



2013

St Stanislaus' College

ANNUAL REPORT

As required by the Board of Studies

St Stanislaus' College Bathurst
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Introduction

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

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

Each year at the College brings its own blessings, surprises, challenges and key moments of celebration and sadness. The Echoes captures many of these elements.

This year the College welcomed Dr Anne Wenham as the new Head of College. There are always many questions associated with any new appointment at the helm of an institution or company. Both staff and students wondered about the practical and very real implications in the daily life of the College and, more especially, in policy changes. Coupled with this, there is the sense of excitement about new ideas that is a natural consequence of the appointment of a new Head of College. Of course this appointment does not mark the closing of an era but rather a new step within the richness of the Stannies tradition, forged over one hundred and twenty five years in the Vincentian Charism. Our previous Head of College, John Edwards, like his predecessors played a vital role within this.

This year, I share with my Vincentian Congregation our appreciation of the energy, passion and deep Vincentian core values of our Head of College, the management and pastoral teams and the full staff. Dr Wenham continually sought advice and listened not only most attentively to her colleagues but to the students and to the richness of the oral tradition. I also wish to thank the commitment to the College of our Board of Directors. We have such a variety and wealth of expertise within the Board that the College is guaranteed to be best served in its policies and financial responsibilities.

The Parents and Friends and the Old Boys of the College have continued their engagement in a range of areas that have been most supportive of the College. The College is indeed richly served.

*Fr Doug Akehurst CM
President
Chair, Board of Directors*

1.4 A Message from the Head of College—Annual Report Delivered at Speech Night, 9 November 2013

Bishop Michael McKenna, Fr Greg Brett, Mr Paul Toole, Fr Doug Akehurst, Fr Jim Maloney, Fr Pat O'Regan, Mr Lachlan Sullivan, members of the Board of Directors, guests, families, staff and students. I present the following Head of College Report at the conclusion of this my first year as Head of College. I do so with an enormous sense of pride in what has been achieved within this College community in 2013 and with deep gratitude for the support that I have received in stepping into those enormous shoes of Mr John Edwards as well as following the long line of Headmasters who have led the College during its 146 years.

The following overview of the 2013 challenges and achievements is a reflection of commitment, energy, dedication and shared understanding of what this College stands for. This is a Report to be shared by and with all who have contributed to 2013 – the Board of Directors and its Chair and President of the College, Fr Doug Akehurst, parents, students and staff.

St Stanislaus as a Vincentian Community

At a gathering of the Year 12 Prefects in January, they were invited to respond to the question, “*What does it mean to be a Stannies man?*”

They spoke with feeling and conviction about the Vincentian charism of the College, highlighting what they had learnt about outreach with care, compassion, and knowledge, to the poor and those in need. They spoke too of their understanding of the message of Christ in the Gospels and that the Good News is to be shared with and by all, of their pride in and commitment to a College that has such a long history and tradition and of the important role of the Vincentian priests in their formation.

These lived learnings of the senior Prefects have been apparent throughout 2013 within the Prefect group and indeed, throughout the College community.

Prayer and Liturgical Life

This College prioritises prayer and worship. In 2013 the centrality of the Eucharist has been evident. Masses for the whole community were celebrated for important occasions including the opening of the school year, Mother's Day, Father's Day, the feast of St Vincent de Paul and next Wednesday for the feast of St Stanislaus. An initiative for Year group Masses this year has been the role of Year Co-ordinators in working with students in planning for their Year Masses and preparing the students for specific roles and responsibilities to be undertaken. They have been wonderfully encouraged and supported by Fr Doug and Fr Jim in assuming this responsibility. This has been a significant learning experience for all and through the dedication of the Year Co-ordinators the students have responded with heightened knowledge, awareness and understanding of the sacredness of this celebration. I highlight the recent Year 11 Mass celebrated by Bishop Michael at which two Stannies students and one Mackillop student were confirmed and 18 Year 11 students were commissioned as Ministers of Holy Communion. Three more students were commissioned as Ministers of Holy Communion at the Family Day Mass.

In 2013 our staff, students and families were saddened to learn of the sudden deaths of staff member Brendon Collits, who worked in the Boarding House whilst studying for his teaching degree at Charles Sturt University and former student Aleu Aleu who graduated from St Stanislaus last year. Students and staff attended Aleu's Requiem Mass in Sydney and Boarding students and staff were joined by some of Brendon's close family and friends for a Sunday evening Mass to celebrate Brendon's life, in the College Chapel.

Vincentian Community

I acknowledge and pay tribute to our two Vincentian priests, Fr Doug Akehurst and Fr Jim Maloney for all that they have done and achieved throughout this year. They are both ever-present and between them have untold reserves of Stannies history, wisdom and insights which they share so well with the community. Fr Doug has significant responsibilities as chair of the Board of Directors and President as well as chaplain and as we all know, whatever he does is done with energy, passion, a belief in what is right and good, a deep care for each person with whom he comes into contact and a wonderful sense of humour.

Fr Jim Maloney continued to work with students and staff with patience, humility and care. He supported and guided the two Stannies St Vincent de Paul Conferences and has taught and modelled the Vincentian charism in his unassuming yet influential way. His generosity of time and spirit even extended to being brought out of Rugby coaching retirement to assist me in coaching the 5ths. He was happy to tell everyone that my role was to run around with the players to see to their fitness while his was to be the brains on the sideline! This year Fr Jim celebrated his 85th birthday and on 26 November, he celebrates his Jubilee of 60 years of priesthood. It was with enormous sadness that we received the news that Fr Jim is to retire to Sydney at the end of this year. We offer him our prayers and best wishes for his well-earned rest from Stannies.

On a personal note, I thank these two priests as well as Fr Tony Mannix and Br Brendan Tanner for welcoming me into the Bathurst Vincentian community. Over meals too numerous to mention, they have shared their stories with me and allowed me to learn and understand what it means to be a Vincentian.

