



2012

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 Higher School Certificate in Year 12. The School enrolls both day students and boarding students.

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

The Governing Body of St Stanislaus' College is pleased to report that the College continued under sound and prudent financial management, which enabled it to meet all financial responsibilities while continuing to respond with sensitivity and compassion to the needs and circumstances of our student families.

The Board has also recognised the various programs which cater for students with special needs, as well as students who have particular gifts.

The Trade Training Centre continues to offer more extensive opportunities for trade courses which enrich the educational and vocational training of many students.

The Board noted with appreciation and gratitude the commitment and competence of the College staff, teaching and ancillary, under the leadership of a Headmaster who is passionate about the mission of the College at all levels and who is very gifted in leadership skills and in promoting an environment that best serves the young men of our rural communities and beyond. The College has continued to provide the best it can in educational and formational opportunities for the overall development of those in its care.

Finally in a very special way the Board acknowledged the twenty years of leadership of the College under Mr John Edwards. The Headmaster with such wonderful gifts, vision and passion has contributed in a most outstanding way to the growth and advancement of the College. We offer him our great thanks and wish him the best in all future endeavours.

We await now the arrival in January 2013 of the new Head of College, Dr Anne Wenham.

Douglas Akehurst CM, Chair of the Board of Directors

1.4 A Message from the Headmaster

Annual Report given at Speech Day, Saturday 12 November 2012

WHO WE ARE

This College is Catholic and Vincentian. In its distilled essence, what does this mean? First and foremost, it means we are followers of Jesus Christ. We seek to live according to the Gospel message and we recognise that the saving word of Christ is expressed in scriptures, in tradition, especially Liturgical and Sacramental tradition, and in the lives of people, past and present, who bear witness to that word. As Vincentians, we promote a 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. We are people profoundly moved by a belief that the Lord God became flesh in the person of Jesus, who dwelt amongst us in grace and truth. God's love for all is profound, it is rapturous, it is deeply moving and it inspires and drives works of love and mercy towards all.

We are Catholics but the faith is not meant to be shared just with a few who go by one name or another. What we believe in is nourishment for the world and the nourishment is to be provided invitationally to all without force of any type. When we have a Mission so significant and all-encompassing, then we sometimes fail. We need to recognise and address the failures and lift again to witness the love and healing of Christ.

We live in a time when one of our failings is eating away at the core of our community, a cancer that is a deep evil that must be resolved. As we gather on this Speech Day, another set of scandals are breaking in our State of NSW, concerning alleged breaches of care towards children. It is imperative that we meet this challenge and heinous crime. It is fundamentally necessary that we admit to wrongs that have been perpetrated and that we work assiduously to address any allegations of misconduct in a most thorough manner that seeks to identify any wrong and then seeks to heal wherever we can.

In my time at this College, we have to endure a period where significant allegations of misconduct in times past, have had to be addressed. I must say that I have received the clearest of instructions from the Congregation of the Mission, to assist those investigating alleged crimes and to support due legal process wherever the College was able to assist. I have been very grateful to work within such a framework. The process has not been easy and it continues and will do so for a number of years to come. At times, due process itself would appear to have broken down in terms of achieving justice, where further wrongs appear to have taken place with persons who appear to be innocent of any wrong. Due to failures and inactions of the past on a wide scale throughout the world, there is a climate in the present of suspicion and a lack of trust. It will be a long road back and the road will only be travelled by those prepared for very difficult and challenging but necessary times. Over my years at Stannies, the Congregation of the Mission has supported a raft of measures to protect children that began well before the period of allegations regarding Stannies was reported. Facilities have been altered at substantial cost, processes and procedures have been amended and enhanced, significant inservicing of staff has been completed, information programs with children have been implemented and specialist staff employed, who in turn work with specialist external agencies to protect the wellbeing of children. School has been made much more open and accountable. In 2012, the additional measures taken have included the appointment of a second Counsellor, who the College has supported to become a Registered Psychologist. Among other actions this year, the school worked closely with the courts and when the District Court indicated a desire to sit at Stannies, this was facilitated and implemented. The College continues to work closely with agencies such as the Department of Community Services to safeguard children. Our responsibility in this area will always be significant and we must hold true to our Mission. We have sought to take practical measures to create a culture that safeguards children that has at its core, the empowerment of children within a community of supportive adults. We must be people who act to protect others and particularly the children in our care.

ENROLMENTS

The enrolments at Stannies have continued to remain strong in a continuing highly competitive environment. The enrolment in 2012 was the highest for five years and was based on the largest intake into Year 7 over those same five years. One critical statistic was the quantum of enrolments into Year 7, relative to the number of boys to be found in the Bathurst Catholic Primary Schools in the Year 6 from which the Year 7 Stannies intake was drawn. The Bathurst Catholic Primary Schools remain very successful in attracting students and it is pleasing to note that Stannies regularly equals or exceeds these numbers at the commencement of Year 7 and that these numbers continue to grow further over Years 7 to 10, by typically 15 to 20 students. Please note the table below for specific details of the Stannies total enrolment figures over a five year period and the enrolments into Year 7 compared with Year 6 cohorts.

Years	2008	2009	2010	2011	2012	2013
Total	613	616	604	607	625	Est 615
Bathurst Catholic Primary Schools Year 6 Boy Enrolment from which the Stannies Year 7 is largely drawn	80	94	105	80	100	88
SSC Year 7	88	87	103	100	110	95

ACADEMIC

The year has been another very strong one for the school academically. At the last Higher School Certificate for which results are available, the College was again able to outperform the combined efforts of males in the other four Bathurst secondary schools enrolling boys. The 84 boys at Stannies achieved 30 Board of Studies Honour Roll entries compared to the 29 achieved by the other 143 males in the Bathurst schools. In the 2012 NAPLAN results, the Year 7 Stannies means exceeded those for State boys in six of the seven Literacy and Numeracy domains. The differences in favour of Stannies were strongest for reading and writing. For Year 9, the Stannies means exceeded those for State boys in all seven of the domains, with the differences in favour of Stannies for all four Literacy domains being substantial. Perhaps one of the most powerful witnesses to the high quality of academic achievement at Stannies were the University offers made to our students in the main round. Many of the highest ranked Universities were accessed by our students into some of the most sought after courses. The interesting range of courses being pursued by our students was another highlight. It is really encouraging to see our students go off to pursue creative, relevant and challenging programs of academic study. Outside of the Universities, many of our students were targeted by Apprenticeship and Traineeship providers that also resulted in rich opportunities being able to be pursued.

YEAR 7 2012 NAPLAN MEANS

DOMAIN	MEANS			
	STATE ALL	STATE BOYS	STANNIES	STANNIES/ STATE BOYS DIFF
Reading	546.7	541.1	558.7	+ 17.6
Writing	521.1	504.2	518.6	+ 14.4

DOMAIN	MEANS			
	STATE ALL	STATE BOYS	STANNIES	STANNIES/ STATE BOYS DIFF
Spelling	555.4	547.3	546.9	- 0.4
Grammar & Punctuation	552.7	542.6	554.7	+ 12.1
Numeracy	545.6	551.9	560.1	+ 8.2
Data, Measurement, Space & Geometry	545.3	550.7	560.3	+ 9.6
Number, Patterns & Algebra	545.5	551.8	559.1	+ 7.3

YEAR 9 2012 NAPLAN MEANS

DOMAIN	MEANS			
	STATE ALL	STATE BOYS	STANNIES	STANNIES/ STATE BOYS DIFF
Reading	579.5	572.4	591.1	+ 18.7
Writing	557.5	536.4	559.8	+ 23.4
Spelling	586.5	576.2	588.9	+ 12.7
Grammar & Punctuation	578.8	569.3	586.2	+ 16.9
Numeracy	594.8	600.9	602.7	+ 1.8
Data, Measurement, Space & Geometry	592.4	599.8	603.5	+ 3.7
Number, Patterns & Algebra	596.8	602.7	603.4	+ 0.7

CLASS SIZES

One of the critical resources which facilitates the outcomes achieved at Stannies, is the excellent class sizes that are able to be funded by the fees that we do charge. Research consistently would suggest that class sizes are not a critical determinant but I would beg to differ with this research. Boys thrive on the more personal interactions that are able to occur and small class sizes facilitate such interactions, both between teacher and student and between students. Staff also tend to be far more creative when

dealing with smaller classes and boys respond well to creativity. The average class sizes in 2012 at Stannies are as follows:

Year Group	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Average Class Size ¹	22	21.6	23.2	23.5	16.6	14.5

CREATIVE ARTS

The College has again benefited in 2012 from a superb program of activities in the Creative Arts. The various Stannies 'Man' competitions, Piano Man, Song Man, Guitar Man and Music Man, were all of the highest order and entertained interested audiences and provided wonderful performance opportunities for our students. The musical this year was *Godspell* and played to very large and appreciative audiences from the 17 to 19 May. The large audiences were comprised not only of friends and family of cast members but many from the local Bathurst community who came because of the consistently good reviews of the production. In the Bathurst Eisteddfod, many of our students and ensembles distinguished themselves, with the Concert Band placing first in the Secondary Schools Band Section for the first time in a number of years. The band played brilliantly and was superbly co-ordinated by Victoria Roth. Our music students were also innovatively involved in musical partnerships with the Cathedral Primary School and with Nurture One (a child care centre) at Kelso to share a love of music and to encourage future musicians. In the Bathurst 24 Hour Film Festival, our students were placed first, second and third in the Junior Division (Under 16) with a range of interesting productions. This followed their excellent showing last year in the same event. As if all this was not enough, we all enjoyed an impressive Creative Arts Show and Awards evening which further fostered and facilitated performances. An ongoing critical structure favouring the Creative Arts, is the regular fortnightly indoor Assemblies. At times these have been soaring experiences where boys and staff make contributions that lift your eyes, heart and spirit. It is the week in and week out efforts that produce those extraordinary moments. There are of course times which are not as rewarding but there are more than enough occasions to replenish and renew, with the knowledge that so much good has taken place. The College also hosted performances of *El Caballo Blanco* this year. The Dance of the White Stallions took place in the Indoor Recreation Venue, with very large crowds being drawn to the shows from throughout the Central West. Stannies plays an important part of hosting important productions in the Central West. Still to come at the College, is the Stannies production of *Journey's End*, set down for 27 November to 1 December and our annual Carols Evening on 2 December. Music, drama and the visual arts all greatly enrich our lives and the strength of these pursuits at Stannies makes us a much richer community and a much better school.

