst standing outside the funeral the support the boys were showing each other was overwhelming as the mate-ship held the boys together. The same occurred with the Dubbo funeral of Dan Robinson and that in Bathurst of Nick Johnston. Whilst these events were devastating it was the support and camaraderie that created strength as the students used each other to work through the devastation.

The speeches of the past Head Prefects go into great detail to thank all those who had assisted them along the way. There are so many names that I will surely miss people, however I will do my best.

On behalf of the year, I would like to thank all of those who have assisted us in the journey and have made the experience worthwhile. I would like to start by thanking the ladies in the office. When people first come to school you are often the first people they see, the first image of Stannies they receive and what a wonderful image it is. The maintenance and cleaning staff for ensuring the beauty of Stannies remains strong. To all of our parents, you know as well as we do that the HSC is a very time consuming, stressful and monumental task and we thank you profusely for all your help, support and care.

To our teachers, the amount of work you have put in has been phenomenal, whether it be school work in the class room, on the football field, or all the extra work marking answers and helping after school.

The encouragement you have given us, the support and knowledge you have supplied, allowed us to reach the very proud stage we are at currently. Whilst teachers in Year 7 seem like large, intimidating and often angry people, we have all discovered what amazing people you are and built friendships that will definitely continue throughout our lives. Again we are very thankful.

The Vincentians. I remember at the Leadership Camp at the very start of this year Mr Edwards speaking of the great Vincentian Charism that defines this school and I now understand exactly what he means, seeing all my classmates in front of me. The Vincentian Priests have facilitated a faith like no other with their very accessible teachings, with Father Rom often bringing the teachings of Christ back to his Football days at Stannies.

To Mr Edwards and all those who directly support him. You have such pride in this school which allows you to build on its already strong reputation. What separates Mr Edwards from other Principals is his eagerness to help those less fortunate and provides a solid education to those who often find themselves lost in difficult situations. This compassion has greatly developed the diversity within the school and shaped its character which is like no other.

The experience this year has been one which I know none of us will ever forget. Each student of the Year 12 form, whether they realise it or not, has contributed to Stannies. Whilst I have recognised and thanked many I would like to quickly recognise the efforts of my Year group. I would ask all the year 12s from Stannies to please stand.

Ladies and Gentlemen look around the room at those gentlemen standing, don't just look at them and their sexy good looks, their defined muscles, chiselled faces, breathtaking eyes, solid builds, look past that at the wonderful people they are. Your son, your friend, your sibling or relation is an amazing person, one whom you should be extremely proud of, proud of the man that they have become. I would like everybody to please put your hands together for the amazing people standing before you.

The memories of Stannies are truly amazing. Each with their individual view and with so much diversity. All those times cheering for your house at the swimming carnival, being surrounded in the 'Rik' as you scream with glory, as the room vibrates with "When we've been there ten thousand years" or the cheers fill the room of Mor- what? ....., to the many games of handball in the quad, to the sprints to the canteen and the ref, from Kleinschafer telling us he's losing IQ, Mr Kerlin telling us we need to man up or even Miss Jooste screaming at Murray Bennett. The cheers from the sideline echoing around the ground or the giant water slide at the school fete. Playing Counter Strike on the computers to playing touch footy at retreats. The memories are extraordinary.

The unforgettable Stannies experience is one that no amount of money can buy, as the memories that we have will last a life time. Ursula K LeGuin once said "It is good to have an end to the journey, but it is the journey that matters, in the end". Every student looks forward to that moment when they can confidently say that they have finished school but whilst we hold out eagerly for this day, it always comes too soon. As we embark on a new passage of life, our journey continues as the abounding opportunity in everyone will send individuals in different directions. As our time as a year group finishes and we take our own paths, I encourage you all to live life to the fullest and do what you enjoy. Stannies has allowed you all to become individuals, so stick to your guns, be yourself, and strive to be the best you can.

I would like to end by thanking all those at Stannies for having me as Head Prefect. It has been an honour and an amazing experience. Head Prefects of the past have often created something to accompany their speech so I thought it would be appropriate to surprise, surprise... make a movie. I have spent the last week searching many hard drives, chasing around many students and putting together the following video of everyone's memories at Stannies. But first, I make a toast to the graduating class of 2010. Thank you.

*Tom Anlezark - Head Prefect 2010*

## 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. It is these challenges that St Stanislaus' College seeks to effectively meet. In terms of academic outcomes, the Value Adding achieved at St Stanislaus' is recorded in the sections dealing with HSC Honour Roll entries, NAPLAN outcomes inclusive of Average Growth Rates at Stannies compared to the State and in retaining significant numbers of boys to the completion of Year 12. The school in its significant ongoing investment in a Performing Arts Centre and in staffing for the Creative Arts continues to engage boys in areas where their participation rates State wide are quite low. In co-curricular areas, the Value Adding made by the school is also very substantial across summer and winter. Approximately 500 students are involved in a broad variety of sports conducted on Saturdays throughout the year. In addition to sports, large numbers of students are involved in the school's music instrumental program, in its various bands, in activities such as the Lavis Chess Competition which involves more than 60 boys, in debating, public speaking and other cultural activities. The school in 2010 programmed a very successful production of "Oliver!" which played to very large audiences and the school also programmed a significant number of evening Performing Arts activities such as Songman and Pianoman. In terms of Chess, the school in 2010 once again were the Western Zone Champions and were ranked 3<sup>rd</sup> in the State Country Chess Championships conducted late in 2010 on the Central Coast of NSW. The participation of students in co-curricular was further developed in 2010 with the introduction of the 'Spring Season' where up to 300 students were involved in Saturday competition in the second half of Term 3.

## 3.0 Student Performances in State Wide Tests

### 3.1 Spotlight on the Performances of Boys

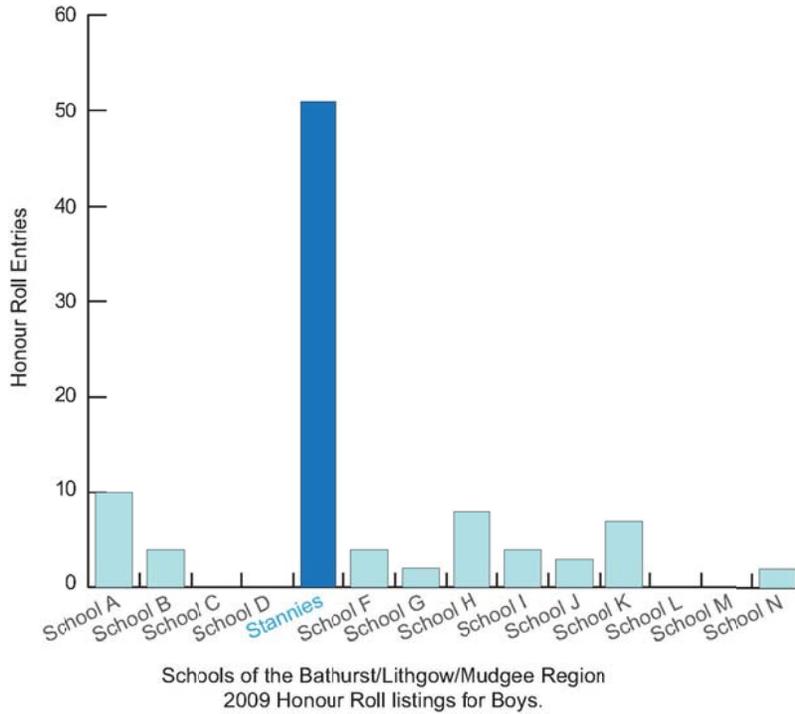
The academic performance of boys continues to be a primary focus of the College. This College is one of very few all boys' schools within NSW. The College is cogently aware of the relatively poor performance of boys in public examinations – particularly boys in regional NSW. Strengthening the academic 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

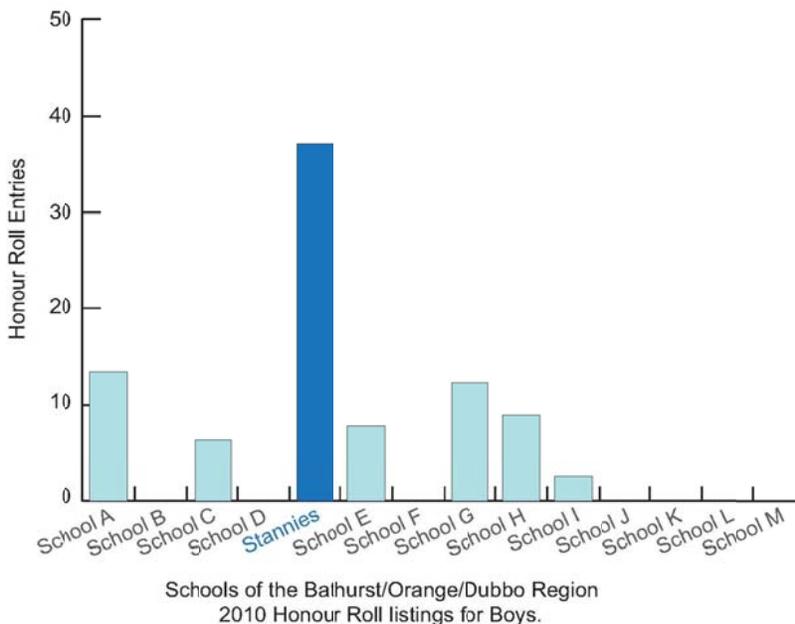
Following are two graphs showing Board of Studies Honour Roll entries achieved by St Stanislaus' College students at the 2009 and 2010 Higher School Certificate relative to the entries scored by males in the 13 schools enrolling boys for the HSC in the Bathurst region. School D is an all-girls school. St Stanislaus' College is an all-boys school, so it should be expected that it would record a substantial number of the region's proportion of male Honour Roll entries but the dominance of the school in this area is clearly significant and depicted in the graphs. As is indicated immediately above, there is a concerning ongoing trend regarding the performances of males in education but happily at St Stanislaus' College, males are achieving at levels that give them broad opportunities. From the 2010 cohort, one student was recognised as a Board of Studies Top All Rounder, two students were accepted into Medicine at the University of NSW and a significant number of students won scholarships

to a variety of university courses and particularly in those areas around engineering and mining engineering. A pleasing aspect of the 2010 results was that Honour Roll entries were again achieved in a diverse range of courses, such as Advanced English, Ancient History, Biology, Business Studies, Chemistry, English Extension 1, English Extension 2, General Mathematics, Mathematics, Mathematics Extension 1, Mathematics Extension 2, Modern History, Physics, Software Design and Development, Studies of Religion 1, Studies of Religion 2, Visual Arts and Primary Industries.