Parish Involvement

As a Catholic school within the Cathedral Parish we have welcomed the opportunities to participate in Parish and indeed Diocesan events. Our staff commenced the school year at a Mass with the staff of the other Catholic schools of the Parish, our students participated in a Parish Schools Mass in Term 1 and are

preparing for the Parish Sunday Mass in two weeks for which they will have responsibility for the Music as well as the Parish Christmas Carols in the weeks ahead. Our staff and students have joined with Parish primary schools for Music and Rugby, with Catholic schools across the Diocese for Music, Public Speaking and Debating and the inaugural Diocesan Spelling Bee, and we are grateful for the opportunities to join with staff from the Catholic Education Office and schools of the Diocese for Professional Development opportunities. We are fortunate to have this wonderful College facility in which we gather tonight and over the year we have been pleased to share this with the Diocese for School staff formation, a number of very large Funeral gatherings, the Cathedral Appeal concert and the MacKillop Graduation on Saturday night. We have also welcomed primary school students for various sporting events; indeed we have watched many primary representative cricket games over the past week taking place on our Number 1 oval.

Parents and Friends Association and Old Boys Association

This year the College community has been well-supported by its two bodies the Parents and Friends Association and the Old Boys Association. Under the new P and F Executive chaired by Mrs Jacqueline Woods, the P and F has worked with members in supporting the College and parents. Parent education, home-school communication, financial support, social activities and the school environment have all been canvassed this year. Proceeds from the 2013 Fete were put towards the purchase of video conferencing facilities for the College. The equipment for this has arrived at the College and will finally be installed in the coming weeks. The initiative of the P and F Garden club has borne fruit and we look forward to many more parents and indeed students contributing to this work in 2014. Preparation for the 2014 P and F Fete, under its new name, Autumn Fair, is well underway.

For the Old Boys Association, the highlight of 2013 was the Triennial Reunion Weekend with Old Boys returning for the Welcome drinks on the Friday evening, Saturday Rugby followed by dinner and Sunday Mass and Breakfast. Over 40 Supporters recently joined each other and a Panel of Rugby experts for an evening of Rugby viewing and information sharing. I thank Old Boys Association President, Lachlan Sullivan, for his recent words to the Year 12 Graduates and the Presentation of the Old Boys tie as well as his work for the Association in 2013.

Inter School Visits

As a College which prides itself on its spirit of welcome, 2013 saw us host the visits of schools: St John's Hamilton from New Zealand for their Rugby tour and Nanzan High School from Japan for their bi-annual cultural tour. We are grateful to the many Stannies families who hosted students and cared for them so well.

St Stanislaus as an Educational Community

There have been a number of focus areas for the academic life of St Stanislaus College in 2013. The highest priority has been examining how boys best learn, what we know and understand about a contemporary learning culture and how our approaches to teaching and learning can best support all students from Years 7 to 12. We have based our discussions, evaluation and future planning on current research and on appropriate use of student assessment and examination data. In developing a strategic plan for teaching and learning at Stannies, some particular highlights have been:

Year 7 Learning to Learn Program

Under the leadership of Mark Neill, a group of teachers from various Faculties has worked with Year 7 students throughout 2013. Current pedagogical thinking and research was the starting point and the students have progressed through a series of modules where they have identified their personal learning strengths, learning preferences and learning needs in developing an awareness of how to work best in groups as well as understanding the nature of knowledge, how to source it and how to manage it. This program will be offered again in Year 7 and continue into Year 8 in 2014 and will be underpinned by increased use and understanding of the role of technology.

Australian Curriculum

Planning for the introduction of the Australian Curriculum in Years 7 and 9, 2014 has been embraced and teachers have engaged in professional development within and beyond the Diocese. As part of this agenda, attention has been given to replacing textbooks with iPad devices in both of these years in 2014.

Board of Studies Inspection

At the conclusion of the successful Board of Studies Inspection in Term 1 2013, the College was deemed compliant in all areas and has been given Registration and Accreditation for the next five years. Apart from the positive feedback, the College followed up on the recommendation to register the Stannies farm where Agriculture and Primary Industries are taught as a separate campus. 'Sunnyside Farm' was duly registered by the NSW Board of Studies as a teaching Campus of the College.

Boarding House Study

Term 2 saw evening study for boarding students reorganised in order to create and sustain a culture that supports student homework, study, assignment commitments, examination preparation and silent reading. Supported by teaching staff and residential staff, students were organised into smaller study groups with a Year 11 student rostered into each classroom as a study model. The zero tolerance for use of mobile phones and iPods has caused anxiety for some but has enabled students to be attentive to their study goals that need to be achieved.

Student Achievements/Involvement

Students have been encouraged and supported to be involved in a variety of competitions, educational events, excursions and other endeavours within and beyond school throughout 2013. They have participated in competitions with their created solar cars, computers, horses, cattle and poultry; they have spoken with aplomb in various public speaking and debating arenas, they have sung and played their musical instruments in eisteddfods and concerts and their subject excursions have taken them from the pristine waters of the Snowy Mountains to rubbish dumps, piggeries and recycling plants and from the seat of democracy in Canberra to the local bakeries of Bathurst.

Our students continue to grow and thrive academically. We monitor and evaluate data from external testing meticulously and we continue to ask ourselves how it informs best teaching practice. The 2013 NAPLAN results have provided important feedback, summarised in the following table:

*NAPLAN 2013**Year 7 NAPLAN Results 2013*

All	Reading	Writing	Spelling	Grammar	Numeracy	Data	Number
State	544.5	516.9	559.4	542	549.5	550.7	548
School	544.1	507.9	556.2	531.3	558.3	564	553.5
Boys – State	540.8	500.1	551.9	531.9	555	556	553.5

* Above Boys State averages for Reading, Writing, Spelling, Numeracy and Data.
Equal in Number, below in Grammar.

* Above all State averages in all Numeracy aspects (Numeracy, Data, Number).

Year 9 NAPLAN Results 2013

All	Reading	Writing	Spelling	Grammar	Numeracy	Data	Number
State	585.6	554.2	591.8	579.3	596	595.1	596.8
School	594.2	549.6	590.3	580.7	597.9	599	596.9
Boys – State	580.8	533.6	584.3	569.3	602.8	601.8	603.7

* Above Boys State averages for all Literacy aspects (Reading, Writing, Spelling and Grammar).

* Above All State averages in all Numeracy aspects (Numeracy, Data, Number).