PARENTAL SUPPORT & INVOLVEMENT

Stannies benefits greatly from unusually high levels of parental involvement and support at the school. Parents attend in large numbers, events such as the Opening Mass celebrated of an evening in Week 2 of Term 1, the Mothers' Day Mass and Luncheon, the Fathers' Day Mass and Breakfast, the mid-week, afternoon and evening Parent/Teacher Interviews as well as the Sunday Parent/Teacher Interviews, along with very substantial support for activities such as musicals, dramas, Stannies 'Man' competitions and the regular Saturday co-curricular games, both those hosted at Stannies and those played elsewhere across Sydney and other parts of NSW. Thousands upon thousands of parental interactions take place at the school, across a range of activities over the course of the year. These interactions certainly have a profound impact on the culture of the school and in building a strong sense of community and spirit as well as being a constant encouragement to staff. Edumate continues to be a further important channel of communication, with many thousands of interactions over the course of the year. The statistic records for Edumate and Stannies website access up to 7 November 2012 are as follows:

Parent Access on Edumate	16,073
Website Hits	75,000 approximately
Registered Users	920

Of course there were further interactions across our boarding drawing areas. In 2012 during Term 2, College staff visited more than 22 rural centres, where again there was significant interaction between the school and our boarding community, as well as possible future boarding families. Successful partnerships between school and families produce better outcomes for our students and we must continue to strive to maintain and enhance this strong and effective partnership.

A SPIRIT OF ADVENTURE

Stannies regularly encourages and facilitates a spirit of adventure amongst our student body. In 2012, two overseas tours took place – one to New Zealand and the other to China and Japan. Both tours were highly successful. In New Zealand, the boys enjoyed sights, sounds and experiences of Auckland, Hamilton and Rotorua. As well as gaining experiences of Maori culture and the spectacular hot springs at Rotorua, the boys enjoyed their rugby and engaging with a broad cross-section of Kiwis. Boys also found the thrills of the swoop, the shweeb, freefall Xtreme and the agrojet at the Agroventures Tour, exciting and memorable. The tour to China and Japan was a different adventure. To experience first-hand Chinese development and growth in Beijing was an important learning, historical and cultural experience. Tours of the Forbidden City, the Great Wall, the Summer Palace of the Emperors, attending the Red Theatre as well as the walk around Tiananmen Square were all powerful and unforgettable experiences. The boys also were affected by joining with local Chinese in the traditional streetscape of old Beijing as well as feeling the sacredness and universality of the Christian Church, when joining with a broad cross-section of Chinese to celebrate Mass in central Beijing. In Japan, there was the incredible generosity of the Nanzan home stay families and of Nanzan High School Nagasaki where we signed a further five year Brother School Agreement, the power of the peace response to the dropping of the atomic bomb from the people of Nagasaki, as well as knowing the joy and honour of representing not just Stannies but Australia at the SANIX World Schools Tournament. This tournament involved outstanding rugby schoolboy teams from around the earth. It was a broadening and deepening experience that enriched all who attended.

FACILITIES DEVELOPMENT

In recent years there has been a sustained program of upgrading our capital resources and 2012 continued this emphasis. The Chapel, which had been closed since September 2010, has been refurbished and restored to its glorious former self. It has been worth the wait. A specialist Food Technology Demonstration classroom has been created in the Brothers' Technology Wing, in response to the large numbers of students who have chosen to complete Food Technology as one of their elective subjects. The current popularity of the various Master Chef programs in Australia and around the globe, has certainly been felt at Stannies. For most of the year, the boys used the resources of our two commercial kitchens for practical lessons but the Food Technology Demonstration room will add a further important dimension to the food experience. In other areas of development, a new fire alarm system was commissioned and installed in the main College kitchen. This initiative involved the installation of a sprinkler deluge system that has been linked to our main fire control panel. The installation of this system far exceeded the required Fire Standards but it was felt to be necessary given the location of the kitchen under the Year 7 residential area. In other areas of activity, the old Archives corridor rooms were converted into nine single rooms for Year 11 boarding students. These rooms helped us accommodate boarding students while the old John Hall Wing theatre was converted to additional single rooms for Year 11, incorporating welcoming social spaces and an extensive amenities area. During the year, there was also widespread repainting, re-carpeting and an update of lighting to the Years 8, 9 and 12 residential areas. In other developments, a new telephone system was installed following significant damage taking place to the old system from a lightning strike. The new IPEC system enables the integration of essential business applications in modern communications technology. The brain of the system is NBN ready and is a 100 port system which has the capacity for further upgrades when the approximately 20 spare ports currently available are utilised. One of the important aspects of the new system is that it should be able to substantially reduce telephone line rental costs because we are now able to delete what amounted to unnecessary line rentals. An associated upgrade was the renewal of critical IT infrastructure throughout the College. All of our main operating servers have been replaced, with the new equipment providing speedier services and much

more effective automatic backup. All core servers, back up equipment, as well as our Edumate servers and new storage area networks, are all now modernised and at the cutting edge, to facilitate further technological development for both teaching and learning and administration.

TRAGEDY

In 2011, the school had the very unusual experience of having a current member of the teaching staff lose his life. Dan Kerlin died in 2011 following a relatively short battle with cancer in the first months of the year. In 2012, tragedy touched the school again with the death of a teaching staff member, when Nathan Irwin lost his life while tree lopping on his property just outside of Bathurst. Nathan joined the staff at Stannies in April 2007 and taught in the Technology and Applied Studies faculty (TAS), with his particular area being Metals and Engineering. Nathan was a very fine teacher and the boys appreciated the considerable skills he possessed, his passion and enthusiasm for his subjects, as well as his desire to share with others and the empathy he had for students in his care. Nathan's students related well to him and he in turn enjoyed the rapport he had with them. Nathan's death shocked the community and the hearts of all went out to his wife Lorraine and to his very young sons, Ben and Jake, as well as to his broader family and friends. Nathan's funeral was held in the St Stanislaus' College Performing Arts Centre and it was an extraordinary occasion. To support Nathan's family, Stannies set up a Trust that gathered \$18,702.96 from the Stannies and broader community and the College, with the assistance of the staff, were able to donate a further 20 weeks' salary to the family. Nathan has been and continues to be very much missed by his colleagues and by many others across our community.

OUR VINCENTIAN CHARISM

Our Charism is our reason for being. 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. In 2012, the College continued with many of the practices that have nourished our Charism over many years. In our enrolment base, we continue to make room for those in need – boys from refugee families, students from Indigenous backgrounds, students with language backgrounds other than English and students from single income households and other contexts, where there was a significantly diminished economic ability to pay fees. It is interesting to note that of the five Catholic Years 7 to 12 secondary schools of the Diocese of Bathurst, Stannies has the highest percentage of Indigenous students and the highest with language backgrounds other than English. The school can be particularly proud that with these students, it also enjoys the highest school attendance rate of the five schools of the Diocese. It is also interesting to note that from an examination of the Index of Community Socio-Educational Advantage, that Stannies has a school distribution reasonably similar to the Australian distribution, which is atypical for schools. Schools tend to serve one particular area of the distribution, the top, the middle or the bottom; they don't tend to meet the needs of the full distribution. Stannies is somewhat unusual in doing so and this in many ways is a direct product of our Charism shaping our enrolment base. Apart from our various intervention programs, Masses and Prayer Services are regularly celebrated beautifully and powerfully within the school, the students continue to be involved in outreach programs through organisations such as the Red Cross, Amnesty International and of course through our own St Vincent de Paul Society and its links with causes such as the Matt Talbot Hostel. A new initiative that was pursued this year was the selection of a staff member to participate in a Vincentian Formation Program in Paris in May of 2012. The staff member selected from Stannies was Rosemary Clifton, one of our College Counsellors. Rosemary was in Paris from 5 May to 31 May and was the first female to participate in the program, which is usually reserved for Vincentian Priests. Rosemary has provided a number of inservices to staff outlining the impact of the formation program. Something that clearly affected Rosemary was the depth of the commitment made lifelong by many in her group to the disadvantaged and the depth of pondering that she found in her fellow classmates. We hope to make this a regular occurrence in future years, as well as exchanges hopefully to our Vincentian houses in Fiji. A particularly pleasing element of the Charism is its ongoing relevance. Throughout the year, the treatment of refugees by the Australian Government and people was a regularly discussed topic. It is a very interesting situation, where to avoid its United Nations obligations to refugees, the Australian