**2009 Male HSC Honour Roll Entries**



**2010 Male HSC Honour Roll Entries**



A major concern in rural NSW is the still high dropout rates of boys from school prior to the completion of Year 12. One of the most pleasing statistics at Stannies in 2010 is that for the second year running the school had the largest HSC candidature of any of the six secondary schools in Bathurst. In 2010, St Stanislaus' had a Year 12 class of 84 with the next largest candidature at the Bathurst school standing at 80. State wide trends would suggest that an all-boys school in a rural town in NSW would have a small candidature by Year 12, yet in Bathurst it is the precise opposite in the case of Stannies. In the interests of a better educated society, it is preferable that more males finish their secondary schooling and at Stannies we are pleased to be playing a significant role in realising this goal in Bathurst and in the Central West.

In 2010 St Stanislaus' College had students enrolled in 32 different courses. These courses included four Extension courses and five Vocational Education and Training (VET) courses. St Stanislaus' College achieved 37 listings on the Board of Studies Honour Roll. The 37 Honour Roll listings were recorded by 23 individual students across 18 different courses. Of the students who achieved Band 6 results, a number earned two or more listings. The Year 12 cohort of 2010 at St Stanislaus' College exceeded the Honour Roll listings for boys across all of the other Bathurst schools combined. The 84 boys at Stannies achieved 37 entries as opposed to the 109 male students spread across the other four Bathurst High Schools that together achieved 28 entries. The St Stanislaus' cohort of 2010 earned more Honour Roll listings for boys than any other school in the Bathurst, Orange, and Dubbo regions excepting only one other school.

One point of concern, in term of Honour Roll entries, centres on the very low percentage of students in Vocational Courses that achieve Honour Roll entries State wide. For example, four strong VET courses taught at Stannies include Automotives, Construction, Metals and Engineering and Primary Industries. In Automotives, no student across NSW achieved a Band 6 outcome, in Construction only 0.9% achieved this outcome, in Metals and Engineering the percentage was 1.92% and in Primary Industries it was 2.48%. St Stanislaus' College had a significant proportion of its students completing these courses and clearly, they had a very limited chance of achieving Band 6 outcomes. As points of comparison, 8.07% of Modern History students State wide achieved Band 6, 19% of Mathematics students, 11.52% of Legal Studies, 9.65% of IPT, 8.76% of Geography and 13.98% of English Advanced students achieved these outcomes State wide. Students studying Vocational courses would appear to be discriminated against in these outcomes and this is disappointing for those interested in quality vocational education and in encouraging boys to stay at school until the end of Year 12. Old notions that do not value vocational studies seem to be at work in the State wide Band 6 outcomes for VET courses.

**Table 3.2.1: 2010 Higher School Certificate Test Results**

Subject	Number of Participants	Performance Band Achieved By %	
		Band 3-6 (State Distribution)	Band 1-2 (State Distribution)
Agriculture	13	76.9 (78.5)	23.1 (21.5)
Ancient History	19	36.82 (84.8)	63.15 (15.2)
Biology	15	100 (89.8)	0 (9.8)
Business Studies	6	100 (90.2)	0 (9.4)
Chemistry	15	93.3 (89.1)	6.7 (10.3)
Drama	8	100 (96.4)	0 (3.5)
English – Standard	34	50 (71.8)	50 (27.7)
English – Advanced	50	98 (99)	2 (0.9)
Geography	6	100 (91.9)	0 (7.6)
Information Processes and Technology	5	100 (87.2)	0 (11.6)
Legal Studies	12	75 (82.8)	25 (16.4)
General Mathematics	43	90.7 (85.5)	9.3 (13.9)
Mathematics	20	90 (89)	10 (10.6)
Modern History	8	100 (91.1)	0 (8.5)

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

Music 1	7	100 (97.7)	0 (1.9)
Music 2	1	100 (99.7)	0 (0.3)
Personal Development, Health and Physical Education	15	86.7 (93)	13.3 (6.5)
Physics	20	100 (92.4)	0 (7.1)
Senior Science	12	100 (93.1)	0 (6.1)
Software Design and Development	7	100 (85.8)	0 (13.5)
Studies of Religion I	41	75.6 (94.5)	24.4 (5.2)
Studies of Religion II	46	60.9 (91.8)	39.1 (7.9)
Visual Arts	10	100 (98.1)	0 (1.6)
Construction Examination	11	100 (75.2)	0 (6.6)
Entertainment Examination	12	91.7 (89)	8.3 (.1)
Metal and Engineering Examination	14	64.3 (68.6)	35.7 (11.9)
Primary Industries Examination	6	100 (85.4)	0 (4.2)
Automotive	8	100 (77.9)	0 (4.1)

**Table 3.2.2: 2010 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	7	71.4 (85.6)	28.6 (14.3)
English – Extension II	3	100 (81.5)	0 (18.5)
Mathematics – Extension I	12	66.7 (82.6)	33.3 (17.2)
Mathematics – Extension II	8	100 (90)	0 (9.8)

**Table 3.2.3: Higher School Certificate – Summary of Band Results 2008-2010 – 2 Unit Courses**

Band	2008		2009		2010	
	Stannies	State <sup>1</sup>	Stannies	State	Stannies	State
Band 6	6.15 %	8.64%	7.21%	8.84%	6.25%	9.20%
Band 5	21.93%	26.30%	22.28%	26.35%	22.84%	26.78%
Band 4	30.53%	31.72%	32.85%	31.12%	30.82%	31.21%
Band 3	23.57%	21.53%	24.20%	22.07%	23.06%	21.03%
Band 2	12.91%	8.01%	9.93%	7.54%	11.42%	7.97%
Band 1	4.30%	3.17%	3.53%	3.49%	5.60%	3.10%
None	0.61%	0.62%	0	0.58%	0	0.71%

Whilst band achievements form one measure of student success, they by no means paint a complete or coherent picture. St Stanislaus' College provides opportunities for success and achievement for students with many different sets of skills – from those who enjoy the challenges offered by extension subjects through those students gifted in practical abilities. HSC student success in 2010 spanned the gamut from success in VET subjects leading to coveted apprenticeships, to students winning awards of scholarships to study medicine.

**Table 3.2.4: Higher School Certificate – Summary of Band Results 2008-2010 – Extension Courses**

Band	2008		2009		2010	
	Stannies	State <sup>2</sup>	Stannies	State	Stannies	State
Band E4	31.58%	30.26%	18.18%	31.13%	26.67%	32.66%
Band E3	21.05%	52.42%	51.51%	52.25%	53.33%	51.88%
Band E2	47.37%	14.60%	27.27%	14.27%	20.00%	13.57%
Band E1	0	2.54%	3.03%	2.11%	0	1.71%
None	0	0.18%	0	0.24%	0	0.18%

<sup>1</sup> State figures calculated only on courses offered by St Stanislaus' College in order to enable comparison.

<sup>2</sup> State figures calculated only on courses offered by St Stanislaus' College in order to enable comparison.

### 3.3 School Certificate

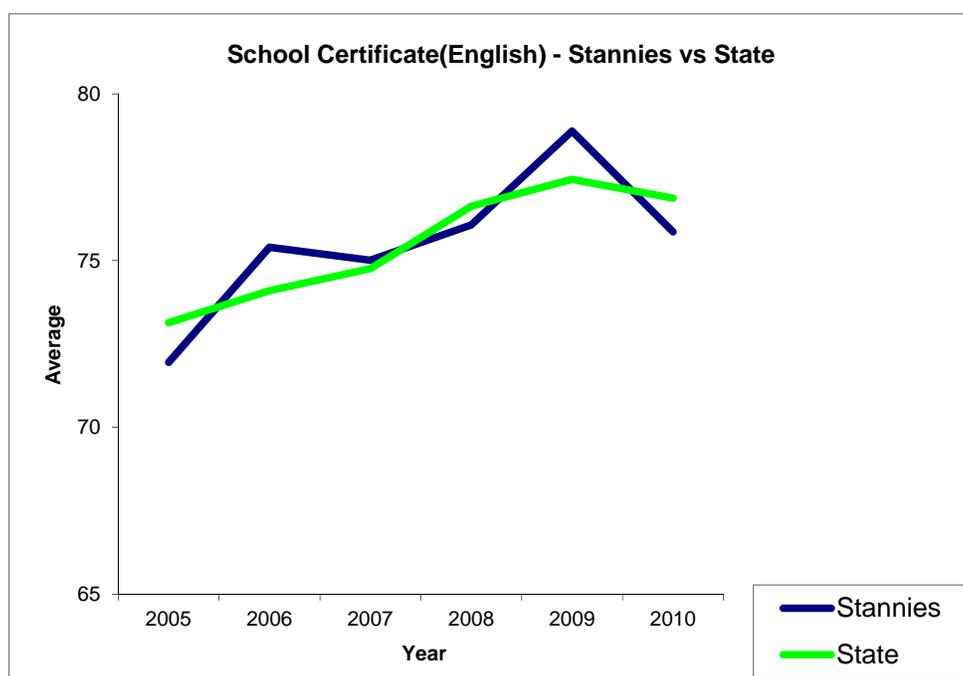
It is pleasing to note that in three of the five areas tested by the School Certificate Examination, St Stanislaus' College students have outperformed the State norms in the desirable Bands 3-6. Please refer to Table 3.3.1 for a direct comparison of the achievements of the St Stanislaus' College 2010 School Certificate cohort against those of the State candidature.