College Musical

A special mention must be made tonight of the outstanding success of the 2013 College Musical, 'Sweeney Todd'. Not the stuff of a normal school production, the cast and musicians were prepared superbly by Graham Low and Victoria Roth, ably assisted by staff and a well-supported student technical crew. The many months of rehearsals were evident in the calibre of production. Stannies students and cast members from MacKillop were privileged to have the opportunity to be part of this experience.

Role of Faculty Committee and Chair

I thank and acknowledge the 2013 Faculty Committee and its chair Mr Geoff Melville. Geoff has paved the way for forming and supporting this team as a learning community to engage in deep thinking about the academic culture of Stannies. I have been overwhelmed with their attention to the rigours of the Board of Studies inspection, their wholehearted response to the opportunity to engage in addressing the needs of learners in a digital 21st century world, their professional focus on the development of new teaching programs and their unwavering commitment to ensuring our HSC candidates were superbly prepared for the HSC examinations. I am grateful to all of them as leaders and colleagues and I extend my thanks to all Stannies teachers for their work in 2013.

St Stanislaus as a Student-Focused Community*Pastoral Care Committee*

2013 commenced with a number of changes to Pastoral Care structures. Rosemary Clifton, College Counsellor, accepted the invitation to chair the College Pastoral Committee and has led the members through evaluation, planning and development of a number of initiatives to ensure that the wellbeing of every student is of the highest priority.

Some particular highlights of 2013 that have been the responsibility of the Pastoral Care Committee have included:

- The role of the Year Co-ordinators, each of whom has brought a fresh look at the needs, interests and aspirations of the students in their care. They have worked with staff and support personnel in responding to students with particular needs, they have organised social opportunities for the year group, they have monitored the progress of each student in the Year group, they have followed up where there have been concerns and they have affirmed and celebrated.
- The development of a focus for every student on developing his Personal Learning Plan. This process which students undertake with their tutors twice in the school year, encourages students to reflect on performance, set their goals and then evaluate their achievement of these with reference to Semester Reports.
- The focus on the student positives program. With its emphasis on recognition of student effort, achievement, involvement and outreach, the aim of this program has been to ensure that no student goes unnoticed and that every student has the opportunity to be affirmed and recognised.

Role of Pastoral Care Committee and Chair

I thank and acknowledge the members of the 2013 Pastoral Care Committee and its chair, Rosemary Clifton. Many goals were set, much agenda covered, a number of initiatives undertaken, and much achieved as they responded to their commitment to ensure every student is known, cared for, enabled to do his best, challenged to strive for and attain personal goals and have the opportunity to be affirmed for his efforts and achievements.

College Sport

The College offered a significant range of summer, winter and spring sporting opportunities for the students in 2013. In summer sport, Stannies returned to Division 1 in ISA Athletics following their outstanding success in the 2013 ISA Carnival. Of particular note was Ethan Ivory breaking the All Schools State Under 12 1500 metre record. Nine students were selected for ISA to compete in CIS Athletics: Achour Akol, Ethan Ivory, Paul Mongta, William Weldon, Daniel Vaughan, Ben Marks, Mitchell Oxley, Kadison Champion and Curtis Lichtenberger. In Cricket, Stannies won the BJDCA Under 15s title, were semi-finalists in the ISA Divisions 1 and 3 competitions and the 1st XI reached the semi-finals of the Statewide Downie Shield. In Basketball, Stannies won six ISA Premierships and have returned to Divisions 1 and 3 for the 2013/14 season. Brad Love and Diing Mawein were ISA Basketball representatives in 2013. In Cross Country, Alex Jewell and Ethan Ivory represented ISA at the CIS Championships. Patrick Corcoran was a representative at the All Schools Triathlon and Matthew Brouff was a representative at the All Schools Swimming Championships.

In winter sport, the Stannies AFL side won the local, regional and competed in the zone play offs in the Giants Cup. In ISA Hockey, Jakob Hill, James Martin, Travis Cartwright and Lachlan Menzies represented ISA in the CIS Carnival. In Rugby, Stannies won the 14A ISA Premierships, while in representative honours, Connor Burke, Joe Crawford and John Melville represented the ISA in the NSW Schools Under 18s trials. In the ISA Under 16s undefeated side, the performances of James Donato and Joshua Oxley led to their selection in the NSW Schools Under 16s side that was runner up in the Australian Under 16s Championships. In Rugby League, DJ Serukai, Campbell Scott and Jack Veitch all won selection for the CIS sides that played in the Australian Schoolboys Rugby League Championships and Elijah Dunning was chosen as a representative in the ISA Touch Football team.

Student Leadership

The 2013 Year 12 Prefect team set a specific goal this year based on the value of 'respect'. They committed to ensuring that they lived this out on a daily basis and that they paid particular attention to the needs of Year 7 students. They fulfilled well this goal and we are grateful to them for their leadership.

The House Captains and Vice captains led their Houses in the annual House events with enthusiasm and ensured that House loyalty, engagement and participation were encouraged throughout the year.

A 2013 initiative has been the appointment of the new Prefect team at the end of Term 3, 2013. This has enabled the new leaders to commence their roles one term early and to engage with each other in planning directions and naming their goals as early as possible. House Captains were also chosen at the end of Term 3. Another 2013 initiative has been the decision to appoint the House Vice Captains from the 2013 Year 10 student body. These 6 new members of the student leadership team will be announced tonight.

Year 7 Induction

The two Induction Days for incoming Year 7 students in March and October as well as the Parent Information Evening in March for prospective enrolments were all well attended. Stannies staff and students greeted student and parent visitors in a spirit of warm hospitality and with great pride in the College. The final step in the pre-enrolment induction program comes with Family Day tomorrow (10 November) at which time we welcome all new students in Years 7-11 along with their families. Staff will be

in attendance to provide important information in a number of areas including teaching and learning, specific subject insights, attention to special learning needs, Counselling support, school fees, uniform matters and transport. The day will also include a meeting with all new boarding families, skills testing for Year 7 students and tours of the College facilities. I'm grateful to the many staff and students who will be returning to the College in the morning to assist with this important day.