Government is considering excising from our migration pathway, the entire continent extending from the Indian Ocean to the shores of the Pacific and from the Arafura Sea down to the Great Southern Ocean. Our Charism has always been challenging and while it lives, challenge must be central to its life. Other aspects of College life that were also deeply connected with our Charism in 2012, included our retreats in Years 11 and 12 and camps from Years 7 to 10. A significant element to the Charism in 2012 that was part of the life of the broader Church in Australia, was our participation in the *Year of Grace*. On the Feast of Pentecost in 2012, we all began a Year of Grace in Australia. This was a time proclaimed by all the Bishops in Australia about a shared openness to the gentle voice of the Holy Spirit, to lead us to contemplate the face of Christ and to recognise Him in our common life. An important milestone in 2012 was the historic signing in Bathurst of a Covenant between the Anglican Diocese of Bathurst and the Catholic Diocese of Bathurst, where both Churches committed themselves to a dialogue in which each partner has the opportunity to enrich the other in understanding how we may become true Disciples after the Lord's own heart. The Covenant gave new impetus to closer bonds as we seek to respond to the teachings of Jesus.

BOARDING

Boarding continued to be a strong feature of the school in 2012. A number of the significant school student leaders were boarders and the boarding house, as ever, threw itself wholeheartedly into supporting a broad range of activities at the College. As at Census date, there were 171 boarders at Stannies, with the largest boarding group being the 38 in Year 12. The advances made in boarding facilities have already been discussed and were exciting developments for boarders and our boarding students were prominent in almost every area of endeavour celebrated at the school. The boarding house was also involved in significant contact and promotional visits to the various centres from which our boarders are drawn. Across the various visits and tours, 22 separate towns were visited by our staff and were greatly facilitated by our existing families. It is important that boarding remains strong at Stannies because it is linked so closely to our spirit.

OLD BOYS

The Old Boys continue to be a vital part of our community. Early in the year, a number of Old Boys and others came together to support a Youngcare Appeal at Stannies. The night was a fantastic success. Large numbers attended and more than \$50,000 was raised to build a facility in Sydney that would allow young people with significant injuries to be housed in more appropriate residential settings than nursing home environments. The involvement of our Old Boys in Youngcare continues to be inspired by the plight of Old Boy, Jock Watson, and the passion and enthusiasm that his brothers and family have for his wellbeing.

A little later in the year, the Old Boys gathered again to support the opening of the Dan Robinson and Old Boys Memorial Scoreboard on 2 June 2012. The idea for the scoreboard emerged following discussions between the school and the Robinson family, who donated \$20,000 to the project following the death of their son Dan Robinson in 2010. As many projects do, the scoreboard project took on a life of its own, as various persons contributed to the completion of the scoreboard. From commencement, when it was to be just the Dan Robinson Scoreboard, it became the Dan Robinson & Old Boys Memorial Scoreboard. Inscribed on brass plaques are the names of Stannies Old Boys who have died either at school or in the five years after leaving school. Stannies has a special relationship with these boys and their families in remembering them. On Saturday 2 June 2012, while the rain lightly fell, hundreds of Old Boys, as well as current students and spectators from Kinross Wolaroi, gathered around the scoreboard for its official opening. The project was blessed by the President, Fr Doug Akehurst CM, and opened by the Robinson family. Beau Robinson spoke to the crowd about the project and its importance; not just for the Robinson family and the families of all the boys named, but also for our College as our sense of community grows ever stronger in the remembering and the caring. It was particularly moving when the Vincentius was sung by the young and the old in the quiet of the lightly falling rain, as people remembered past days and past boys. In the evening, a very large dinner took place in the PAC with special guests Larry, Chris, Beau and Kylie Robinson. Beau spoke impressively and his presence was much appreciated by the large number of younger Old Boys present.

on the night. On the Sunday, many Old Boys attended Mass with our current community in the Marble Hall Chapel and then attended a morning tea afterwards. It was all quite magical and it is times like these that sustain and nourish long after the event. May there be many more such times in the years to come. It was wonderful to note that a number of reunion groups gathered downtown on 2 June 2012, all wanting to be present at the opening of the scoreboard and then to go on to their various functions.

Stannies continues to be richly blessed with many talented Old Boys supporting the school after they leave as students. There are many examples of this again in 2012. Stannies already has a significant number of Old Boys on our teaching staff and in 2012 we welcomed yet another. Tom Inatey from the class of 2006 joined us to both work in the day school and boarding house. After leaving school, Tom travelled to Armidale to study at the University of New England where he completed Bachelor of Arts/Bachelor of Teaching degrees with Majors in French and History. Tom became a member of the Golden Key International Honour Society which recognises outstanding academic achievement and where membership is strictly by invitation. Tom was also a recipient of the New England Award, conferred by the University of New England, and also completed a Master of Education in Special Education. Tom taught at Stannies from Terms 1 to 3, leaving at the end of Term 3 to continue his study of the French language in France. Tom contributed richly while a staff member and we wish him well on his French language project. On another tack entirely, Senio Toleafoa from the class of 2011, visited the school in Term 3 to catch up with his cousin Andrew and to discuss his experiences playing rugby for Samoa in the IRB Junior World Cup held this year in South Africa. Senio indicated that there were few wins for Samoa but many valuable learning experiences. The Stannies Old Boy is a mixed group with a broad range of interests. Chris Hillier from the class of 1999 contacted the school in 2012, offering his services as an outstanding musician and member of Opera Australia. We have been able to organise for Chris to provide master classes for our students on Wednesday 21 November and to sing in our Chapel at its re-opening following its restoration. Old Boys coming together to further enrich the College that was important for them formationally, as they grew from boys to men. May it always be so.

FINANCE

For some, finance becomes an all-consuming passion and at times a weapon to wield against others and against ideas. The biblical injunction that 'man does not live on bread alone but on every word that comes from the mouth of God' needs to be constantly kept in mind. Finance is important but only as one tool of many, utilised to achieve our goals. Finance is often used as a reason for why we cannot follow our Mission and why we need to act contrary to it. This is of course nonsense but those who have moments of frailty of mind, sometimes delude themselves into agreeing with it. For the record, this College has had a year of significant outreach where we have assisted large numbers of families (fee concessions have run to \$1,362,145) but this has not prevented the College from achieving extensive ongoing development of our facilities as outlined earlier, running small class sizes, putting in place a broad curriculum and engaging students and staff in creative, adventurous and rewarding experiences. Certainly we could have done more if we received another \$1.362 million, but we would not have helped all of those students and their families. We have an excellent group of Business Office staff members led by our Accountant, Gail Willis. Across all the economic indicators, the College has continued to strengthen again in 2012 and will record another reasonable surplus that is held for the ongoing use of the school to assist in the achievement of our Mission, which remains non-negotiable. Idealism can be pursued while remaining financially responsible.

STANNIES AND THE ISA

The ISA celebrated its 20th anniversary with a magnificent ceremony at St Andrew's Cathedral on 30 March 2012. Special guest speaker was the Olympic ice skater, Steven Bradbury OAM. Steven won an Olympic gold medal at Salt Lake City in exceptional circumstances in 2002 as 'the last man standing'. Many would remember the scene, where in the congestion of the final lap and rush to the line, that all skaters ahead of Mr Bradbury crashed. This left a clear pathway for Steven to go through and claim the gold medal. The theme of Mr Bradbury's talk was that the unexpected can and does often happen. To take advantage of the unexpected, however, one has to do the hard work to put

oneself in the position to take the opportunities that come. Mr Bradbury had been a favourite for gold at earlier Olympics but ironically, he had fallen in these races. Steven brought his Olympic gold medal to St Andrew's and it was passed around the packed Cathedral, where an eager audience, including many Stannies men, enjoyed holding the medal, examining it and eventually giving it back. The day at St Andrew's reinforced the value of our companionship with other schools. Stannies has been very much involved with the ISA, with many staff members holding significant positions within the Association over a number of years. The College also maintains close relationships with a raft of other schools and these interactions are precious to both providing our own students with opportunities and windows to other worlds but also to our staff and parents who enjoy the collegiality and fellowship, as an integral part of the Stannies experience.