**Table 3.3.1: School Certificate Test Results**

Course	Stannies		State	
	Bands	Bands	Bands	Bands
	3 - 6	1 - 2	3 - 6	1 - 2
	%	%	%	%
English - Literacy	92.9	4.72	94.83	2.68
Mathematics	80.3	18.1	82.6	14.81
Science	92.11	5.51	91.51	5.9
Australian Geography, Civics & Citizenship	86.59	11.8	84.27	13.02
Australian History, Civics & Citizenship	81.09	17.31	79.61	17.67

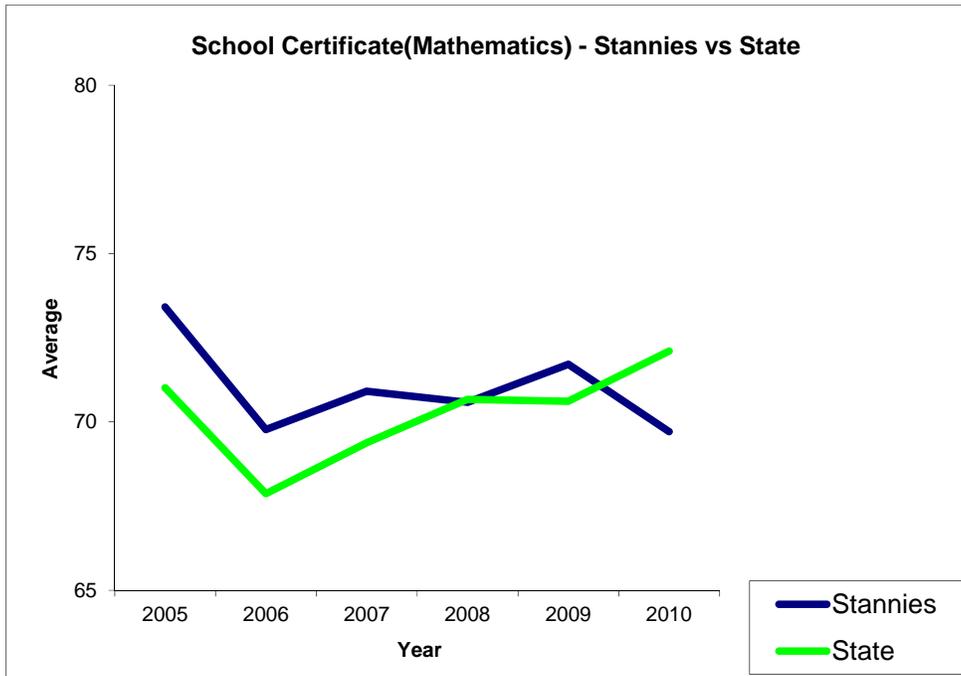
Please refer to Graphs 3.3.1 – 3.3.5, and Table 3.3.2 below, for an illustration of the average performance of the St Stanislaus' College Year 10 cohort in the School Certificate Examinations relative to the average performance of the State Candidature. These representations provide comparative analysis for the period extending from 2005-2010.

**Graph 3.3.1: Stannies Average Versus State Average: English 2005-2010**



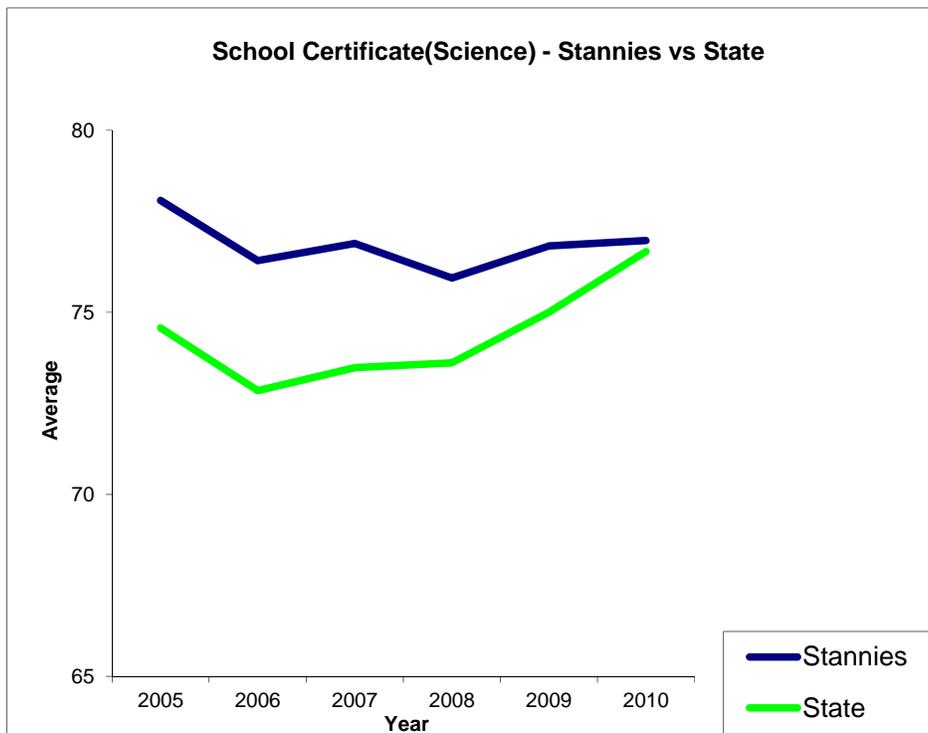
Stannies challenges the conventional wisdom that girls enjoy significant advantages over boys in the study of English. The Stannies Year 10 cohort has outperformed the State in English in 2006, 2007, and 2009. In 2010, the Stannies cohort has performed at a level comparable with that of the State.

**Graph 3.3.2: Stannies Average Versus State Average: Mathematics 2005-2010**



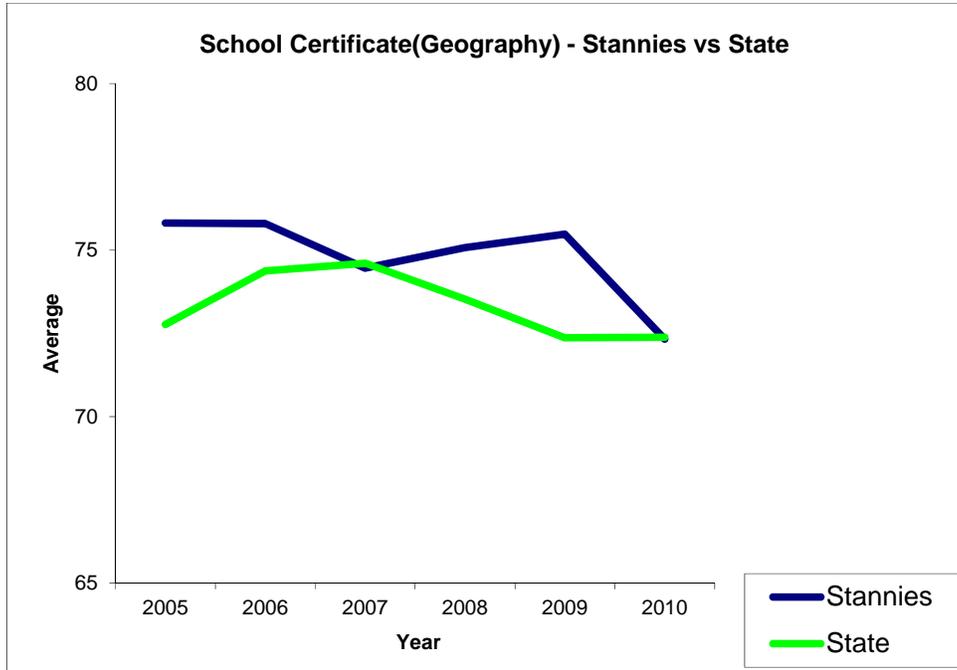
The Stannies cohort consistently outperformed the State in Mathematics at the School Certificate level from 2005 through to 2007. In 2008, the Stannies cohort performed at a level comparable with that of the State cohort, and in 2009 the Stannies cohort again outperformed the State. In 2010, the Stannies mean has dipped below that of the State and addressing this forms one of our significant challenges for 2011.

**Graph 3.3.3: Stannies Average Versus State Average: Science 2005-2010**



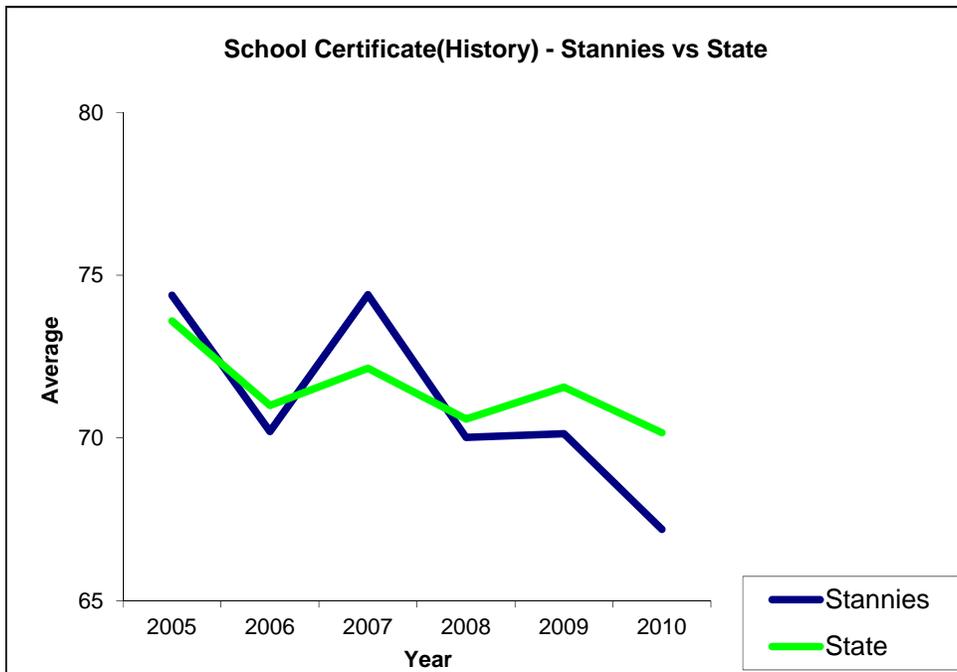
The Stannies Year 10 cohort has consistently outperformed the State cohort in Science at the School Certificate level over the last six years.