Year 12 2013

The 82 Year 12 graduates departed the College in fine style. They worked until the end of their final lessons, they attended subject seminars in the Term 3 holiday period and in the week prior to the commencement of the HSC examinations and their conduct during the examinations was exemplary. This College has a well-established expectation that no student leaves any HSC examination prior to its conclusion and every student adhered to this in every subject paper. This is a significant reflection of the importance that they gave to the examination process but also the respect and care of their fellow students, none of whom would cope well with the disruption of a student leaving the examination room early. The Year 12 Graduation Mass and Dinner were planned carefully and the night was a wonderful celebration for staff, parents, family members, guests and the graduating students

St Stanislaus as a Sustainable Community

Enrolments

In order to remain a sustainable, viable Catholic school, we need to be attentive to enrolment patterns and trends. The following statistics provide a clear overview of the current and predicted enrolment pattern.

ENROLMENT INFORMATION

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
2012	110	109	113	89	89	107	617
2013	99	110	107	114	89	82	601
2014	101	100	119	115	123	89	647
Enrolled							

2013 ENROLMENT INFORMATION

2013 Students Enrolled – Did Not Commence	Students Departed After Commencement of 2013 School Year	Students Enrolled After Commencement of 2013 School Year
19	35	38

Enrolment figures have been steady in 2013 and are projected to grow in 2014. However, I am mindful of the significant number of enrolled students who did not commence in January 2013 and this pattern must be at least factored into our planning in 2014. Also of note is the rather high movement of students both out and in of the College throughout the school year.

Financial Planning

Our annual budget for 2013 and current figures see the College anticipating finishing the school year in a satisfactory financial position. Given the current political complexities and uncertainties around school funding agenda, we will need to prepare a very conservative and tight budget for 2014. I am committed to ensuring we resource appropriately the teaching and learning at Stannies and I see this as the highest priority into the future. Although we have some outstanding teaching facilities, including the PAC where we gather tonight, we face ongoing challenges in terms of maintenance of heritage facilities, adapting aging facilities into 21st century learning environments, ensuring Boarding facilities keep pace with the boarding enrolment as well as adhering to all WH&S legislative requirements and paying attention to the enormous grounds and ovals which are such a significant part of the Stannies site. Our projected income was reduced

in 2013 and will continue so into the future as long as the Bathurst Race Week remains scheduled during the school term thus forfeiting the potential income from hosting the NSW Police at this time

We are attentive to the signs of the times and the Board of Directors has spent significant time in 2013 examining the financial picture now and into the future. I am very grateful to all members of the Board for their advice, challenge, wisdom and support in this critical area. I pay tribute too, to the College Accountant, Mrs Gail Willis, for her management of the financial resources of the College, for her induction of me into my financial leadership role and for her preparation of timely, extensive, professional and extremely helpful Financial Reports to the Board of Directors.

FUTURE PLANNING

Year 10 into the Future

As announced earlier this year, from 2014, the organisation of the College will be restructured to Years 7-9 and Years 10-12. This was prompted by the abolition of the School Certificate leading to flexibility in Year 10 programming and teaching and learning. We are moving to a changed understanding: from Year 10 being the end of junior school to Year 10 being the commencement of senior school. The change of focus for Year 10 students will have three specific elements: educational, cultural and leadership. We believe this presents the students with a genuine and creative opportunity to commence an approach to senior studies in a mature learning environment and within a culture oriented to being seen and respected as senior students with appropriate opportunities for leadership and broader community based responsibilities.

Boarding House

The following table of Boarding house enrolment figures demonstrates the emerging enrolment trend wherein there are fewer numbers in Years 7-9 and significant growth in Years 10-12.

BOARDING ENROLMENT INFORMATION

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
2012	14	24	23	26	35	38	160
2013	12	21	26	29	31	32	151
2014	11	13	29	32	35	31	151
Enrolled							

We are planning appropriate Boarding House pastoral care and staffing structures to respond to this demographic.

The commitment to Boarding house visits to country NSW continued in 2013 with meetings and social gatherings, hosted by local families in Dubbo, Coonamble, Bourke, Crookwell and Walgett. We will continue and expand this program in 2014 so that we can meet with boarding families to hear their feedback and engage in future planning.

Staff

As we plan for 2014 we farewell longstanding staff members Dean Oxley, Tom Van Gend, Cheryl Gewin and James Walsh. I am very grateful for their many valuable contributions to the life of Stannies and on behalf of the College community, I wish them every success and happiness in the years ahead. In 2014 we will welcome back Kate Callaghan and Emily Puddicombe who will return from Maternity Leave.

The College is well-served by its entire staff – chaplains, teachers, counsellor, administration, kitchen, boarding, grounds, maintenance and matrons. I acknowledge each and every one of them for supporting the quality education and care offered to our students in 2013.

Role of Management Committee and Chair

Tonight I acknowledge the role and work of the members of the College Management Committee. Their 2013 brief has been extensive, they have addressed matters of College organisation, financial planning, evaluation of policies and practices and importantly, future planning.

In conclusion, I pay tribute to the chair of the Management Committee, the Deputy Head of College, Mark Neill. He has responded to this responsibility as he does with all other responsibilities he continues to take on as part of his role, with a minimum of fuss, utter professionalism, deep care of all involved, and significant generosity of time and spirit. He has been a valuable support to me in this, my first year as Head of College, and I remain incredibly grateful to him for his support and loyalty, his fearlessness, his willingness to offer advice and suggestions and his energetic commitment to future thinking and planning in paving new and exciting directions for the College.

I thank all involved in a successful 2013 school year and I look forward to working with you in the years to come.

Dr Anne Wenham, Head of College

1.5 Parents & Friends Association

Under the leadership of the 2013 P&F Executive, much was achieved throughout the year. Initiatives included:

- The annual College Fete.
- Organisation of Working Bee and Gardening Initiatives.
- Consideration of College policies and procedures including:
 - o Home/School Communication
 - o The role and use of Edumate
 - o Teaching/Learning Initiatives
 - o Parent Social Engagement
 - o College Buildings and Grounds – issues and responses

Due to unforeseen circumstances, the P&F President and Secretary both resigned their positions before the end of the school year.

Old Boys Association

The Old Boys Association held a number of events in 2013 including:

- Triennial Reunion Weekend
- Rugby Social Evening
- Annual Fete Raising Raffle
- Presentation of Old Boys tie to Year 12 Graduates

1.6 A Message from the Student Representative Body-Address Delivered by College Head Prefect at Year 12 Graduation, 21 September 2013

Good evening distinguished guests, teachers, family, friends and fellow graduands. Tonight I have the privilege of addressing you all as we gather to celebrate one of the biggest turning points in the lives of the St Stanislaus College class of 2013. It has been years in the making. Tonight we gather with hope and anticipation for the future, with many thanks and best wishes, while reminiscent of the many experiences had at this fine College.