THE BRIDGE UNTO THE FUTURE

This bridge is always of consequence and often rich with promise and hope. The Gonski Review, which promised so much for education, still lies open on the desks and Ipads of decision-makers who, at both the State and Federal level, are unable to identify the funds to make it a reality. The future does not look good for Gonski, as the community in which we now live does not highly place education in the list of the nation's priorities. In the years following the Global Financial Crisis, education greatly benefited from the fiscal stimulus package enacted by the Federal Government but the future looks to be one of declining resource and not of any growth or development in terms of funding from Government. The NSW Government has in fact announced that there will be a four year cap on State Recurrent Grants to Independent Schools, beginning on 1 July 2013 and year by year, this will grow in its negative consequences. In 2011, the State Recurrent Grant was worth 13% of the total income for the school. Recurrent funds are used to pay teacher salaries and to meet the approved day to day operational costs of running the school. An important idea to understand is that the movement in State expenditure on education, affects directly Commonwealth Recurrent Grants. The Commonwealth Recurrent Grant moves in relation to a measure called the Average Government School Recurrent Cost (AGSRC) movement, so if State expenditure on education remains static or declines, then the Commonwealth Recurrent Grant to Independent Schools will be affected. The Commonwealth Grant could remain static or it could in fact decline as not only NSW is cutting back education spending. The Commonwealth Recurrent Grant comprises 35% of total income at Stannies. Commonwealth and State Recurrent Grants together therefore comprise 48% of total income and if this quantum of income were to remain static or decline, then the impact on the school would be very substantial. It would be very difficult to increase fees and private income, which comprise 43% of our income base, to anything like a level to compensate for absolute or real declines in Recurrent Grants. Unless this matter is addressed in the years to come, by the second year of the State Government capping, the impact on State and Federal Recurrent Grants could necessitate very significant cuts to expenditure and this would have to come to a significant degree, through reductions in staffing levels. Stannies is fortunate, relative to many Catholic schools, that fees and private income are a reasonably substantial component of total income, so we will be able to ride out the storm better than others, that are more heavily reliant on the Recurrent Grants. Parents need to be awake to changes in the recurrent funding of schools and if they believe in the value of our schools, they will have to be prepared to pressure politicians and fight for the resources available. On other future related matters, the implementation of the new Australian Curriculum draws closer. Syllabus documents continue to be released this year into schools, with all schools teaching the new English, Mathematics, Science and History syllabuses from the commencement of 2014. Substantial investments will have to be made in implementing the new syllabuses effectively at Stannies. In 2013, St Stanislaus' College will also face its five yearly Accreditation and Registration Inspection from the Board of Studies. Stannies has a history of recording excellent outcomes from these inspections and we must aim to do the same in 2013. In other developing scenarios, there continue to be negotiations between State peak rugby committees and the various school Associations, inclusive of the GPS, CAS and ISA. There may well be changes to structures that will open up opportunities for Stannies, which go well beyond just rugby union. We need to ensure that we are best placed to take advantage of any change. The goal at Stannies is to create opportunities for as many students as is reasonably possible. We do not want our students ever being turned into merely spectators; our boys and staff are participants and we wish to remain so.

An interesting challenge in 2013 will be for the school to effectively respond to the change in dates for the Bathurst Race weekend. The Bathurst Race weekend has traditionally taken place during the end of Term 3 vacation but in 2013 it has been programmed for the end of the first week of Term 4. The Race Weekend has traditionally generated tens of thousands of dollars of private income for the school, which has been used to reduce costs for parents. In 2013, we will have to generate revenue from the races in other ways, as school buildings will not be available for the Police as they will be occupied by students who are preparing for among other things, significant Higher School Certificate exams. The challenge will be to utilise our farm to generate the revenue lost from our boarding facilities no longer being available for hire at race time. 2013 also ushers in an exciting new period for Stannies with the appointment of Dr Anne Wenham as the new Head of School. Dr Wenham is a distinguished educator and is looking forward to the contributions that she will be able to make to our College. A further critical development in 2013 will be the introduction of the National Teacher Performance and Development Framework, which seeks to make teachers more accountable for the quality of their teaching and which provides for ongoing reports to be completed on the outcomes achieved by individual teachers. Exciting and interesting times certainly lie ahead.

THANKS

The report for 2012 is my 20th and final such report to the Provincial of the Congregation of the Mission on Stannies. There certainly has been much to rejoice in, over developments in 2012 and these could not have been achieved without broadly based levels of co-operation across all sectors of our community. I would like to thank the Congregation of the Mission, the Board, staff members, parents, Old Boys and, of course, our boys for making the experience of being at Stannies such a richly rewarding and memorable time. Over the years, I have had the privilege of knowing some very wonderful people. We have currently an outstanding staff and this has been the case for much of my time at the school. I have the joy of working with wonderful colleagues. I would like to particularly thank staff that I have worked very closely with over the years. The staff who work directly out of my office have been incredibly hard working, skilful, tolerant, loyal, flexible and humorous. I have benefited greatly from working with them. I would also like to particularly acknowledge the contributions made by the extraordinary Mark Neill, who is an unfailingly can-do and generous person, as well as the special contributions of senior members of staff such as Geoff Melville, Tom van Gend, Gail Willis, Brad McCormick and Business Office and Boarding House staff. There are so many who contribute to making Stannies the delightfully eccentric and successful school that it is. In the Creative Arts, we could not have asked for more from our current Head, Graham Low, previous Head Charmeon Jooste and current Director of Music, Victoria Roth. There are so many wonderful people – caring Matrons, dedicated Catering staff and tolerant and hardworking Cleaners and Maintenance staff. The Chaplains we have had over the years have played a vital role in the school, as have the various Presidents that I have worked with – Frs Tom Finn CM, Anthony Mannix CM, Maurice Sullivan CM and Doug Akehrst CM. I have also worked with the close support of four Provincials - Fr Anthony Mannix CM, Fr Maurice Sullivan CM, Fr Greg Cooney CM and now Fr Michael Walsh CM. I have been regularly encouraged to do what I understand to be good things and each of the Provincials have encouraged me in this way, even in the most trying of circumstances. One could not ask for more. To all, thank you and well done. On a personal note, I certainly could not have made the contributions that I have been able to make at Stannies without the encouragement, support and tolerance of Maryanne and my family. Thank you.

Mr John F Edwards, Headmaster

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

Over the recent past, the main role of the Parents & Friends Association at Stannies has been to support the School and the Headmaster's vision in many areas of the School's life. In 2012 this continued to be the case.

The Annual College Fete is the primary focus of the P&F each year. This event is essential to the building of relationships between many groups including the school management, parents of both

boarding and day students, the students themselves, teachers and the vast network of Old Boys and 'Friends' of the College. The fete is a unique coming together of these groups in the Spirit of St Vincent de Paul where fundraising takes a back seat to the ideals of support and caring of others and collegiality. Nowhere is this more in evidence than the way individuals and small groups of people take responsibility for various stalls and events providing a friendly, welcoming face to the people attending the fete and engaging with the students. Many primary school fundraising events, while being a meeting place for parents, do not have the level of student engagement that is in evidence at the Stannies' fete and engagement with boys that are young adults, in many ways equal in measure to those of us who participate in the fete. The Stannies' fete continues to be a place where egos are left at the front gates and people participate, not for ourselves but for the good of the school community. The number of people, including students, who turn up at 7am on fete morning to erect marquees and begin the fete preparations, is truly astounding. Some of these people stay all day until the packing up is complete at 4pm often without people who come and go realising the effort these people have made. Special mention must be made and an acknowledgement given to two people, two past presidents of the P&F, who are integral to the running of the Fete. The fete co-ordinator, Mrs Chris Tobin, is to be congratulated and thanked for the work that she does to organise the fete. Chris works year round to ensure the fete is a success and her numerous contacts are an invaluable resource beyond measure. My personal thanks and the appreciation of the P&F go to Chris for the tireless and quiet work she does for the good of the College. The second person who deserves special mention is Mr Trevor Toole. Trevor runs the chocolate wheel each year at the fete. He sources all the prizes for the chocolate wheel and his pleasant manner on the day encourages people to donate to the school. A vote of thanks to Trevor for his continued work.

The regular meetings of the P&F continued to be patronised by a core number of people who keep the 'fire stoked' throughout the year. In an age where volunteerism and attending meetings is not always seen as fashionable or trendy, these people continue to provide continuity to the P&F and their collective wisdom and availability has been a feature of recent meetings. This year we welcomed a number of new parents to the P&F and their input and assistance has been much appreciated.

The P&F Executive also deserve my thanks and the thanks of the school community for taking on a structure role with the Association. If attending meetings is unfashionable and not trendy, then being a member of the executive is an exercise in frustration. However, with no hidden agendas just the good of the school in mind, Chris, Kerry Davison and Katrina Drew have provided support to me and the Association in many ways and, like Chris and Trevor, their availability can always be counted upon.

Each year throws up its own particular challenges and this year has been no different. We prayed earlier in the year for eternal rest and peace for Nathan Irwin and comfort for his family and I entrust them to the care of the Lord. Tragedies like Nathan's death help us to refocus our lives and commitments and to address once again the 'big' questions of life. In a unique way, Stannies is able to respond to tragedy with a spirit of compassion and hope that is drawn from the Vincentian charism and that of St Vincent de Paul. This charism is the foundation of the College and one which must be woven through all the endeavours of the P&F.

This will be my last year as President and I'm sure an exciting time of change will commence. My hope for the P&F over the next 12 months is that it will be able to retain the wisdom and experience of the past and imbue that with the enthusiasm and energy of the future.

I submit this annual President's report for the year 2012.

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

1.6 A Message from the Student Representative Body

Every ending is a new beginning. As we are fast approaching the end of our time here at Stannies we are transitioning into a period where routine, deadlines and not to mention our cash-flow, are now our own responsibility. Tonight however is more a time to reflect on our Stannies lives, from their origins

and the rewarding journeys to the present. Our journeys started off with great uncertainty but we all eventually found our feet. Even in writing this speech, I had left the beginning to the last as I knew it would take ages to perfect but with perseverance it was completed. This is also true of our high school journey. Starting out, we tripped and fell at every hurdle. Most of us getting up and continuing onward, always looking toward the finish line. Others aborting the race and taking a different journey. Now is the time for us to look back with fond memories but to also enjoy this point of departure. Now that we are in our final days, how have we changed since we started?