**Graph 3.3.4: Stannies Average Versus State Average: Geography 2005-2010**



The Stannies Year 10 cohort has either outperformed the State cohort, or performed at a level comparable with the State cohort, over the last six years in the subject of Geography. The challenge for 2011 is to again lift the Stannies mean performance beyond that of the State.

**Graph 3.3.5: Stannies Average Versus State Average: History 2005-2010**



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 has continued in 2010; this is an area for targeted improvement in 2011.

**Table 3.3.2: Computing Skills Test: Stannies Results Versus State Results: 2006-2010**

Year	No. of SSC Students	Stannies			State		
		Mean	Highly Competent %	Competent %	Mean	Highly Competent %	Competent %
2010	125	78.74	51.58	44.44	79.44	54.86	42.39
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

It is gratifying to note that in 2010, 51.58% of the Stannies cohort achieved to a Highly Competent level with their computing skills, whilst all but one candidate 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 literacy and numeracy skills of Year 7 and Year 9 students in all aspects of Literacy and Numeracy. Indeed, it is a most salient feature of our NAPLAN results that the average growth demonstrated by the Stannies student exceeds the average growth of all students in the State, of boys in the State, and of boys in other AIS schools in NSW.

**Table 3.4.1: NAPLAN – Year 7 Literacy: Comparison of State and National Means with those of St Stanislaus' College – Expressed as Points on the NAPLAN Scale**

Test Domain	Year 7 – Literacy			
	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	546.0	549.3	544.5	567.7 (+23.2)
Writing	533.4	533.1	518.1	524.3 (+6.2)
Spelling	544.6	544.7	544.4	544.5 (+0.1)
Grammar and Punctuation	535.1	539.9	528.7	537.2 (+8.5)

The Stannies mean score for reading is significantly above the state mean for boys, the state mean for all students, and the national mean. The Stannies mean score in spelling is above the state mean for boys and comparable to the state mean for all students and the national mean. The Stannies mean for grammar and punctuation is above the state mean for boys and the national mean. It is comparable to the state mean for all students. The Stannies mean for writing is above the state mean for boys, but below the state and national means for all students. The area of writing forms a major focus in our Literacy Programme for 2011.

**Table 3.4.2: 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
Band 9	State	12	8	12	12
	School	20	8	6	14
Band 8	State	22	18	25	15
	School	29	18	26	14
Band 7	State	26	24	29	28
	School	19	25	34	26
Band 6	State	21	32	19	24
	School	19	26	16	24
Band 5	State	14	11	9	10
	School	11	17	8	10
Band 4	State	5	6	6	11
	School	3	7	10	13

The percentage of Stannies students achieving in the highest 3 bands – Bands 7, 8, and 9 – is comparable to those achieved across the state. Similarly, the percentage of Stannies students demonstrating achievement in the lowest three bands is comparable to those achieved across the state. A comparison between the spread of Stannies students across the bands with those of boys across the state would make interesting reading, given that in all literacy domains the performances of boys across the state has been well below the state average.

**Table 3.4.3: 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	NSW AIS Boys	Boys State	Stannies (Difference from Average State Growth of Boys)
Reading	54.2	60.0	55.5	72.0 (16.5)
Writing	37.1	40.0	35.4	42.9 (7.5)
Spelling	55.8	57.7	54.2	65.0 (11.7)
Grammar & Punctuation	34.5	36.9	35.2	48.8 (13.6)

This data is based on the movement for students tested in state wide assessments in both 2008 and 2010. 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 Grammar and Punctuation, 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 growth of all students in the State, and the average growth of boys in the state; significantly, it has also exceeded the average growth of boys in AIS schools in the state

**Table 3.4.4: NAPLAN – Year 7 Numeracy: Comparison of State and National Means with Those of St Stanislaus' College – Expressed as Points on the NAPLAN Scale**

Test Domain	Year 7 - Numeracy			
	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	552.6	557.2	568.7 (+11.5)
Data, Measurement, Space and Geometry	Not available	551.1	557.3	576.5 (+19.2)
Overall Numeracy	547.7	551.9	557.3	572.9 (+15.6)

The Stannies mean scores for number, patterns and algebra, and for data measurement, space and geometry exceed both the state means and the state means for boys. Overall numeracy significantly exceeds the state mean for boys, the state mean and the national mean.

**Table 3.4.5: 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	Data, Measurement, Space & Geometry	Numeracy
Band 9	State	18	16	15
	<b>School</b>	<b>23</b>	<b>24</b>	<b>21</b>
Band 8	State	14	19	16
	<b>School</b>	<b>18</b>	<b>29</b>	<b>22</b>
Band 7	State	24	22	26
	<b>School</b>	<b>27</b>	<b>20</b>	<b>30</b>
Band 6	State	23	24	24
	<b>School</b>	<b>20</b>	<b>16</b>	<b>15</b>
Band 5	State	17	15	14
	<b>School</b>	<b>8</b>	<b>8</b>	<b>9</b>
Band 4	State	5	4	4
	<b>School</b>	<b>4</b>	<b>3</b>	<b>3</b>

The percentage of Stannies students achieving in the highest 3 bands – Bands 7, 8, and 9 – is significantly above those achieved across the state: 68% of Stannies boys achieved in the top three bands for number, patterns and algebra, as opposed to 56% of the state; 73% of Stannies boys achieved in the top three bands for data, measurement, space and geometry, compared to 57% of the state; and 73% of Stannies boys achieved in the top three bands for overall numeracy compared to 57% of the state. Conversely, the percentage of Stannies students achieving in the lowest three bands – Bands 4, 5 and 6 – is significantly lower than that of the state. It is very pleasing to see Stannies students outperforming the state across performance at the highest levels.

**Table 3.4.6: 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	NSW AIS Boys	Boys State	Stannies (Difference from Average State Growth of Boys)
<b>Overall Numeracy</b>	61.9	66.4	61.2	73.5 (+12.3)

This data is based on the movement for students tested in state wide assessments in both 2008 and 2010. 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, nearly one and a half bands. The average growth of the Stannies student exceeds that of all students with whom they are compared – all students in the state, boys from NSW AIS schools, and boys in the state.

**Table 3.4.7: NAPLAN – Year 7 Indigenous Students – Literacy and Numeracy: Comparison of State Means with Those of St Stanislaus' College Expressed as Points on the NAPLAN Scale**

Year 7 Indigenous Students – Literacy and Numeracy (8 Students)		
Literacy/Numeracy Domains	NSW Test Score Average – Indigenous Students	Stannies Test Score Average - Indigenous Students (Difference from NSW Mean)
Literacy - Reading	490.1	499.5 (+9.4)
Literacy - Writing	472.3	468.0 (-4.3)
Literacy - Spelling	500.3	477.2 (-23.1)
Literacy – Grammar and Punctuation	471.3	486.4 (+15.1)
Numeracy – Overall	485.6	505.4 (+19.8)
Numeracy – Data, Measurement, Space & Geometry	487.0	521.1 (+34.1)
Numeracy – Number, Patterns, & Algebra	484.3	486.7 (+2.4)

The performance of Year 7 Stannies Indigenous boys significantly outstrips the mean state score for Indigenous students in all numeracy domains, and for all literacy domains excepting spelling and writing. Given the number of NAPLAN points that constitute the gain that Stannies students have over the state in all domains, it is significant that our students are not performing in spelling and writing. These areas are targeted within our Literacy Programme in 2011. Whilst it is pleasing to note that the Stannies Indigenous students are outperforming Indigenous students across the state, it must be noted that the figures are still well below the achievements of non-Indigenous students. 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 3.4.8: NAPLAN – Year 9 Literacy: Comparison of State and National Means with Those of St Stanislaus' College – Expressed as Points on the NAPLAN Scale**

Test domain	Year 9 – Literacy			
	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	573.6	579.6	572.1	591.5 (+19.4)
Writing	567.7	566.3	547.7	555.4 (+7.7)
Spelling	578.4	588.1	578.5	577.3 (-1.2)
Grammar and Punctuation	578.8	584.0	571.6	568.6 (-3.0)

The results for Year 9 boys exceed the State performance of boys in the domain of reading, and in the domain of writing. The performance in writing is most gratifying as this has traditionally been a challenging area, and one that has been targeted for improvement. The literacy results for Year 9 are slightly below the State performances of boys in the domains of spelling, and grammar and punctuation. These differences are not, however, significant.

It is of significance that the performances of Stannies boys, in all literacy domains, are below the means for all students in the state. Whilst our SMART data has not this year provided information about the performances of girls across the state, it is clear that their performances must significantly outstrip that of boys in order to lift the overall mean. It is important that we do not become complacent and only compare the results of our students to those of boys. It seems that the gap between girls and boys for literacy is maintaining a significant difference in favour of girls.