Throughout the years as a cohort, our experiences have been many. And whether we came in year 7 or year 11 we have made as much of an impact on the Stannies community as it has made on each one of us as Stannies Men.

This year, and the years before it, have been exceptional for our class due to the dedication and perseverance of all graduands here tonight. We have been awake to the many opportunities offered to us and thus, many talents and abilities have been fostered with exceptional results and performances in the classroom, on the sports field and on the stage. But this year we should be proud of the fact that the participation and the support of one another in these various endeavours has been unwavering. I feel that it is those who took to the tiers to support the footballers, those who celebrated the performers in this PAC, those who rejoiced in the achievements of our academic brainiacs, and those who just 'gave it a go' are the ones who truly resemble this year group. The football tunnels, the bellowing voices of the Cantor group, the swimming carnivals, the victorious chants of the Ric and the solemn song of the Vincentius - these are the simple events that signify for me and others what Stannies is truly about.

The class of 2013 has been true to the Stannies spirit that has been a part at this College for more than 140 years. The leadership of our year wasn't held in a title or a badge, but in the actions of each individual for the whole. This has preserved mutual respect and camaraderie amongst the student body, the Vincentian charism of service to others and the pride held amongst this community of students, staff, family and friends.

Over our time at Stannies we have sadly farewelled some true Stannies gentlemen. Teachers Dan Kerlin and Nathan Irwin, and more recently residential staff member Brendan Collits have passed-on during the time of our education at the College. Their deaths have left many of us students aspiring to mirror in some capacity the lives these gentlemen lived. I'd just like to acknowledge their contributions to the lives of us students.

A year group of 82 unique individuals; that's who we are. A diverse group of people with different interests and abilities that have experienced all the wonders and opportunities that this College has to offer; who have grown together in maturity, character and mateship. As our time comes to an end at Stannies the class of 2013 would like to give thanks, as we present ourselves to family, friends, and ultimately society as Stannies Men.

A big thank-you to our parents and guardians whose assistance, sacrifice and sensibility have grounded our lives since birth. No doubt you have shared the joys of our Stannies journey. Although we may not recognise your efforts enough, know that we are extremely grateful for your never-ending love and support.

To all the teaching staff of the College we thank you for your diligence, your time, your patience and friendship over the years. The knowledge you have given us goes far beyond a syllabus, a textbook or a learning outcome, and has guided us towards the stature of free, independent minds.

Many thanks to the other staff members who have contributed significantly to the life of the College - to the administration staff, the kitchen ladies, the cleaners and the groundsman who effectively make the school run, thank you.

To the boarding staff, and especially the Director of Boarding Mr Brad McCormick, thank you for making Stannies a home away from home for us boarders. It is hard to replicate the years spent living in the Boarding House, it has been an experience like no other.

To Father Doug Akehurst, Father Jim Maloney and, indeed, all the Vincentians who have blessed us with their spiritual guidance, we thank you. The faith that you have shared with the student body is beyond measure, while you have certainly led by example in living lives of love, selflessness and positivity.

Dr Wenham, thank you for being such an approachable Head of College. You have adapted to the atmosphere of Stannies with ease. Good luck as you continue to direct and lead the College to new heights and further the spirit of Vincentian charism.

Before I sign off tonight, I'd like to invite Harrison Lau to the stage to present to Dr Wenham on behalf of the class of 2013 a cheque that will contribute to the purchase of a new display map that will replace the old map located just outside the main school building.

Finally, congratulations graduands! We now become part of the tradition, the echoes of St Stanislaus College. I wish you all the best of luck with the HSC exams and for the coming future. I hope that tonight is a celebration of a job well done.

Thank you.

Scott Lindsay, Head Prefect

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 2013 programmed a very successful production of "Sweeney Todd" 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 2013 with an expanded 'Spring Season', where more than 300 students were involved in Saturday competitions in the second half of Term 3.

In addition, boarding students meet weekly on a voluntary basis to participate in Cantor Group practice. The Cantor Group leads singing at Boarders' Masses and whole school Liturgical celebrations.

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 wellbeing 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.

3.2 Higher School Certificate

In the 2013 Higher School Certificate, Honour Roll entries were recorded in Ancient History, Mathematics, General Mathematics, Modern History, Primary Industries and Studies of Religion 1 unit. There were also particularly strong results in Geography, Personal Development, Health and Physical Exercise and Music. One of the most pleasing aspects of the 2013 HSC results was the consistent above state average means of all the Vocational Education and Training courses offered to the 2013 cohort- Automotive, Construction, Metals and Engineering and Primary Industries. Many students recorded strong Band 5 outcomes and gained access to the Universities and courses of their choice. The College has a strong commitment to supporting students who are academically able to accelerate a Stage 6 course. For 2013 one class of Year 11 Studies of Religion 1 Unit students sat the HSC examination and two Year 11 students sat the HSC Mathematics and Mathematics Extension 1 HSC examination.

3.3 NAPLAN

YEAR 7 2013 NAPLAN MEANS

A number of elements from the Year 7 and 9 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 all Numeracy areas. In Year 9, the school cohort exceeded the State mean for boys by significant margins. The one area of concern for Year 9 was overall Numeracy domains; so this is an area targetted for improvement. The My School website details the range of results, including the strong levels of growth in all domains for students in Year 9 based on their progress from Year 7 at the school.