Our changes have made our cohort what it is. Our diversity is one of our most notable features, with every stereotype expressed and broken down. Notably we are a very large group, one of the largest on record! In Year 7 we started with 107 young boys and are now left with 66 men from the original form, picking up the rest of these men along the way. But the changes that have taken us from boys to men were not entirely of our own making. Many others have influenced us and helped us change our trajectory to become the men we are today. A major influence on all of us has been the unfathomable encouragement from the teachers and other staff, who consistently have gone over and above the call of duty for the benefit of the boys. They have all given us the foundations we need to be the best we can be and we have assimilated all of the quirks, idiosyncrasies, spirit and principles into our personalities. And, of course, outwardly through Marcus Bower's impersonations.

The Vincentians have also become a part of our school lives and are, in a special way, responsible for guarding the ethos, charism and future of this great Castle on the Hill. They continue to protect and encourage us and the future of the Catholic education of young men in the Central west and beyond. Fathers' James Maloney and Doug Akehurst are to be given particular thanks for their constant support of the College, safeguarding its traditions and the wealth of customs that have become a part of the Stannies way of life. Our parents, extended families and friends are also to be given recognitions for their ongoing support in all of our lives. Not to mention also the great support for the boarders from their families who have entrusted Stannies to encourage and to form their young boys into strong men.

As is ingrained in our minds, we are more than the sum of our parts. Stannies is not solely made up of the great lords and genius ATARs; it has taken an entire group dynamic to forge who we are today. This year especially sees a vast array of talents and interests from all corners. Our successes – this year and in previous years – are due to this fact. The inclusive nature of the year comes from this atmosphere of diverse perspectives. If we look at what we have achieved over the past years, these achievements come from beyond the usual suspects performing brilliantly in academic, sporting and theatrical endeavours. For instance, Anthony El-Helou, who, through an incredibly supporting environment, was able to flourish and be nominated for Board of Studies outstanding performances. This year is definitely a group that embraces the individual.

Overwhelmingly then, this year has struck staff, the community, myself and our peers with a great sense of camaraderie, mateship and togetherness. This has allowed us to grow even stronger, always knowing that someone has our back and will support all that we attempt to do 100%; and if you ever needed any help, there would always be someone, anyone, from any part of the year group to fight for you. This is the Stannies atmosphere which is, in itself, fostered by the individuals which allow all of our dreams to be embraced.

Within this overwhelming sense of community, we have a vast collective memory, of all the good times (and bad) - for the most part the memories are brilliant. A wealth of stories are often recalled, and embellished, regardless of the teller's presence. A prime example if we remember back to Year 7, Ezekiel Long and others provided us, through their quirks, with a mass of these stories. I particularly remember Ezekiel's goanna chase through the scrub up on the Year 7 camp eventuating in upsetting the local Wiradjuri members, whose totem was in fact the goanna, and yet, even though he is not still here, he is still part of our early memories of Stannies. Also, not forgetting some of our past teachers. Remember Frau Burns and the class being lost in translation with the phrase "Miene schtiff ist kaput". And of course the flamboyancies of Charmeon Jooste, who managed to be able to pop into any conversation mid-sentence still in conversation with herself. And for the boarders, these memories increase ten-fold. Who will ever forget the quirks of Nathan Mercer? His little known key collection he

had amassed of around 30 keys. And even though some of these are the memories of the boarders, they also became the memories of the whole school. Our memories are not just of the people who are here, but the people who in fact brought us here.

This year also marks the end of an era with the departure of the Headmaster, Mr John Edwards. We can all agree that he has left a lasting imprint on the College community. His insightful forays into civil war history at every prayer service, reinforcing unto us, that in times of crisis we all must lift and that the weak will always stand strong only if the strong support and nourish them. His fanatical devotion to the mighty 5ths, 6ths, 7ths and even 8ths over the years will always be remembered for the encouragement it gave to the physically challenged of us (not that I'd know anything about that) to participate fully in Stannies sport. And let's not ignore Jake Ferguson and Adrian Vincze, who shot from the 6ths to the 1sts in a year! Of course we cannot afford to forget to mention the Headmaster's infectious laugh, which will continue to resonate through the foundations of the building for many years to come. But no matter how you understand it, he has always fought for the staff, the community, the school integrity and most importantly, opportunities for young men. Throughout the years he has fostered the Vincentian ethos and charism in his deeds. His support has led the school on to great things; encouraging everyone to work towards the future and be the best Stannies man you can be, discouraging any negative stereotypes and developing boys into young men. His decisions, to some, may have not been the most popular but they are always in all of the boys' best interests. This school has suffered great losses with the passing of beloved staff members Dan Kerlin and Nathan Irwin, and Mr Edwards was always there to offer comfort to us and their families. And I think that he should have great comfort in the knowledge that what he's done has changed many lives. We should also not forget his equally supportive wife, Maryanne, as modest as ever, who offers a maternal figure for the school which is, in a lot of people's minds, undervalued. It is a fact that without these figures, the school would not have reached the highs that it has today and we are thankful for their undying support.

I believe that because this is such a diverse year group I cannot express everyone's perspectives fully and I also feel that it is not my job to have the last say. So our year is now in the process of creating a digital time capsule capturing the thoughts, memories and feelings of each Year 12, 2012. This will immortalise who we are now as a foundation, as we move on to the future.

Now, as we reach the end of our tenure at the "citadel in the west", we recognise that this place is our rock, especially for the boarders, where the College has become our second home and where we have all become a somewhat dysfunctional family. It is a time of mixed feelings; one part of us wants to stay, to stay in a comfortable place, a home to us all; the other part wants us to leave, to move on to our bigger and brighter futures. But now is the time to make sure we've received all we can possibly get from Stannies and to make sure that Mr Welsh's proverbial sponge has soaked up all that it possibly can. Now is the time to make sure we leave with no regrets. Over the past years, Stannies has become a part of us all and has formed a rite of passage, growing with the community, staff and each other. Are we ready to go yet? No matter how you see it, your time here at Stannies has made you who you are. Brilliant. Fantastic. Stannies Men.

Harry Rathbone, Head Prefect 2012

2.0 Value Added Information

2.1 Information re Value Adding

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. 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 2012 programmed a very successful production of "Godspell" which played to very large audiences and the school also programmed a significant number of evening Performing Arts activities such as Songman and Pianoman. The participation of students in co-curricular was continued in 2012 with an expanded 'Spring Season', where more than 300 students were involved in Saturday competitions in the second half of Term 3.

3.0 Student Performances in State Wide Tests & Examinations

3.1 Spotlight on the Performances of Boys

The academic, social, behavioural performances and the physical and mental health of boys continue to be critical concerns of the College. 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 and the NAPLAN tests offer much to celebrate in the arena of academic performance, and they are testament to the ways that the College continues to add value to the academic performances of the boys for whom we care.

3.2 Higher School Certificate

In the 2012 Higher School Certificate, Honour Roll entries were recorded in Ancient History, Biology, Design and Technology, General Mathematics, Modern History and Studies of Religion 1 unit. There were also particularly strong results in Drama and Music. Many students recorded strong Band 5 outcomes and will gain access to the Universities and courses of their choice.

One of the very pleasing aspects from the 2012 HSC cohort was the breadth of opportunities presented to the group for post-school opportunities. In 2013 these fine young men will be entering university offerings in: B. Justice Studies; B. Equine Science/B. Animal Science; B. Nursing; Clinical Practice (Paramedic); B. Education (Primary); B. Social Science/B. Business; B. Exercise Science; B. Business Studies; B. Pharmacy; B. Education; B. Agriculture Business Management; B. Medical Science/B. Forensic Biotechnology and B. Pharmacy; B. Nursing; B. Ag Science; B. Medical Science/B. Forensic Biotechnology; B. Arts (Graphic Design)/B. Business Studies; B. Information Technology; B. Communication; B. Business; B. Computing Science; B. Social Science (Psychology) and; B. Exercise Science.

Particularly pleasing aspects of the 2012 results were that eight Sudanese refugee students successfully completed their Higher School Certificate, with a number gaining access already to tertiary courses. A further strength of the 2012 results was the successful graduation of seven Indigenous students, one of whom is amongst the high achievers of the class of 2012. An important development over recent years has been the growth in the number of graduating Indigenous students and improvements in the quality of their HSC outcomes.

3.3 NAPLAN

A number of elements from the Year 7 NAPLAN results were very pleasing. The Year 7 cohort exceeded the State mean for Boys in all but one domain and exceeded the means for both boys and girls in five of the seven domains. The one area of concern for Year 7 was spelling; so this must be an area that we target for improvement.

YEAR 7 2012 NAPLAN MEANS

DOMAIN	MEANS			
	STATE ALL	STATE BOYS	STANNIES	STANNIES/ STATE BOYS DIFF
Reading	546.7	541.1	558.7	+ 17.6
Writing	521.1	504.2	518.6	+ 14.4
Spelling	555.4	547.3	546.9	- 0.4
Grammar & Punctuation	552.7	542.6	554.7	+ 12.1
Numeracy	545.6	551.9	560.1	+ 8.2
Data, Measurement, Space & Geometry	545.3	550.7	560.3	+ 9.6
Number, Patterns & Algebra	545.5	551.8	559.1	+ 7.3

In the Year 9 NAPLAN results, the most pleasing outcome was that the Stannies cohort exceeded the means for boys in all seven of the domains and the combined means for boys and girls across the state.