**Table 3.4.9: 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
Band 10	State	6	8	10	12
	School	9	1	4	9
Band 9	State	19	12	18	14
	School	21	15	19	11
Band 8	State	24	25	29	24
	School	31	24	32	20
Band 7	State	23	22	23	26
	School	18	27	25	33
Band 6	State	19	22	11	15
	School	15	21	10	15
Band 5	State	8	10	9	8
	School	6	12	10	11

The percentage of Stannies students achieving in the highest 3 bands – Bands 7, 8, and 9 – is comparable to those achieved across the state in spelling. In reading, the percentage of Stannies students performing in the top three bands significantly outstrips that of the state. In grammar and punctuation, however, the Stannies cohort has recorded a lower figure that that commonly achieved across the state. A comparison between the spread of Stannies students across the bands with those of boys across the state would make interesting reading, given that in all literacy domains the performances of boys across the state has been well below the state average.

**Table 3.4.10: 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	NSW AIS Boys	Boys State	Stannies (Difference from Average State Growth of Boys)
Reading	35.1	33.2	31.5	48.2 (+16.7)
Writing	29.4	33.0	25.0	34.4 (+9.4)
Spelling	37.3	39.7	37.0	46.2 (+9.2)
Grammar & Punctuation	45.1	46.6	44.3	51.8 (+7.5)

This data is based on the movement for students tested in state wide assessments in both 2008 and 2010. 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 Grammar and Punctuation, for example, Stannies students progressed by, on average, approximately one band.

The average growth of the Stannies Year 9 student, in all aspects of literacy, exceeds that of all students in the State. Significantly, the average growth of the Stannies Year 9 student exceeds the average growth of every other student group with whom they are compared.

**Table 3.4.11: NAPLAN – Year 9 Numeracy: Comparison of State and National Means with Those of St Stanislaus' College – Expressed as Points on the NAPLAN Scale**

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	National data not available	594.3	600.1	597.6 (-2.5)
Data, Measurement, Space and Geometry	National data not available	593.9	601.0	599.8 (-1.2)
Overall Numeracy	584.9	594.2	600.5	598.5 (-2.0)

The results for Year 9 boys, in all numeracy domains, are comparable with the means achieved by boys across the State. In all domains, however, the Stannies means exceed those of all students in the state. The Stannies overall numeracy mean significantly exceeds the National mean.

**Table 3.4.12: 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	Data, Measurement, Space & Geometry	Numeracy
Band 10	State	13	14	13
	School	8	13	10
Band 9	State	18	12	14
	School	27	14	22
Band 8	State	18	25	24
	School	26	32	29
Band 7	State	29	27	27
	School	20	22	19
Band 6	State	15	16	16
	School	15	16	18
Band 5	State	6	6	6
	School	4	3	2

The percentage of Stannies students achieving in the highest 3 bands – Bands 8, 9, and 10 – is significantly above those achieved across the state: 61% of Stannies boys achieved in the top three bands for number, patterns and algebra, as opposed to 49% of the state; 59% of Stannies boys achieved in the top three bands for data, measurement, space and geometry, compared to 51% of the state; and 61% of Stannies boys achieved in the top three bands for overall numeracy compared to 51% of the state. Conversely, the percentage of Stannies students achieving in the lowest three bands – Bands 5, 6, and 7 – is significantly lower than that of the state. It is very pleasing to see Stannies students outperforming the state across performance at the highest levels.

**Table 3.4.13: 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	NSW AIS Boys	Boys State	Stannies (Difference from Average State Growth of Boys)
Overall Numeracy	39.1	40.9	37.5	46.2 (+8.7)

This data is based on the movement for students tested in state wide assessments in both 2008 and 2010. 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, around band.

The average growth of the Stannies student exceeds that of the State, and, indeed, of every other group against which they are compared.

**Table 3.4.14: NAPLAN – Year 9 Indigenous Students – Literacy and Numeracy: Comparison of State Means with Those of St Stanislaus' College Expressed as Points on the NAPLAN Scale**

Year 9 Indigenous Students – Literacy and Numeracy (7 Students)		
Literacy/Numeracy Domains	NSW Test Score Average – Indigenous Students	Stannies Test Score Average - Indigenous Students (Difference from NSW Mean)
Literacy - Reading	522.4	563.9 (+41.5)
Literacy - Writing	492.6	521.1 (+28.5)
Literacy - Spelling	531.3	565.0 (+33.7)
Literacy – Grammar and Punctuation	517.8	545.8 (+28.0)
Numeracy – Overall	528.4	589.5 (+61.1)
Numeracy – Data, Measurement, Space & Geometry	530.2	592.4 (+62.2)
Numeracy – Number, Patterns, & Algebra	526.9	586.5 (+59.6)

The performance of Year 9 Stannies Indigenous boys significantly outstrips the mean state scores for Indigenous students in aspects of literacy and numeracy. Indeed, in all numeracy domains the mean scores of the Stannies Indigenous students exceeds that of the state by more than one NAPLAN band. The imperative to continue in this vein, and address the significant differences between the performances of Indigenous students and those of non-Indigenous students, remains.

**Table 3.4.15: 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 Domain	Year 7 - State	Year 7 – Stannies
Literacy - Reading	95	97
Literacy - Writing	93	93
Literacy – Spelling	94	90
Literacy – Grammar & Punctuation	89	87
Numeracy – Data, Measurement, Space & Geometry	96	97
Numeracy – Number, Patterns & Algebra	96	96
Overall Numeracy	95	97

The percentage of Stannies Year 7 students at or above the minimum standard is comparable with that of the state in the literacy domain of writing, and exceeds that of the state in reading. The percentage of Stannies Year 7 students at or above the minimum standard for the literacy domains of spelling and grammar and punctuation is slightly lower than that of the state. For numeracy, however, the percentage of students at or above the minimum standard exceeds or equals the state in all domains.

**Table 3.4.16: 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 Domain	Year 9 - State	Year 9 – Stannies
Literacy - Reading	91	94
Literacy - Writing	89	88
Literacy – Spelling	91	90
Literacy – Grammar & Punctuation	91	89
Numeracy – Data, Measurement, Space & Geometry	94	97
Numeracy – Number, Patterns & Algebra	93	96
Overall Numeracy	94	98

The percentage of Stannies Year 9 students at or above the minimum standard is comparable with that of the state in all domains of literacy, and exceeds that of the state in reading. For numeracy, however, the percentage of students at or above the minimum standard exceeds the state in all domains.

#### 4.0 Professional Learning and Teacher Standards

##### 4.1 Teacher Qualifications

###### Qualifications of St Stanislaus' College Teachers in 2010 as at 31 December 2010

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	1
3. Teachers who do not have qualifications as described in (1) and (2) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

##### 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 illustrates the approximate breakdown of the number of instances of school funded professional learning.

**Table 4.2 Instances of Professional Development**

Professional Development Activity	Duration (Days)
Child Protection	10
HSC/SC Marking and Related Activities	50
Teacher Registration Related	7
Other	33
<b>Total</b>	<b>100</b>

#### 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 (%)
393	8.77	95.31%

## 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 2009	Retained February 2010	Apparent Retention rate
50	47	94%

*NOTE: The apparent retention rate is calculated by dividing into the number of staff employed by the College in November 2009 the number who remained employed in February 2010.*

## 6.0 Student Attendance and Retention Rates

### 6.1 Student Attendance

Total student attendance is slightly higher than the 94.11% attendance recorded in 2009; the 2010 figure of 94.9% attendance is very pleasing. 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**

Total Days Absent	Average Days Absent Per Student	Attendance Rate
5549	8.96	94.9%

## 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%
2008/2010	107	84	65	78.5%	60.7%

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 central 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 2010 that have assisted some students to gain apprenticeships and traineeships is below. In 2010 some 51 student places were filled across five vocational courses. As was commented upon on previously in relation to Higher School Certificate results, the lack of Band 6 outcomes State wide for VET Courses is a disincentive for students studying vocational subjects.

**Table 6.2 (b): 2010 VET Students**

**Year 12 Students Subject**

<b>Number of Participating Students</b>	<b>VET Course Name</b>
<b>11</b>	Construction Examination
<b>14</b>	Metal and Engineering Examination
<b>12</b>	Entertainment Industry Examination
<b>6</b>	Primary Industries Examination
<b>8</b>	Automotive 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.

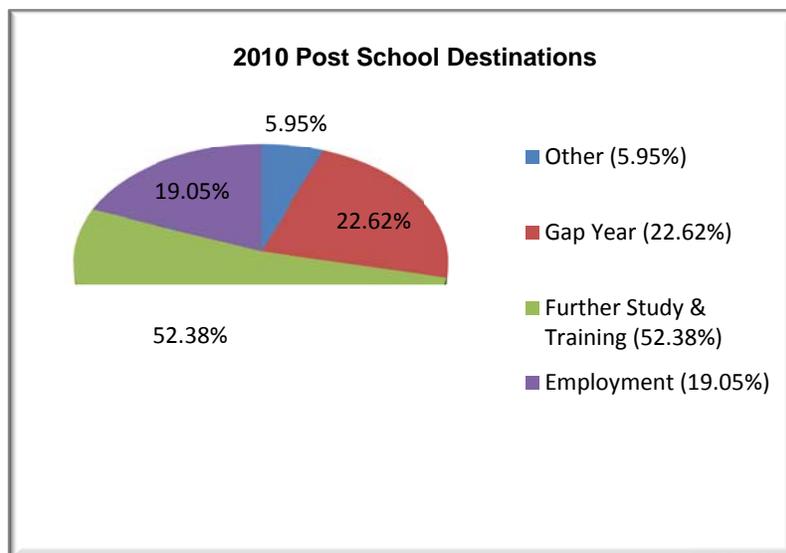
## **7.0 Post School Destinations**

### **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 2010 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 2010 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 2010. The main point of difference between the class of 2010 and the class of 2009 centres on a growth in the numbers of students taking a gap year prior to commencing tertiary studies and the corresponding drop in the percentage of students immediately starting tertiary studies after Year 12. The growth in the group 'Other' is a consequence of a number of unknowns with regard to what some Year 12 2010 students are pursuing in 2011. In recent years employment continues to be an important option for some students with a significant proportion of these school graduates being targeted by the mining industry who are able to offer very generous remuneration for students on immediately leaving school. The impact of the vigorous mining industry can also be seen in the numbers of students studying mining engineering, science and related disciplines in university courses. A number of these students have been targeted and are receiving generous scholarships from mining and related institutions. Two members of the class of 2010 were also accepted into Medicine, with these students hopefully playing a role in future years in strengthening the medical profession numbers in rural areas.