DOMAIN	MEANS			
	STATE ALL	STATE BOYS	STANNIES	STANNIES/ STATE BOYS DIFF
Reading	544.5	540.8	544.1	+3.3
Writing	516.9	500.1	507.9	+7.8
Spelling	559.4	551.9	556.2	+4.3
Grammar & Punctuation	542	531.9	531.3	-0.6
Numeracy	549.5	555	558.3	+3.3
Data, Measurement, Space & Geometry	550.7	556	564	+8.0
Number, Patterns & Algebra	548	553.5	553.5	0

YEAR 9 2013 NAPLAN MEANS

DOMAIN	MEANS			
	STATE ALL	STATE BOYS	STANNIES	STANNIES/ STATE BOYS DIFF
Reading	585.6	580.8	594.2	+13.4
Writing	554.2	533.6	549.6	+16.0
Spelling	591.8	584.3	590.3	+6.0
Grammar & Punctuation	579.3	569.3	580.7	+11.4
Numeracy	596	602.8	597.9	-4.9
Data, Measurement, Space & Geometry	595	602	599	-3.0
Number, Patterns & Algebra	596.8	603.7	596.9	-6.8

4.0 Professional Learning and Teacher Standards

4.1 Teacher Qualifications

Table 4.1: Qualifications of St Stanislaus' College Teachers in 2013 as at 31 December 2013

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	0
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, in the Co-Curricular domain, in cultural pursuits and on the sporting field, and secures the best outcomes for our students. The College supported staff in a range of professional learning and development areas including Information Communication Technology (ICT), Pastoral Care, Curriculum Development, HSC/SC examination writing and marking, syllabus development 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/SC Marking and Related Activities	55
Teacher Registration Related	38
Other	11
Total	106

4.3 NSW Institute of Teachers

Table 4.3: NSW Institute of Teachers Accreditation Status

Status	Number of Teachers
Existing Teacher	34
Accredited at Professional Competence	8
Accredited at Provisional – Beginning	7
Accredited at Conditional – Complete a teaching qualification	0

St Stanislaus College welcomed a number of New Scheme Teachers onto its staff in 2013. 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.

5.0 Teacher Attendance and Retention Rates

5.1 Teacher Attendance

The average staff attendance for 2013 was similar to that of 2012.

Absences in Teaching Days	Average Staff Days Absent	Average Staff Attendance
382	7.8	95.9 %

5.2 Teacher Retention Rates

Employed at Nov 2012	Retained at Feb 2013	Apparent Retention Rate
48	43	90.0 %

Note: The apparent retention rate is calculated by dividing the number of staff employed at the College in November 2012 by the number who remained in February 2013.

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 Head 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	96.3%
Year 8	96.2%
Year 9	94.4%
Year 10	94.2%
Year 11	93.9%
Year 12	91.7%

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. Actual retention rate reflects the reality of some Year 10 students choosing to study at another educational institution for their HSC and also the number of students still being offered apprenticeships and full-time employment before HSC completion.

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%
2011/2013	96	82	71	85.4%	73.9%

Note: Data sourced from Edumate Student Management System.

Table 6.2 (b) 2013 HSC Vet Students

Number of Participating Students	VET Course Name
12	Construction Examination
13	Metal and Engineering Examination
10	Primary Industry Examination
7	Automotive Examination

7.0 Post School Destinations

Universities:-

- CSU
- Uni of Newcastle
- Uni of Canberra
- MIT Sydney
- UWS
- Uni of Wollongong
- Uni of Sydney
- Uni of New England
- UNSW Australia
- La Trobe Uni
- ANU

One of the very pleasing aspects from the 2013 HSC cohort was the breadth of opportunities presented to the group for post-school opportunities. In 2013 graduates will be entering university offerings in: B. Communication/Journalism, B. Nursing, Clinical Practice (Paramedic), B. Education (Primary), B. Social Science/B. Business, B. Exercise Science, B. Business Information Services, B. Pharmacy, B. Education Health and PE, B Mechanical Engineering, B. Agriculture Business Management, B. Medical Science/B. Forensic Biotechnology, B. Mining Engineering, B. Ag Science, B Science, B. Arts (Graphic Design)/B. Business Studies, B. Information Technology, B. Dentistry, B. Business Law, B. Computing Science, B. Social Science (Psychology), B. Physiotherapy and B. Nanotechnology Adv.

In addition to the Tertiary sector, a number of students moved directly to full time employment and apprenticeships.

For a smaller number of students, University entrance has been postponed for a 'gap year' to be utilised for travel, seeking income, further work experience and ongoing discernment about further study options.

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 2018.

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.

Upon receipt of enrolment applications, consideration is 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, or when obligations have not been met, 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. Students are expected to participate readily in religious study and worship and to engage in education within a Christian context.
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.
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 Head of College.
7. In cases of medical urgency, the Head of College or delegate is authorised to act in the place of parents.
8. 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 or through attending a meeting with the Accountant and/or Head of College to put in place arrangements to address payment of outstanding fees and charges.
9. 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 Head of College's office or through the school's website – www.stannies.com.

Families unable to meet full payment of fees or charges should seek an interview with the Head of College to discuss an appropriate arrangement. Such agreements only come into force when confirmed in writing from the Head of College.

Conditions of enrolment are printed on the enrolment form and parents sign an acceptance of these conditions as part of their application for the enrolment of their son at the school. The enrolment conditions are also acknowledged and re-signed by all students seeking entry into Year 11 from Year 10. 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 are 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 who 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. Students enrolled in the Catholic Primary Schools in Bathurst (Cathedral School, Assumption School, Holy Family School and St Philomena's School) are given a priority of consideration for Year 7 enrolment 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 2013.

8.3 Student Population

As at the 2013 Commonwealth Census date, the College had 602 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 staff attitude and a support structure for the staff to assist them in their pastoral work. Pastoral Care is seen as a general philosophy which is expressed through general concern and good teaching.

The Tutor System with its number of Tutor Groups at Stannies is a significant avenue for the development and growth of an ongoing Pastoral Care Program within the College community. Its success depends on the gifts and attitude each Tutor brings to the students in their group. Each student is allocated a Tutor Group and Tutor when he commences at the College and remains with the same Tutor Group and Tutor for the duration of his time as a student. Brothers are allocated the same Tutor Group which has a spread across Years 7 – 12.

The Tutor System animated by the spirit of St Vincent de Paul, is 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

2013 Student Welfare Initiatives

In 2013, the College Pastoral Care Committee was restructured. The following staff are represented:

- College Counsellor (Committee Chair)
- Head of College
- College President
- Director of Curriculum
- Year Coordinators (Year 7 – 12)
- Senior Administration Coordinators
- Head of Boarding

The focus of the Committee over the 2013 school year can be summarised as follows:

1. The College Tutor System and Role of the Tutor – Evaluation and further development.
2. Student Personal Learning Plans – to be developed twice per school year, containing explicit goals developed by the student in consultation with parents, Tutor, teachers.
3. The College Positives Program – focussing on acknowledging students for effort, achievement, improvement, embodying the College ethos.
4. Specific directions/support for students at risk.
5. Response to/support of students with mental health/emotional wellbeing issues.