YEAR 9 2012 NAPLAN MEANS

DOMAIN	MEANS			
	STATE ALL	STATE BOYS	STANNIES	STANNIES/ STATE BOYS DIFF
Reading	579.5	572.4	591.1	+ 18.7
Writing	557.5	536.4	559.8	+ 23.4
Spelling	586.5	576.2	588.9	+ 12.7
Grammar & Punctuation	578.8	569.3	586.2	+ 16.9
Numeracy	594.8	600.9	602.7	+ 1.8
Data, Measurement, Space & Geometry	592.4	599.8	603.5	+ 3.7
Number, Patterns & Algebra	596.8	602.7	603.4	+ 0.7

SCHOOL GROWTH FOR NAPLAN 2012 – YEAR 7

This data is based on the movement for students tested in national assessments in both 2010 and 2012. Students who did not sit assessments are not included in these figures. The bands on the NAPLAN scale are approximately 50 points wide.

NAPLAN DOMAINS	SSC AVERAGE GROWTH	STATE AVERAGE GROWTH	STATE BOYS	SEG AVERAGE GROWTH	SSC DIFF FROM STATE
Reading	57.7	49.8	50.8	50.5	7.9
Writing	Not avail	Not avail	Not avail	Not avail	Not avail
Spelling	64.2	53.4	54.1	56.3	10.8
Grammar & Punctuation	48.2	39.5	40.6	41.5	8.7
Numeracy	54.2	45.6	46.0	47.1	4.6
Data, Measurement, Space & Geometry	Not avail	Not avail	Not avail	Not avail	Not avail
Number, Patterns & Algebra	Not avail	Not avail	Not avail	Not avail	Not avail

In all domains, 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 SEG schools in the State (schools of similar composition).

NAPLAN DOMAINS	AB SSC AVERAGE GROWTH (4 boys)	AB STATE AVERAGE GROWTH	LBOTE SSC AVERAGE GROWTH (10 boys)	LBOTE STATE AVERAGE GROWTH	AB SSC DIFF FROM AB STATE	LBOTE SSC DIFF FROM LBOTE STATE
Reading	57.3	49.8	58.9	49.8	7.5	9.1
Writing	Not avail	Not avail	Not avail	Not avail	Not avail	Not avail
Spelling	62.2	50.3	57.8	54.7	11.9	3.1
Grammar & Punctuation	50.9	48.8	90.8	36.9	2.1	53.9
Numeracy	75.4	39.4	38.2	52.7	36.0	-14.4
Data, Measurement, Space & Geometry	Not avail	Not avail	Not avail	Not avail	Not avail	Not avail
Number, Patterns & Algebra	Not avail	Not avail	Not avail	Not avail	Not avail	Not avail

SCHOOL GROWTH FOR NAPLAN 2012 – YEAR 9

NAPLAN DOMAINS	SSC AVERAGE GROWTH	STATE AVERAGE GROWTH	STATE BOYS	SEG AVERAGE GROWTH	SSC DIFF FROM STATE
Reading	25.5	29.1	26.7	26.6	-3.6
Writing	Not avail	Not avail	Not avail	Not avail	Not avail
Spelling	40.8	30.6	30.6	34.3	10.2
Grammar & Punctuation	48.0	37.4	38.7	40.0	10.6
Numeracy	29.4	40.6	41.4	41.9	-11.2
Data, Measurement, Space & Geometry	Not avail	Not avail	Not avail	Not avail	Not avail
Number, Patterns & Algebra	Not avail	Not avail	Not avail	Not avail	Not avail

The most significant feature of the growth figures for Year 9 students was the lag in growth registered in the Numeracy domain.

SCHOOL GROWTH FOR NAPLAN 2012 – YEAR 9

NAPLAN DOMAINS	AB SSC AVERAGE GROWTH (13 boys)	AB STATE AVERAGE GROWTH	LBOTE SSC AVERAGE GROWTH (9 boys)	LBOTE STATE AVERAGE GROWTH	AB SSC DIFF FROM AB STATE	LBOTE SSC DIFF FROM LBOTE STATE
Reading	26.0	30.3	52.0	32.1	-4.3	19.9
Writing	Not avail	Not avail	Not avail	Not avail	Not avail	Not avail
Spelling	55.7	24.0	53.4	33.4	31.7	20.1
Grammar & Punctuation	42.4	37.4	73.2	41.3	5.1	31.9
Numeracy	18.1	38.8	56.7	46.4	-20.6	10.3
Data, Measurement, Space & Geometry	Not avail	Not avail	Not avail	Not avail	Not avail	Not avail
Number, Patterns & Algebra	Not avail	Not avail	Not avail	Not avail	Not avail	Not avail

4.0 Professional Learning and Teacher Standards

4.1 Teacher Qualifications

Table 4.1: Qualifications of St Stanislaus' College Teachers in 2012 as at 31 December 2012

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	49
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 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	2
HSC Marking and Related Activities	57
Teacher Registration Related	21
Other	30
Total	110

4.3 NSW Institute of Teachers

Table 4.3: NSW Institute of Teachers Accreditation Status

Status	Number of Teachers
Existing Teacher	35
Accredited at Professional Competence	8
Accredited at Provisional – Beginning	6
Accredited at Conditional – Complete a teaching qualification	1

St Stanislaus College welcomed a number of New Scheme Teachers onto its staff in 2012. A number of these teachers are teachers at the beginning of their teaching careers, while others have joined the teaching profession from areas outside New South Wales.

The teachers accredited at the level of “Professional Competence” are involved in ongoing professional development, which is necessary in order to maintain their accreditation status. This involves formal professional development courses provided by Institute endorsed providers, as well as other teacher identified activities that may involve other courses or teaching-related activities at school. The teachers accredited at the level of “Provisional – Beginning” are working towards the level of “Competence” by developing and demonstrating their abilities and skills. The teacher accredited at the level of “Conditional” has been working towards the completion of his/her teaching qualification.

5.0 Teacher Attendance and Retention Rates

5.1 Teacher Attendance

The College continues to have the support of a highly dedicated teaching staff. The average staff attendance for 2012 was marginally higher than that of 2011.

Absences in Teaching Days	Average Staff Days Absent	Average Staff Attendance
377	7.54	95.8 %

5.2 Teacher Retention Rates

The retention rate of teachers at the College remains high, with a small turnover in line with previous years allowing for an infusion of fresh ideas and enthusiasm.

Employed at Nov 2011	Retained at Feb 2012	Apparent Retention Rate
48	46	95.8

Note: The apparent retention rate is calculated by dividing the number of staff employed at the College in November 2011 by the number who remained in February 2012.

6.0 Student Attendance, Management of Non-Attendance and Retention Rates**6.1 Student Attendance**

Continued use of the Edumate system, which records attendance for each period of the day, gives easy access under password protection to details of students' attendance to both staff and parents. Staff and parents are thereby informed and empowered to promptly follow up instances of partial non-attendance or for full day non-attendance. In the first instance, tutors monitor attendance and report absences both to Edumate and to the General Office each day. Any identified areas of concern are followed up by phone calls from the General Office and later by Senior Administration Co-ordinators if required. In addition to these procedures, there is a weekly collection of roll data by the Deputy Headmaster and the students are referred to the Student Behaviour Committee when adequate reasons for absences are not provided within seven days.

Year	Attendance Rate
Year 7	95.7%
Year 8	95.2%
Year 9	94.5%
Year 10	93.8%
Year 11	94.0%
Year 12	94.1%

Note: Attendance data sourced from Edumate Student Management System.

6.2 Student Retention**Table 6.2 (a)**

Apparent retention rates are influenced by the number of students who choose to enrol into Year 11 from other schools. The number of enrolments continues to fluctuate from year to year but the apparent retention rate has remained fairly steady over the last three years.

Table 6.2 (a)

Year 10/ HSC	Year 10 Total Enrolment	Year 12 Total Enrolment for the Higher School Certificate	Year 10 Enrolment Remaining in Year 12 to Complete the HSC	Apparent Retention Rate	Actual Retention Rate
2000/2002	130	117	99	90.0%	76.2%
2001/2003	121	92	78	76.0%	64.5%
2002/2004	120	98	80	82.3%	67.2%
2003/2005	132	96	85	72.7%	64.4%
2004/2006	146	115	102	78.8%	69.9%
2005/2007	129	97	87	75.2%	67.4%
2006/2008	120	87	81	72.5%	67.5%
2007/2009	140	111	98	79.3%	70.0%
2008/2010	107	84	65	78.5%	60.7%
2009/2011	104	84	70	80.8%	67.3%
2010/2012	126	107	96	84.9%	76.1%

Note: Data sourced from Edumate Student Management System.