B Com (PR)/B Bus Studies, CSU Bathurst  
 BA Commerce (MediaArtProd) & Int Studies, University of Tech Sydney  
 B Science, University of Canberra

B Arts (Callaghan), University of Newcastle  
B Science, University of Western Sydney  
B Clinical Science, CSU Bathurst  
B Agricultural Business Management, CSU Bathurst  
B Computer Science & Technology, University of Sydney  
B Science/B Laws, University of Wollongong  
B Science (Exercise Science), University of Wollongong  
B Rural Science, University of New England  
B Arts with Diploma Education, Macquarie University  
B Engineering Technology, University of New England  
B Rural Science, University of New England  
B Science, University of New England  
B Applied Science (Parks Recreation Heritage), CSU Albury  
B Medicine/B Surgery, University of NSW  
B Education (Early Childhood & Primary), CSU Bathurst  
B Rural Science, University of New England  
B Exercise Science, CSU Bathurst  
B Engineering Technology, University of New England  
B Science, CSU Wagga Wagga  
B Medicine Radiation Science (Diagnostic Radiation), University of Newcastle  
B Engineering (Mining) Trans Program, University of Newcastle  
B Teaching (Primary)/B Arts (Callaghan), University of Newcastle  
B Commerce (Advertising)/B Business (Marketing), CSU Bathurst  
B Physiotherapy (Callaghan), University of Newcastle  
B Agricultural Science, CSU Wagga Wagga  
B Engineering/B Arts or B Science, University of NSW  
B Engineering (Mining), University of Wollongong  
B Medicine Radiation Science, CSU Wagga Wagga  
B Medicine Radiation Science (Diagnostic Radiation), University of Newcastle  
B Medicine/B Surgery, University of NSW  
B Fine Arts (Callaghan), University of Newcastle  
B Engineering (Mining), University of NSW  
B Education (Primary), CSU Bathurst  
B Exercise Science, CSU Bathurst  
B Building & Construction Management, University of Canberra  
B Exercise Science, CSU Bathurst  
B Education (Primary), CSU Bathurst  
B Engineering (Mining), University of Wollongong  
B Engineering (Civil), University of Newcastle  
B Education (Primary), CSU Bathurst  
B Education (Secondary Health & Physical Education), University of Canberra  
B Business Studies, CSU Bathurst  
B Engineering (Mining), University of NSW  
B Communications (Public Relations), CSU Bathurst  
B Exercise Science, CSU Bathurst  
B Arts/B Science, Australian National University  
Diploma in Engineering, University of Western Sydney  
B Engineering (Mining), University of NSW



## 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 Headmaster's office or through the school's website – [www.stannies.com](http://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 and other senior staff 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 Specific Conditions of Enrolment for Overseas Students

As well as the General Conditions of Enrolment, following are the specific Conditions of Enrolment for Overseas Students.

Depending upon the student's English language ability, the student may be required to successfully complete an English Language Intensive Course for Overseas Students (ELICOS). Students entering Year 10 or above are required to have completed an International English Language Testing System (IELTS) test or equivalent and to submit their IELTS score with their enrolment.

As a condition of enrolment, the student agrees to abide by all school policies for the duration of their enrolment. These could include:

- \* Boarding Policy
- \* Complaints and Appeals Policy
- \* Course Progress and Attendance Policy
- \* Behaviour Policy/Code of Conduct
- \* Student Transfer Request Assessment Policy
- \* Deferment, Suspension and Cancellation Policy
- \* Refund Policy

**Please Note:** *The seven Policies listed above were reviewed, and amended where necessary, in 2010 for Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) registration.*

## 8.3 Student Population

As at the 2010 Commonwealth Census date, the College had 610 students enrolled. This compared with the 616 enrolled at the 2009 Census date. The result for 2010 was in fact very pleasing as Year 12 2009 was a very large form group of 111 students and the largest Year 7 enrolment for three years took place to largely balance the departing number of students. For 2011, replacement should be much easier as there are only 84 students enrolled in Year 12 in 2010. A school enrolment in the early 600s has been typical for some years and this stability in both boarding and day school enrolments has been a positive feature for school planning and organisation.

## 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 includes 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 is reflected through all major sections of the College, such as career advising, counselling, discipline and the curriculum, especially that of Religious Education. The philosophy is 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 2010:

<b>Policy</b>	<b>Changes in 2010</b>	<b>Access to full text</b>
<b>Boarding</b> - staff application form - conditions of appointment for staff - requirements for overseas students - child protection responsibilities of staff and students	Reviewed on a regular basis and amended for CRICOS registration in 2010, where necessary.	- Full text available on College intranet. - Parents may request a copy by contacting the Headmaster's Secretary.
<b>Enrolment</b>	Reviewed, and amended where necessary, for CRICOS registration in 2010.	- Full text available on College intranet. - Parents may request a copy by contacting the Headmaster's Secretary
<b>Child Protection</b> - definitions and concepts - legislative requirements - preventative strategies - responsibilities - reporting and investigating "reportable conduct" - investigation processes - documentation	Reviewed, and amended where necessary, for CRICOS registration in 2010.	- Full text available on College intranet - Parents may request a copy by contacting the Headmaster's Secretary
<b>Security Policy</b> - procedures for security of the grounds and buildings - use of grounds and facilities - emergency procedures - travel on school related activities	Reviewed for CRICOS registration in 2010. No amendments made in 2010.	- Full text available on College intranet - Parents may request a copy by contacting the Headmaster's Secretary - Contained in the front of the student record book
<b>Supervision Policy</b> (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, and amended where necessary, for CRICOS registration in 2010.	- Full text available on College intranet - In Parent Handbook and Staff Handbook - Parents may request a copy by contacting the Headmaster's Secretary - Contained in Student Record Book

<p><b>Code of Conduct</b> (incorporated in Staff Code of Conduct Policy and the Student Responsibility and Behaviour Policy)</p> <ul style="list-style-type: none"> <li>- Code of conduct for staff and students</li> <li>- Responsibility and behaviour management</li> <li>- Role of student leaders and peer support</li> </ul>	<p>Reviewed for CRICOS registration in 2010. No amendments made in 2010.</p>	<ul style="list-style-type: none"> <li>- Full text available on College intranet</li> <li>- Contained in Parent Handbook and Staff Handbook</li> <li>- Parents may request a copy by contacting the Headmaster's Secretary</li> <li>- Contained in Student Record Book</li> </ul>
<p><b>Pastoral Care Policy</b></p> <ul style="list-style-type: none"> <li>- overview of the pastoral care system in operation at the College</li> <li>- availability and access to special services outlined</li> <li>- critical incident response</li> <li>- academic policies cover aspects of this area (Learning support, SAC's, Tutor system, streaming, homework)</li> <li>- infirmary and other health related procedures</li> </ul>	<p>Reviewed, and amended where necessary, for CRICOS registration in 2010.</p>	<ul style="list-style-type: none"> <li>- Full text available on College intranet</li> <li>- Contained in Parent Handbook and Staff Handbook</li> <li>- Parents may request a copy by contacting the Headmaster's Secretary</li> <li>- Contained in Student Record Book</li> </ul>
<p><b>Communication Policy</b></p> <ul style="list-style-type: none"> <li>- 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</li> </ul>	<p>Reviewed, and amended where necessary, for CRICOS registration in 2010.</p>	<ul style="list-style-type: none"> <li>- Full text available on College intranet</li> <li>- Parents may request a copy by contacting the Headmaster's Secretary.</li> </ul>
<p><b>Overseas Student Policy</b></p> <ul style="list-style-type: none"> <li>- complete new enrolment form, inclusive of the items listed below</li> <li>- minimum level of English language proficiency requirements</li> <li>- <i>Education Services for Overseas Students (ESOS) Act 2000</i> and the National Code 2007 – outline of framework</li> <li>- courses the College offers for overseas students</li> <li>- course progress and attendance policy for overseas students</li> <li>- deferment, suspension and cancellation policy for overseas students</li> <li>- complaints and appeals policy for overseas students</li> <li>- general conditions of enrolment</li> <li>- specific conditions of enrolment for overseas students</li> <li>- College refund policy for overseas students</li> </ul>	<p>Reviewed and amended for CRICOS registration in 2010.</p>	<ul style="list-style-type: none"> <li>- Full text available on College intranet.</li> <li>- Contained in Parent Handbook and Staff Handbook</li> <li>- Parents may request a copy by contacting the Headmaster's Secretary</li> </ul>

## 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 unco-operative, 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 Headmaster (in cases of possible suspension it may be the Headmaster'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 Headmaster and submit any information they want to be considered during the review process.

- The Headmaster 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.

### 9.4 Complaints and Appeals Policy for Overseas Students

#### 1. Purpose

- a. The purpose of St Stanislaus' College's Complaints and Appeals Policy is to provide an Overseas Student and/or his parent or guardian with the opportunity to access procedures to facilitate the resolution of a dispute or complaint.
- b. The internal complaints and appeals processes are conciliatory and non-legal.

#### 2. Complaints Against Other Students

Grievances brought by a student against another student will be dealt with as described in the Policies and Practices of St Stanislaus' College. These matters will be dealt with by the Senior Administration Co-ordinators for the particular year the student is enrolled in.