To facilitate the College discharging its mission in the area of student welfare, the following policies and procedures were in place during 2013:

Policy	Changes in 2013	Access to full text
Boarding	Reviewed & amended November 2012.	- Full text available on College intranet. - Parents may request a copy by contacting the Head of College's Secretary.
Enrolment	For Review 2014	- Full text available on College intranet. - Parents may request a copy by contacting the Head of College's Secretary
Child Protection	Reviewed & amended November 2012.	- Full text available on College intranet. - Parents may request a copy by contacting the Head of College'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 Head of College'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 Head of College's Secretary

<p>Code of Conduct (incorporated in Staff Code of Conduct Policy and the Student Responsibility and Behaviour Policy)</p> <ul style="list-style-type: none"> - Code of conduct for staff and students - Responsibility and behaviour management - Role of student leaders and peer support 	<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 Head of College's Secretary
<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 2013.</p>	<ul style="list-style-type: none"> - Full text available on College intranet. - Parents may request a copy by contacting the Head of College'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 Head of College'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 	<p>Reviewed & amended November 2013.</p>	<ul style="list-style-type: none"> - Full text available on College intranet. - Parents may request a copy by contacting the Head of College's Secretary

<ul style="list-style-type: none"> - 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 		
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9.2 Student Discipline

The Gospel imperative of equal dignity for all persons challenges the College Community to provide every student with genuine opportunities for access and participation in the life of the school. St Stanislaus College 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 whereby each student is supported, challenged and encouraged to respond appropriately to the standards and expectations of the College.

It is 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 the Positives Program system goes side by side with the behaviour code. This encourages participation by students and acknowledges them for positive behaviour.

The Student Responsibility and Behaviour policy gives information on 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 outcomes 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 removal of a student from 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.

The College Counsellor is an important resource person 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 Head of College, Director of Curriculum and Head of Boarding and other staff also make regular visits to areas at which our boarders live 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. NB: Formal Parent/Teacher/Student interviews are held twice per year.

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

- Classroom matters - Classroom Teachers
- Boarding matters – Houseparents, the Duty Houseparent or the Head of Boarding
- General matters - Tutors
- Personal matters - College Counsellor
- Behaviour matters - Senior Administration Co-ordinator
- Academic matters - The relevant Faculty Head
- Appeals on Academic Matters - The Director of Curriculum
- Appeals on Behaviour Matters - The Deputy Head

On matters where, after parent's have accessed the above, and believe the concern has still not been resolved or addressed properly – the Head of College.

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 are dealt with as described in the Policies and Practices of St Stanislaus' College. These matters are dealt with by the Senior Administration Co-ordinators.

3. Informal Complaints Resolution

- a. In the first instance, St Stanislaus' College requests there is an attempt to informally resolve the issue through discussion/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.

Complaints and Appeals Policy for Overseas Students cont.

- c. If the matter cannot be resolved through mediation, the matter will be referred to the Director of Curriculum or Deputy Head 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 Head 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 Head of College.
- 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 Head of College or 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 Head of College.
- i. Once the Head of College or 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 Head of College or 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.

Complaints and Appeals Policy for Overseas Students cont.**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 Head of College.

Complaints and Appeals Policy for Overseas Students cont.**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 2012 Annual Report in 2013**

1. Review and develop the process of teaching and learning at the College, in line with current educational research and thinking.
 - Introduction of Learning to Learn Program in Year 7 2013 was a major response to evaluate current educational practices at the College. Based on current educational research, the program brings together groups of teachers to work with the entire Year group on developing recognition of and skill development in the area of individual learning.
 - Development of a Teaching and Learning framework specific to the College and its unique set of goals and situations. Initial work with the Faculty co-ordinators has taken place throughout the year.
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.
 - Whole Staff Development Day which examined the ethos and goals of Vincentian Education within the context of the College as it operates in 2013.
 - Development of a specific set of goals and procedures as a result of these initial meetings.
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.
 - Head of College, Director of Curriculum and teaching staff members undertook a series of promotional tours to Western NSW during 2013; with plans to expand program in 2014.
4. The College to develop effective OH&S processes in response to Australian Government legislation in the Occupational. Health and Safety area.
 - Identification of the specific group of staff to be involved was completed.
 - Audit by Catholic Church Insurances staff of procedures in place at the College and suggestions for improvement.
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.
 - Series of staff meetings undertaken at which the National Standards were examined and explored by the staff as a whole.
 - Outline of process to be undertaken in 2014 was developed and will be reviewed prior to implementation in 2014.

6. To prepare the school for a full Board of Studies Registration inspection due Term 2 in 2013.
 - Board of Studies inspection was completed and the College found to meet all the required areas of the inspection.

10.2 Priorities - Areas for Improvement in 2014

1. Continued development of process of teaching and learning at the College, in line with current educational research and thinking.
 - Expansion of the Learning to Learn program into Years 7 and 8.
 - Introduction of iPads into the junior school to facilitate teaching and learning.
2. Further development of Pastoral Care group to encompass a broader group of the staff and develop further awareness of the needs of and programs to be implemented for students with specific needs.
3. Continued development of links with boarding families and efforts to involve them more fully in the College Community.
4. Implementation of the Performance Appraisal process at the College.
5. Restructure of the College: 7 – 9 Junior School, 10 – 12 Senior School.

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 2013, 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 celebration of such occasions as Harmony Day, Reconciliation and NAIDOC Week continued in 2013.
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 Conferences, involving a number of students from Year 9 to Year 12.
6. In 2013 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. Specific themes addressed in many subjects including Religious Education Studies, Personal Development Health and Physical Education, HSIE 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 responses to the operation of the school. On the last Monday of each month during school time, the Parents and Friends Association meets and provides one of a number of avenues for parents to express their level of satisfaction. Special input sessions are organised in response to parent suggestions or when they are considered to be topical and relevant from a management perspective. 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 Head of College 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 educational issues and significant numbers of parents have interviews with the Director of Curriculum about these matters. 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 course selection into Years 9 and 11. The school also organises two sets of Parent/Teacher/Student 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. 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 2013, 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 2013. 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

Students have the opportunity to express satisfaction or otherwise through a variety of means:

- Tutor Group/Tutor
- College Counsellor
- Senior Administration Coordinators
- Year Coordinator
- Head of Boarding/House Parent

The College Peer Support Program also facilitates discussion/feedback between the older and younger students.