Table 6.2 (b) 2012 HSC Vet Students

Number of Participating Students	VET Course Name
21	Construction Examination
16	Metal and Engineering Examination
7	Entertainment Industry Examination
12	Primary Industry Examination
16	Automotive Examination

7.0 Post School Destinations

7.1 Post School Destinations

YEAR 12 2012 – UNIVERSITY OFFERS

Adrian Vincze	B. Justice Studies
Peter Vincze	B. Justice Studies
Mitchell Dwyer	B. Equine Science/B. Animal Science
Anei Dut	B. Nursing
David Le Breton	B. Clinical Practice (Paramedic)
Wol Deng	B. Nursing
Tom Nell	B. Education (Primary)
Malek Apieu	B. Social Science/B. Business
Mitchell Green	B. Exercise Science
Achic Achic	B. Business Studies
Scott Masters	B. Pharmacy
Jack Gunther	B. Education
Thomas Noonan	B. Agriculture Business Management
Luke Petrie	B. Education (Primary)
Alex Faulkner	B. Medical Science/B. Forensic Biotechnology and Pharmacy
Simon Schupfer	B. Nursing
William Mortimer	B. Justice Studies
Dale Lane	B. Ag Science
Jake Mayhew	B. Medical Science/B. Forensic Biotechnology
Jack Lew	B. Arts (Graphic Design)/B. Business Studies
Zarni Warry	B. Information Technology
James Windsor	B. Communication
Garang Mathiang	B. Nursing
Dominic Giuliano	B. Business
Hamish Doherty	B. Ag Science
Joshua Dur	B. Computing Science
Rhyle Baker	B. Social Science (Psychology)
Grant Daly	B. Exercise Science
Jonathon Manvill	B. Exercise Science
Jack Grant	B. Education Primary
Duncan Patterson	B. Law

Of course, a number of students complete the Higher School Certificate at Stannies who do not intend to study at University. Many of our students complete Vocational courses and have been highly successful in gaining entry to a number of sought after apprenticeships and traineeships. The across the board performance of the class of 2012 was strong and gained, for many members of the class, broad and rich post-school opportunities. There are some areas where we can clearly improve upon and as is usual practice, these will be addressed throughout 2013 to hopefully produce better outcomes in these areas next year.

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 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.

Families unable to meet fees or charges should seek an interview with the 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 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 November 2012.

8.3 Student Population

As at the 2012 Commonwealth Census date, the College had 625 students enrolled.

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 2012:

Policy	Changes in 2011	Access to full text
Boarding	Reviewed & amended November 2012.	- Full text available on College intranet. - Parents may request a copy by contacting the Headmaster's Secretary.
Enrolment	For Review 2013	- Full text available on College intranet. - Parents may request a copy by contacting the Headmaster's Secretary
Child Protection	Reviewed & amended November 2012.	- Full text available on College intranet. - Parents may request a copy by contacting the Headmaster's Secretary
Security Policy - procedures for security of the grounds and buildings - use of grounds and facilities - emergency procedures - travel on school related activities	Reviewed & amended November 2012.	- Full text available on College intranet. - Parents may request a copy by contacting the Headmaster's Secretary
Supervision Policy (incorporated in policy on General Information for Staff and Excursion policies) - duty of care and risk management - levels of supervision for on-site and activities off site as well as expectations of staff and students - guidelines for supervisors	Reviewed & amended November 2012.	- Full text available on College intranet. - Parents may request a copy by contacting the Headmaster's Secretary
Code of Conduct (incorporated in Staff Code of Conduct Policy and the Student Responsibility and Behaviour Policy) - Code of conduct for staff and students - Responsibility and behaviour management - Role of student leaders and peer support	Reviewed & amended November 2012.	- Full text available on College intranet. - Parents may request a copy by contacting the Headmaster's Secretary

Policy	Changes in 2011	Access to full text
<p>Pastoral Care Policy</p> <ul style="list-style-type: none"> - overview of the pastoral care system in operation at the College - availability and access to special services outlined - critical incident response - academic policies cover aspects of this area (Learning support, SAC's, Tutor system, streaming, homework) - infirmary and other health related procedures <p>Amendments made in 2011 to the attendance component of the Pastoral Care Policy to ensure compliance with new NSW regulations</p>	<p>Reviewed & amended November 2012.</p>	<ul style="list-style-type: none"> - Full text available on College intranet. - Parents may request a copy by contacting the Headmaster's Secretary
<p>Communication Policy</p> <ul style="list-style-type: none"> - outline of formal and informal mechanisms in place to facilitate communication between the College and those with an interest in the student's education 	<p>Reviewed & amended November 2012.</p>	<ul style="list-style-type: none"> - Full text available on College intranet. - Parents may request a copy by contacting the Headmaster's Secretary
<p>Overseas Student Policy</p> <ul style="list-style-type: none"> - complete new enrolment form, inclusive of the items listed below - minimum level of English language proficiency requirements - Education Services for Overseas Students (ESOS) Act 2000 and the National Code 2007 – outline of framework - courses the College offers for overseas students - course progress and attendance policy for overseas students - deferment, suspension and cancellation policy for overseas students - complaints and appeals policy for overseas students - general conditions of enrolment - specific conditions of enrolment for overseas students 	<p>Reviewed & amended November 2012.</p>	<ul style="list-style-type: none"> - Full text available on College intranet. - Parents may request a copy by contacting the Headmaster's Secretary

9.2 Student Discipline

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

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

Students who are 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 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.
- l. 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.
- m. 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 2011 Annual Report in 2012**

1. *Refurbishment of upper floor of Year 11 and Years 8 and 9 residential areas, utilising funds from the approved \$1,000,000 refurbishment loan.*

Year 11 Refurbishment was completed during 2012. This allowed for individual rooms and modern facilities to be made available to the Year 11 Students. Areas of the Years 8 and 9 residential dormitories were not completed in 2012 and will form the basis of future works.

2. *The creation of a Food Technology Demonstration room in the Brothers TAS Building.*

Food Technology Room was completed during 2012 and will provide an excellent resource for students in Years 7 to 12 in coming years.

3. *To commence the process of in depth formation of staff in the Vincentian charism of the school. It is hoped to commence a process whereby staff members will be involved in in-depth Vincentian formational experiences and possibly within an international setting overseas.*

Rosemary Clifton, representing the staff of the College, attended a highly successful formation process in Paris during 2012 as one of many representatives from around the world. This was followed by Vincentian Charism day for the whole of the College staff during Term 2.

4. *To prepare the school for a full Board of Studies Registration inspection due early in 2013.*

Preparation for the 2013 inspection is progressing with most documentation having been reviewed by November.

5. *In response to the Draft National Teacher Performance and Development Framework, the College is to develop a Performance Appraisal process that meets Australian Government requirements and the particular needs of St Stanislaus' College.*

This process is ongoing and it is intended to implement the review process during the second half of 2013.

6. *The College to develop effective OH&S processes in response to Australian Government legislation in the Work Health and Safety area.*

Development of policy documents and work on Accident and Hazard reports was completed in 2012.

7. *To successfully organise the first tour by Stannies to China that also incorporates a visit to Japan to visit our brother school in Nagasaki and to represent Australia at the SANIX World Youth Rugby Tournament in Fukuoka. To also successfully complete student tours to New Zealand and to New Caledonia.*

All three activities went ahead with highly successful tours involving significant numbers of students.

8. *To organise and implement widespread link and promotional tours to boarding areas to both maintain contact with existing boarding families in their home environments and to promote the school to possible new families and students.*

This is an area that will require continued development in 2013. The tours that took place in 2012 to many areas of the state should provide feedback that will result in more successful organisation in 2013.

9. *To continue and further develop specialist pastoral programs for our students and in particular, for disadvantaged students and their families as part of our Vincentian school commitments.*

At the end of 2012 it was decided to revamp the pastoral program of the College with a set of new structures that will be implemented in 2013.

10. *To prepare the school for the transition from a long serving Headmaster to a new Head of School to commence in January 2013.*

A lengthy induction process resulted with the new Head of College visiting the College a number of times and holding discussions with each staff member.

10.2 Priorities - Areas for Improvement in 2013

1. Review and develop the process of teaching and learning at the College, in line with current educational research and thinking.
2. To continue and further develop specialist pastoral programs for our students and in particular, for disadvantaged students and their families as part of our Vincentian school commitments.
3. To organise and implement widespread link and promotional tours to boarding areas to both maintain contact with existing boarding families in their home environments and to promote the school to possible new families and students.
4. The College to develop effective WH&S processes in response to Australian Government legislation in the Work Health and Safety area.
5. In response to the Draft National Teacher Performance and Development Framework, the College is to develop a Performance Appraisal process that meets Australian Government requirements and the particular needs of St Stanislaus' College.
6. To prepare the school for a full Board of Studies Registration inspection due Term 2 in 2013.

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 2012, 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 to act responsibly toward others, particularly in regard to the weak, the fragile and the outcast.
2. The incorporation into every overseas tour of activities which promote the charism of St Vincent de Paul as well as promoting general respect and responsibility are an important part of College life.
3. The celebration of such occasions as Harmony Day, Reconciliation and NAIDOC Week continued in 2012.
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 students from Year 9 to Year 12.
6. In 2012 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.
7. A Staff Formation Day was held during Term 2, 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.
8. A number of our students participated in various charitable appeals for the benefit of the disadvantaged.
9. 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.

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 term time, the Parents and Friends Association meets and provides one of a number of avenues for parents to express their level of satisfaction. Special input sessions are organised in response to parent suggestions or when they are considered to be topical and relevant from a management perspective. 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 2012, there was also a Spring co-curricular program that was well attended by parents and students.