#### 3. Informal Complaints Resolution

- a. In the first instance, St Stanislaus' College requests there is an attempt to informally resolve the issue through mediation/informal resolution of the complaint.
- b. Students should contact the Senior Administration Co-ordinator of the year group or the student's Tutor in the first instance to attempt mediation/informal resolution of the complaint.
- c. If the matter cannot be resolved through mediation, the matter will be referred to the Director of Curriculum or Deputy Headmaster and St Stanislaus' College's internal formal complaints and

appeals handling procedure will be followed. Depending upon the nature of the complaint, other staff may also be involved, eg boarding issues may involve the Director of Boarding and specific issues relating to an academic subject may involve the Department Faculty Head.

#### **4. Formal Complaints Handling Procedure**

- a. The process of this grievance procedure is confidential and any complaints or appeals are a matter between the parties concerned and those directly involved in the complaints handling process.
- b. The student must notify the College in writing of the nature and details of the complaint or appeal.
- c. Written complaints or appeals are to be lodged with the Headmaster.
- d. Where the internal complaints and appeals process is being accessed because the student has received notice by the College that the College intends to report him for unsatisfactory course attendance, unsatisfactory course progress or suspension or cancellation of enrolment, the student has 20 days from the date of notification in which to lodge a written appeal.
- e. Internal complaints and appeals processes are available to students at no cost.
- f. Each complainant has the opportunity to present his case to the Headmaster or his delegate.
- g. Students may be accompanied and assisted by a support person, at all relevant meetings.
- h. The formal grievance process will commence within 10 working days during term time of the lodgement of the complaint or appeal with the Headmaster.
- i. Once the Headmaster or his delegate has come to a decision regarding the complaint or appeal, the student will be informed in writing of the outcome and the reasons for the outcome.
- j. If the grievance procedure finds in favour of the student, St Stanislaus' College will immediately implement the decision and any corrective and preventative action required.
- k. St Stanislaus' College undertakes to finalise all grievance procedures within 14 working days.
- j. For the duration of the appeals process, the student is required to maintain enrolment and attendance at all classes as normal, unless directed otherwise by the Headmaster or his delegate.
- l. Students who have had an application for deferment or suspension refused are not permitted to access the College's complaints and appeals process.

#### **5. External Appeals Process**

- a. If the complaints procedure does not find in favour of the student or the student is dissatisfied with the result of the complaints procedure, he will be informed of the external complaints and appeals process available to him at minimal or no cost.
- b. The external, independent person or body will be an attorney from a law firm in Bathurst, independent of the College. The College will engage and organise this person or body when circumstances require it.
- c. A student's enrolment will be maintained while the external complaints and appeals process is ongoing.

#### **6. Complaints and Appeals**

- a. Student requested deferment and suspension are not subject to St Stanislaus' College's Complaints and Appeals Policy.
- b. Exclusion from class is subject to St Stanislaus' College's Complaints and Appeals Policy.
- c. School initiated suspensions (where the suspension is to be recorded in PRISMS) and cancellations are subject to St Stanislaus' College's Complaints and Appeals Policy.
- d. For the duration of the appeals process, the College is required to maintain the student's enrolment and attendance at all classes as normal.
- e. If students access St Stanislaus' College's complaints and appeals process regarding a school initiated suspension (where the suspension is recorded in PRISMS) or cancellation, the suspension or cancellation will not be reported in PRISMS until the complaints and appeals process is finalised, unless extenuating circumstances relating to the welfare of the student apply.
- f. Extenuating circumstances include:
  - i the student refuses to maintain approved welfare and accommodation arrangements;
  - ii the student is missing;

- iii the student has medical concerns or severe depression or psychological issues which lead the College to fear for the student's wellbeing;
  - iv the student has engaged or threatened to engage in behaviour that is reasonably believed to endanger the student or others;
  - v the student is at risk of committing a criminal offence, or;
  - vi the student is the subject of investigation relating to criminal matters
- g. The use of extenuating circumstances by St Stanislaus' College to suspend or cancel a student's enrolment prior to the completion of any complaints and appeals process will be supported by appropriate evidence.
- h. The final decision for evaluating extenuating circumstances lies with the Headmaster.

## **7. Student Advice**

- a. Deferment, suspension and cancellation of enrolment can have an effect on a student's visa as a result of changes to enrolment status. Students will be informed to contact the Department of Immigration for advice.

## **10.0 School Determined Improvement Targets**

### **10.1 Achievement of Priorities Identified in the Schools 2009 Annual Report in 2010**

1. *Lifting of Performances of Disadvantaged Students in Years 7 and 9 NAPLAN Tests*  
In the 2009 My School report, there were areas of pink on the tables indicating that some areas of performance were below that of the state. These areas had largely come about as a consequence of the school enrolling disadvantaged students from Indigenous and Sudanese backgrounds who had a history of poor literacy and numeracy outcomes from their schooling and family experiences elsewhere. A goal for the school was to eradicate the pink and move to green in 2010 while not reducing our enrolment of disadvantaged students. Happily, this outcome was able to be achieved. Further, as is noted under Section 3.4 for 2010, it is particularly pleasing to note the ways that the College has increased the literacy and numeracy skills of Year 7 and Year 9 students in all aspects of Literacy and Numeracy. Indeed, it is a most salient feature of our NAPLAN results that the average growth demonstrated by the Stannies student exceeds the average growth of all students in the State, of boys in the State, and of boys in other AIS schools in NSW.
2. *Completion of the Trade Training Centre Project*  
A major project for the school in 2010 was the management of the Trade Training Centre (TTC) Project. The project went to tender on 30 April 2010 with tenders closing on 28 May 2010. The successful builder was appointed on 22 June 2010. Council Development plans were approved in February 2010 with construction commencing on 20 July 2010. Practical Completion was achieved on 23 December 2010 and handover from the builders was programmed for 21 January 2011. The installation of equipment was programmed to take place early in 2011 to allow the TTC to become operational as early as possible in the 2011 year. The successful completion of the capital works for the TTC represented a major achievement for the school in enhancing the quality of vocational education able to be offered to our boarding and day school students.
3. *Upgrading of Facilities*  
In 2010, the College successfully completed the full refurbishment of the College kitchen and the construction of single rooms for Year 11 boarders in the downstairs area of the Year 11 dormitory. This significant upgrade of these facilities was achieved following a successful Grant application for \$350,000 to the Commonwealth Government under the Indigenous Boarding Infrastructure Program.
4. *Formulation of a New Strategic Plan*

Considerable background work was carried out in the formulation of a new strategic plan. While this plan was not completed in 2010, it is expected to be completed in 2011 once final priorities are identified.

5. *Overseas Tour to Italy*  
A very successful overseas tour to Italy was organised for students in 2009. Students attended the 350<sup>th</sup> anniversary celebrations of the Vincentian Family worldwide.
6. *Head of Creative Arts Appointment*  
A significant strength of the school over a number of years has been in Creative Arts. With the departure of a long standing Head of Creative Arts, it was critical to appoint a high quality applicant to this position to maintain and improve upon achievements made in this area of the curriculum. In 2010 a restructure took place that allowed the Head of English to move to Head of Creative Arts and a new highly regarded Head of English to be appointed. The restructure resulted in significant positives being achieved for both areas.
7. *Gains in Years 10 and 12 English Outcomes*  
In terms of Year 10 and Year 12 English outcomes in 2010, the absolute outcomes for Year 10 were not as impressive as in 2009 and in Year 12, there were both advances and disappointments. The Year 10 outcomes in English were again solid in 2010 but the Band 5 outcome, although superior to the state (33.07% to 31.26%), was not as high as it was in 2009. This being said, the Year 10 candidature in 2010 was 127 students compared to the 104 in 2009 and generally speaking, the Year 10 candidature was not as strong in academic areas as it was in 2009. With respect to the Higher School Certificate, there were percentage increases in Advanced English for Bands 4 and 5 on the 2009 performance and this was pleasing and very positive. There was also a much lower percentage of students achieving Bands 1 to 3 in 2010 than was the case in 2009. The performances in English Extension 1 significantly outperformed the 2009 candidature with 71.42% achieving Bands E3 and E4 as opposed to 60% in 2009. The performances were also stronger in English Extension 2, although the candidature was quite small and open therefore to anomalies. While the performances in Advanced English and Extension English were better in 2010, the performances in Standard English were stronger in 2009. In summary, there were some pleasing outcomes for English in 2010 but this will be an area that needs to be continually monitored and developed in 2011. English plays a key role in academic outcomes as it is the only compulsory subject at the Higher School Certificate and 2 Units of English count in the calculation of all ATARs. English also feeds into the performances of other subjects in terms of expression and clear writing.
8. *Successful Triennial Reunion*  
Our 2010 Triennial Reunion was held from Friday 30 April to Sunday 2 May 2010. A large number of Old Boys attended the dinner on the Saturday evening in the Marble Hall and many more were present at the school throughout the day. Mr Mark Corcoran was inducted into the Old Boys Gallery at the dinner. Mark is a distinguished journalist who for 12 years was a reporter/producer for 'Foreign Correspondent', filing reports from 35 countries, with a particular focus on South West Asia.
9. *Enhancement of the College Co-Curricular Program*  
In 2010, a very successful spring co-curricular program was launched. There is a three to four week period at the end of winter sport and before the beginning of summer sport where students need to keep busy. An inter-school program of events was run including basketball, dodge ball, touch football and soccer. This co-curricular program was very well attended by students, especially our boarding house, and was very much enjoyed by all.
10. *Further Development of our Edumate IT System and Digitalisation of our Reporting System*  
Reports are now completed on our Edumate IT system and forwarded to parents. Large numbers of parents are registered on our Edumate system and can follow their son's progress on line.

11. *Successful Musical Performance of 'Oliver'*  
A large number of students participated in the musical performance of 'Oliver' and the three performances attracted enthusiastic audiences.