At various times throughout the school year students have the opportunity to complete surveys on various aspects of College life.

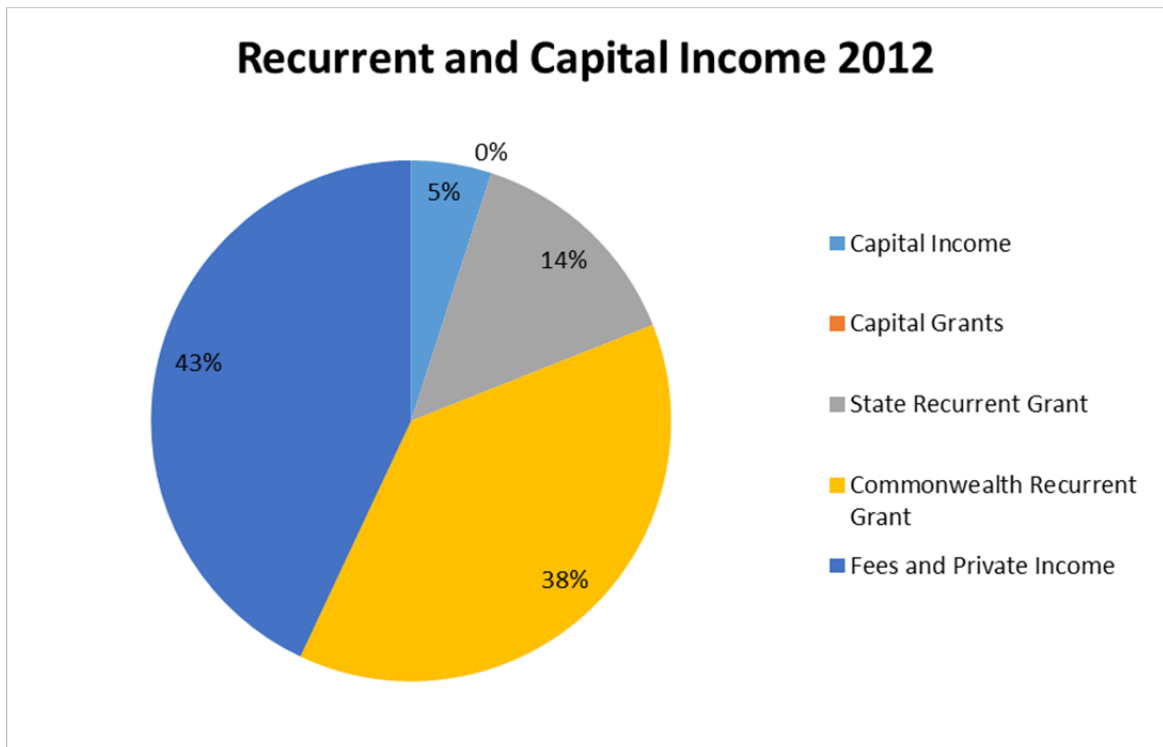
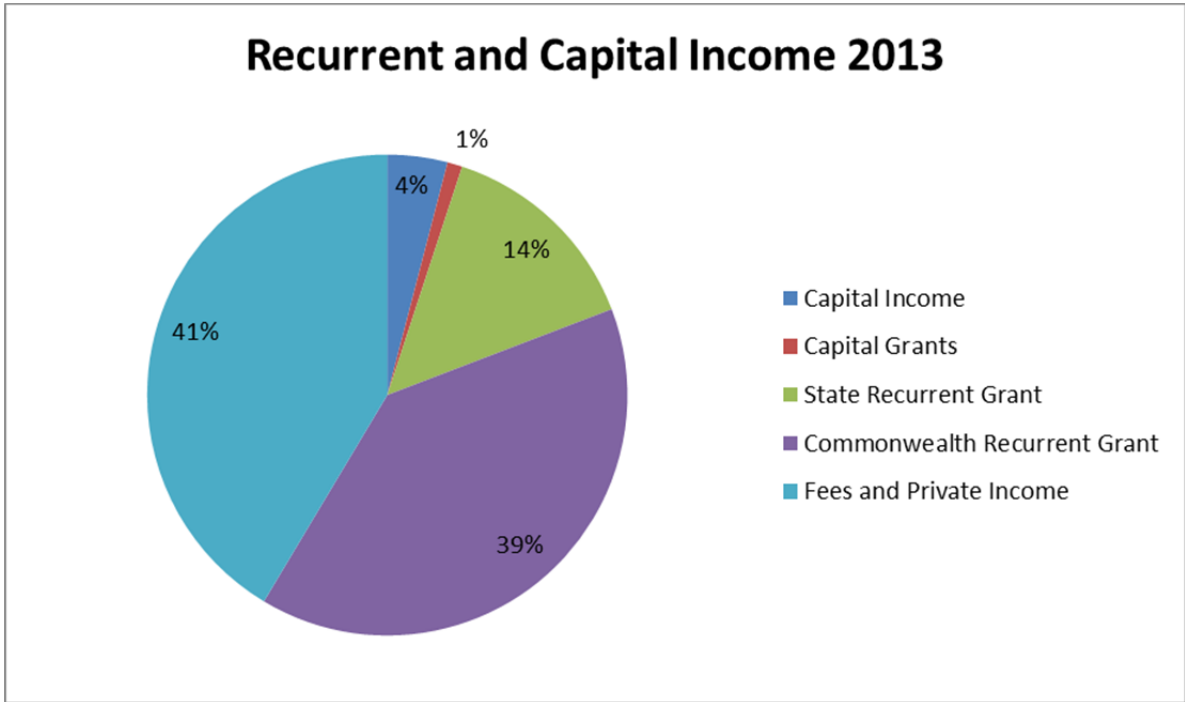
12.3 Teacher Satisfaction

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



13.2 Recurrent/Capital Expenditure