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 2012. 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 2012 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:

Year cohorts

Domain	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
1. Using time and organisation effectively	4.11	3.90	4.00	3.96	4.18	4.06
2. Managing the learning environment	4.13	3.94	4.04	4.08	4.19	4.27
3. Processes for learning in the classroom	4.19	4.04	4.12	4.08	4.22	4.21
4. Student perception of their performance	4.09	4.01	4.04	3.82	3.95	3.99

2011

Domain	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
1. Using time and organisation effectively	3.85	3.87	3.87	4.17	4.07	4.30
2. Managing the learning environment	3.91	3.98	3.89	4.20	4.16	4.40
3. Processes for learning in the classroom	4.04	4.03	3.95	4.19	4.15	4.37
4. Student perception of their performance	4.12	4.04	3.91	4.00	4.01	4.07

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

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 2012 year cohort data remains very positive. There are more averages greater than 4.00 across the six year groups than in any previous year. Of the six 'scores' that are less than 4.00, three are for Domain 4: Perceived student performance in the subject. The lowest 'score' is 3.82; the other five range from 3.90 to 3.99. The Year 7, 9, 11 and 12 data is very positive. The Year 7 and 9 perhaps reflects the satisfaction as a new stage is commenced. The Year 11 and 12 data is very important and shows that our senior students are being served very well. The Year 8 and 10 data reflects what we have seen in the past – that by the end of Stage 4 and Stage 5, students are ready for the changes in the patterns of study that the next stage will bring.

Looking longitudinally, the relationships expressed above continue to be reinforced. Some cohorts are more positive in their views than others as they progress, however it is clear that there is a general increase in satisfaction in all cohorts as they progress through the years.

12.3 Teacher Satisfaction

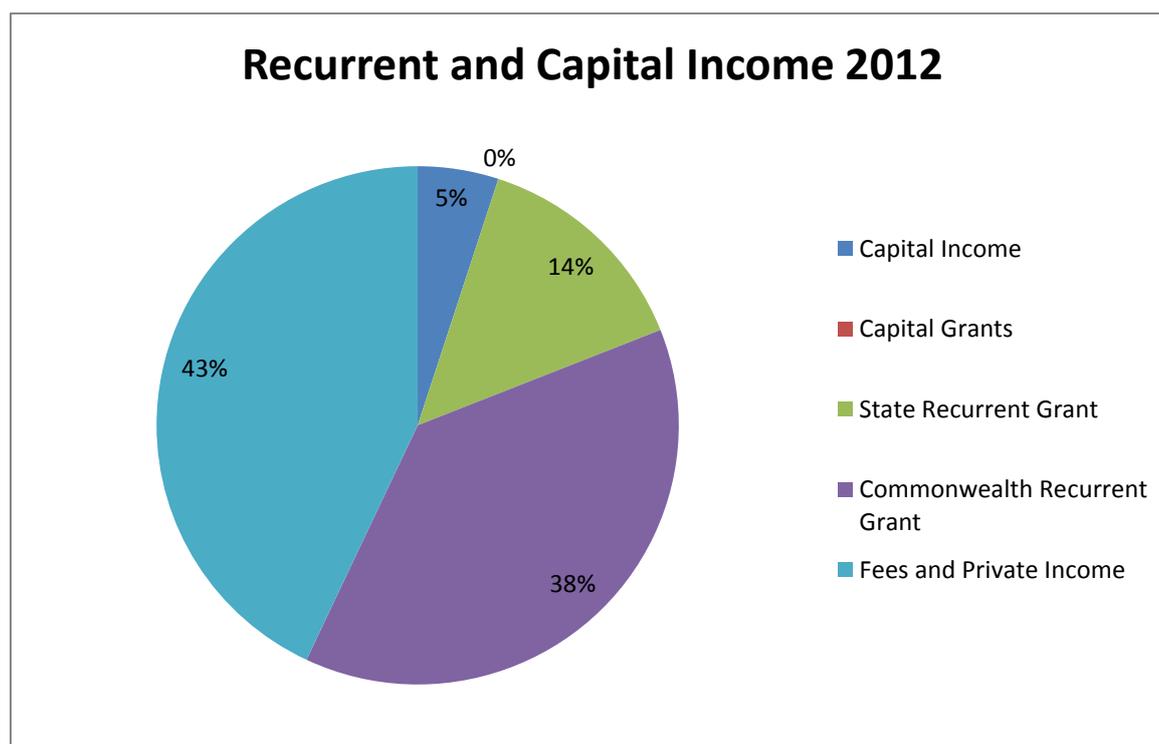
Teacher satisfaction is regularly monitored at fortnightly Pastoral Care meetings, fortnightly Management meetings, monthly Staff meetings, fortnightly Faculty Heads meetings and regular Faculty meetings. On every weekday morning of term time, a staff morning briefing takes place where teachers

have the opportunity to raise any issues of interest and concern. These morning briefings allow the school to regularly address issues as they emerge. The high teacher attendance and retention rates, which are reported in Section 5 of this report and which have been consistently high for some years, are two powerful indicators of teacher satisfaction. The willingness of staff to become involved in professional development activities which is outlined in Section 4.2 is further evidence of a positive and dynamic group of teachers. The high levels of satisfaction from teachers also find expression in positive student satisfaction surveys.

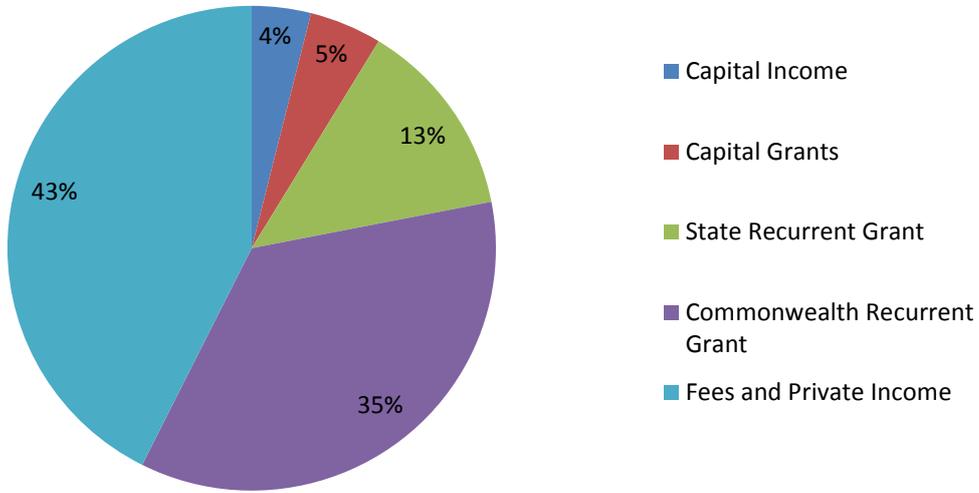
Student Satisfaction Survey results were distributed to each Faculty Head for distribution to classroom teachers within the faculty. This provided opportunities for individual teacher reflection, as well as faculty reflection in terms of student perceptions of their 2012 classroom experiences. Teacher comments relating to the survey analyses indicate a general satisfaction by teaching staff regarding their teaching experiences within the classroom. Evidence for this feeling of satisfaction can also be found anecdotally when considering exchanges at Faculty Meetings and at Faculty Co-ordinators' Meetings.

13.0 Financial Summary

13.1 Recurrent/Capital Income

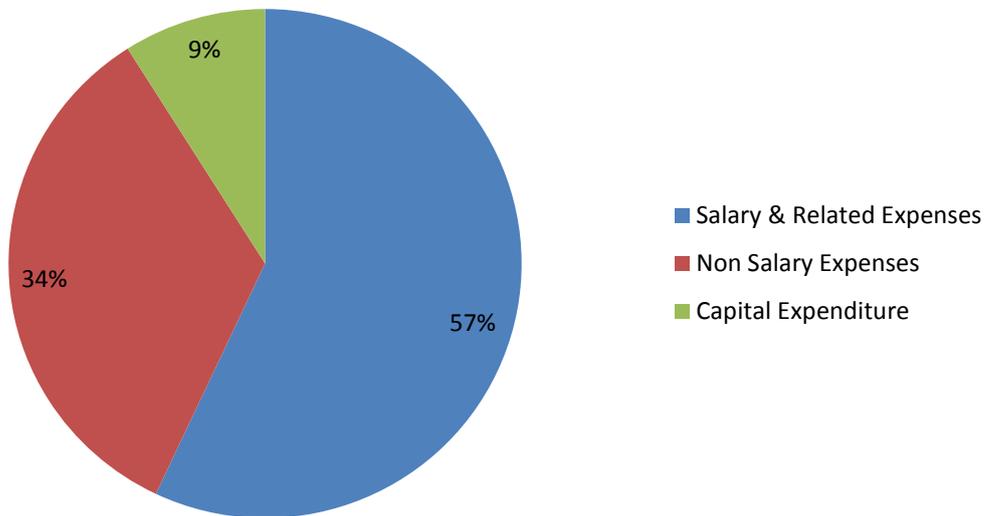


Recurrent and Capital Income 2011



13.2 Recurrent/Capital Expenditure

Recurrent and Capital Expenditure 2012



Recurrent and Capital Expenditure 2011