## 10.2 Priorities - Areas for Improvement in 2011

1. To organise an overseas Science/Art/Cultural tour to the United States.
2. To organise and co-ordinate the performance of a musical in the College Performing Arts Centre in association with females from other schools.
3. To relocate the College Infirmary to within the school's main building.
4. To equip the new Trade Training Centre and co-ordinate the official opening of same. To commence approved training courses in 2011.
5. To appoint a Head of Literacy to assist with the improvement of our English and Literacy outcomes.
6. To organise support programs for our disadvantaged students such as our Indigenous and Sudanese students. To network with such organisations as TAFE and Backtracks, and organise a mentoring program with Charles Sturt University Bathurst Campus.
7. To continue to upgrade our Boarding facilities, including the construction of single dormitory rooms in the Year 11 upstairs area.
8. To continue to discuss and liaise with various persons the strategic plan for the College and to complete this plan.
9. To repair and refurbish the College Chapel.
10. To facilitate the removal of asbestos from an older area of the College.
11. To lift the School Certificate History outcomes which have been less than satisfying for the last two years.

## 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 2010, some of the particular actions taken by the school to promote respect and responsibility among our staff and students included:

1. Every week of term, the school celebrated either a Mass or a Prayer Service for all students. These celebrations addressed the need on the part of all in our community to be respectful, loving and act responsibly toward others, particularly in regard to the weak, the fragile and the outcast.
2. The appointment of a second College Counsellor to assist with our student body. This appointment is a part-time position with a view to becoming full-time in the future.
3. The celebration of such occasions as Harmony Day, Reconciliation and NAIDOC Week.
4. We continued to run our Sudanese Refugee Program and to also offer support and assistance to our Indigenous community. The school community has been enriched by the presence of young African students and their contribution has greatly assisted the College to be more diverse. Our Indigenous students bring knowledge and acceptance of an ancient culture to our school.
5. The continuation of our very successful Day and Boarding St Vincent de Paul conference, involving a number of senior students, occurred in 2010. It is planned in 2011 to invite some of our junior students to join this conference.
6. A number of pastoral care inservices were attended by our staff during 2010, to help promote respect and responsibility among our general school community.
7. In 2010 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 and orientation programs were conducted at the school and also at Dunn's Swamp.
8. A Staff Formation Day was held during the year conducted by the Vincentian Fathers to promote the Charism of the College amongst staff. This day was embraced by all staff and many areas were discussed.
9. A number of our students participated in various Charitable Appeals for the benefit of the disadvantaged.
10. St Stanislaus' College's most prestigious award conferred is the 'Senior of the Year'. This award is given annually to the Year 12 student or students who best exemplify the ideals of the College through their actions, words and conduct. In 2010, this award was given to three senior students, Tom Anlezark, Tom Falvey and James Tenney. For this award to be given to three students is very rare and thus enforces and celebrates the importance of such qualities.
11. 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 involved students and

staff taking part in seminars on various mental and physical health issues to promote, in part, empathy and understanding towards those who suffer from such health problems.

12. 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.
13. The school held a very successful Old Boys Triennial Dinner in 2010. The reunion brought 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. In 2010, there was also a spring co-curricular program that was well attended by parents and students. 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 Monday, Tuesday, Wednesday 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 2010. 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 their studies for 2010 all students across Years 7 to 12 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:

### 2010

Domain	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
1. Using time and organisation effectively	3.78	3.72	3.96	3.99	4.00	4.12
2. Managing the learning environment	3.67	3.62	3.92	3.91	4.01	4.21
3. Processes for learning in the classroom	3.89	3.80	4.06	4.05	4.07	4.23
4. Student perception of their performance	3.83	3.75	3.92	3.85	3.79	4.00

For comparison, the 2009 and 2008 mean responses were:

### 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

*(Year 12 were not surveyed in 2009)*

### 2008

Domain	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
1. Using time and organisation effectively	3.83	3.67	3.86	4.04	4.20	4.06
2. Managing the learning environment	3.75	3.59	3.81	4.07	4.31	4.26
3. Processes for learning in the classroom	3.89	3.72	3.92	4.20	4.37	4.30
4. Student perception of their performance	3.90	3.64	3.93	4.00	4.16	4.06

The 2010 calculated means indicate that students generally feel satisfied with the classroom experiences they are receiving. The calculated means also consistently 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 a general increase in satisfaction in the 2010 Year 8, 9, 10, 11 and 12 mean responses, compared with the 2009 Year 7, 8, 9, 10 and 11 mean responses (the same cohorts of students). Taken together, these relationships present a positive view of the efforts of the teaching staff in providing worthwhile learning experiences for their students.

Commensurate feelings of satisfaction were experienced by the teaching staff, as expressed anecdotally at numerous Staff Meetings, Faculty Meetings, Faculty Co-ordinator Meetings and the recent Vincentian Formation Day.

### **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.

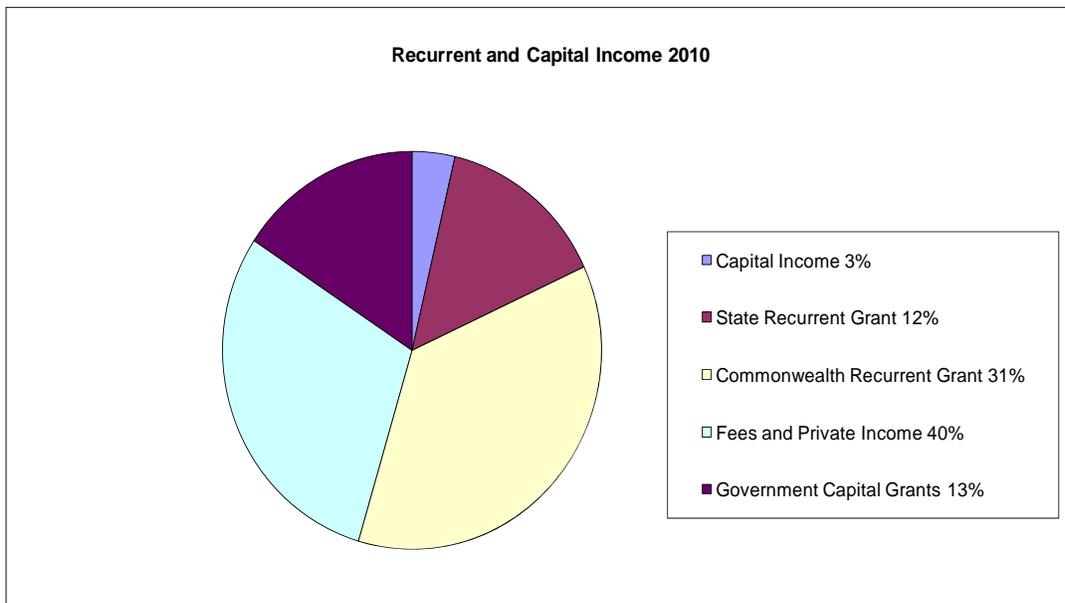
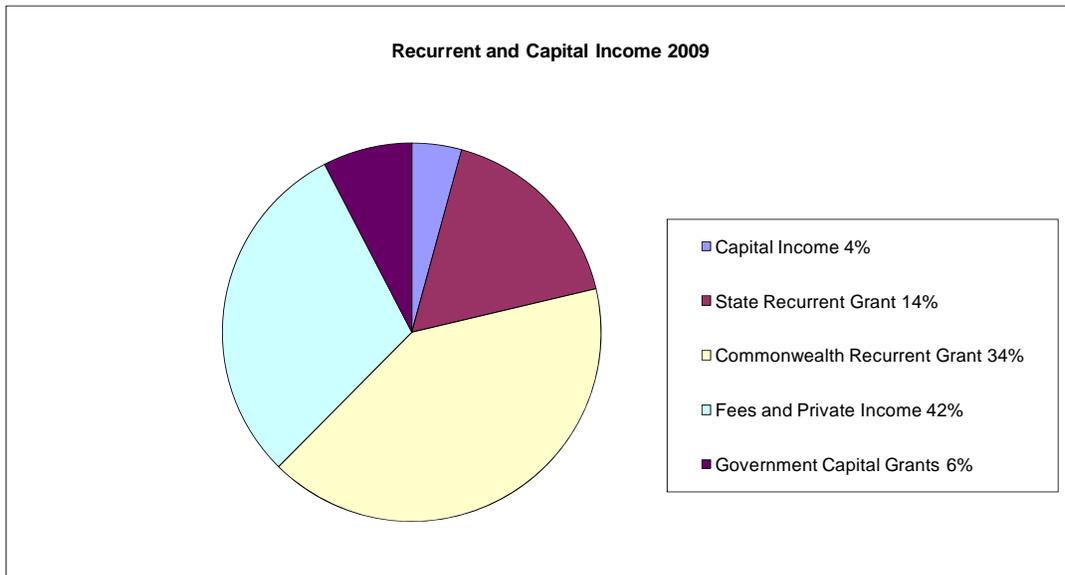
Student Satisfaction Survey results were distributed to each Faculty Head for distribution to classroom teachers within the faculty. This provided opportunities for individual teacher reflection, as well as faculty reflection in terms of student perceptions of their 2010 classroom experiences. Individual 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 2011 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 Coordinators' Meetings.

**13.0 Financial Summary**

In the 2009 report, it was noted that substantial Government Capital Grants were altering the mix of both Recurrent and Capital Income and Expenditure at the school. For 2010, this trend continued and strengthened with the building of the Commonwealth funded Trade Training Centre. Government Capital Grants moved from 6% of Income to 13% and moved Capital Expenditure from 8% to 15%. The funding for, and expenditure on, the Trade Training Centre represented the significant change in the patterns of Income and Expenditure in the school from 2009 to 2010.

**13.1 Recurrent/Capital Income**



13.2 Recurrent/Capital Expenditure

