



ST STANISLAUS' COLLEGE

Celebrating 150 years 1867 - 2017

ANNUAL REPORT 2016#



As required by the NSW Education
Standards Authority
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1.0 A Message from Key School Bodies**From the Board of Directors**

On behalf of the Board of Directors I acknowledge the wonderful year that has unfolded at St Stanislaus College during 2016. The Board has again this year, supported the College mission to provide quality Catholic education in the Vincentian tradition. All involved in the life of the College are called to contribute to this priority. The Board offers sincere thanks to the students, staff & parents for the outstanding commitment to the College during 2016.

The College Board and its various committees continued to work behind the scenes during 2016 as we transition to new levels of school registration & accreditation compliance set out by the various authorities. In particular, the focus of the role of the Board has primarily been in the three major areas of audit, risk and governance. Non-government schools now have significant compliance demands which which be met, and it is the College Board that assists with requirements in this critical area of school management.

This year, the College Board has had a particular compliance focus on the new NSW BOSTES governance requirements for the College. Nine key elements of governance are detailed in these new requirements which include specific governance training for College Board members. At this time, the College is well situated in the vital area of BOSTES compliance.

The Board has an important role in assisting College leadership in some areas of school policy development and review. A Board focus this year has been on the College registration requirement to provide 'a safe and supportive environment for students.' Analysis of the College 'Child Protection Policy' and associated policies was an important activity for the Board during 2016.

The Board provides a support layer to College administration in the area of school finances. Through the year, we have assisted with budget analysis and review, to help optimise the financial position of the College. The financial obligations of the Board are important to each Board member, and we have during 2016, spent a significant amount of our regular meeting time on financial analysis.

The Board has assisted in providing a structure for the 2016 Head of College performance review. Stakeholders at the College were invited to be part of this process which acknowledges the complex and extensive leadership of the Head of College, and provides important feedback to enhance future leadership at the College. A formal report for the Provincial is the culminating element of the review.

The Board has appreciated the extensive reports provided by the Head of College throughout 2016. Detailed information regarding the management, leadership and activities of the College are all part of these regular reports.

We thank all Board members for their excellent meeting attendance, and their valuable contributions to the work of the Board during 2016.

Kevin Arrow
St Stanislaus College
Board Chair

A Message from the Head of College—Annual Report Delivered at Speech Night, 5 November 2016

On 30 November 1866, Bishop Matthew Quinn was warmly welcomed into Bathurst as the first Bishop of the Diocese.

In January 1867, he had established St Stanislaus College with an enrolment of day students as well as boarding students who were housed in George St. Their curriculum included Greek, Latin, French, Mathematics and English Literature. Six years later the College moved to its present site where the first building has already been completed.

In 1889 the first Vincentians arrived and assumed responsibility for the College, a responsibility they have carried ever since. St Stanislaus College is the only Vincentian School in Australia. Since 1889, The College has been gifted by the leadership and presence of generations of Vincentians.

The Bathurst Vincentian Community

In 2016 Fr Greg Walsh CM joined Fr Peter Reedy CM as a Director on the College Board. Fr Greg Walsh continues to be a supportive presence in the community, living on the Vincentian wing, working full time as Chaplain at Bathurst Correctional Centre and joining us for liturgical and other celebrations when time permits. Fr Anthony Mannix CM and Br Brendan Tanner CM have also been part of the Bathurst Vincentian community for many years and they continue to show great interest in and support of the College community. Fr Greg Brett CM, Provincial, has been in attendance at Board meetings this year and apologises for his absence from tonight's occasion.

Prayer and Liturgical Life

Our prayer, liturgical and spiritual life continues to be a faith-filled experience for members of our community. We have celebrated together as a whole school community for the opening of the school year and members of the community have joined us for Mother's Day Mass and Father's Day Mass, and very soon we will come together for the celebration of the Feasts of St Stanislaus and St Vincent de Paul. We have joined together in prayer and reflection for Ash Wednesday, Holy Week, ANZAC Day Prayer Service, House Feast Day Liturgical celebrations, Miraculous Medal Novena Devotions and Commissioning of 25 Year 11 Special Ministers of Holy Communion. Year 12 Graduation Mass was concelebrated by Fr Greg Brett, Fr Greg Walsh, Fr Tony Mannix, Fr Jim Maloney and Fr Peter Reedy. This Vincentian presence at the Graduation Mass and Dinner was gratefully acknowledged by so many present on the evening. Ninety five Year 12 students graduated this year. Year 11 students are currently preparing for their Retreat to take place later this term.

Diocesan Connections

Throughout 2016 the College community participated in a number of Diocesan Sesquicentenary Celebrations, concluding last Sunday. We joined Bishop Michael McKenna, visiting Sisters of Mercy and many parishioners in walking in the footsteps of Bishop Mathew Quinn and the seven sisters of Mercy who arrived in Bathurst 150 years ago. Our walk, which commenced at Mackillop College, finished as we entered the Cathedral for Mass, which was followed by celebrations where visitors were entertained by the College Stage Band.

Visit by the Parish Mission Team – Missionaries of God's Love and CREDO (Sydney) Team members

The visitors met with a number of students across different year groups to share their experience of God's love in their lives. Our students were engaged and attentive and asked some searching questions including. "Have you seen God?" "If you were to meet God what would you ask him?" "Where is the best place for me to talk with God?" "How do I know that God is listening to me?"

Cathedral Mass

The Boarding community has attended Sunday Mass regularly at the Cathedral this year. They have been warmly welcomed by parishioners.

Student Participation in Bathurst Diocese St Patrick's Day Celebrations

College students participated in the Diocesan St Patrick's Day Dinner by way of assisting with food service and music. This was a happy celebration of the role of Irish people in the Diocese as well as acknowledgement of the work of the Sisters of Mercy and Sisters of St Joseph.

Primary Schools Mass for Feast of the Assumption

The College welcomed over 1,400 students from the four Bathurst Catholic primary schools, staff and some family members to this Mass concelebrated by Fr Paul Devitt and Fr Owen Gibbons. We successfully addressed the logistical challenge of fitting all our visitors into the PAC. The Colleges' twenty six newly commissioned Ministers of Holy Communion joined some senior Mackillop students in fulfilling many roles before, during and after Mass.

Launch of World Mission Month

The College was represented by four Year 9 students, accompanied by Head of Religious Education, Mark Elliott, at the launch of World Mission Month at La Salle College Lithgow. The College responded generously to the Fundraising Appeal on Footy Sock Friday. Proceeds went to supporting the work of Catholic Mission in Papua New Guinea.

Consultation on Refurbishment of St Michael and St John Cathedral

Members of the College community have recently attended consultation sessions regarding the Restoration of the Cathedral of St Michael and St John. There are some creative and thoughtful changes that are proposed to address a number of issues that are apparent with the current structure. This is an important time for parishioners and members of the broader Diocesan community.

Launch of Publication: Bishop Matthew Quinn and the Development of Catholic Education in New South Wales 1865 -1885

Four Prefects joined me at the launch of the book, *Bishop Matthew Quinn and the Development of Catholic Education in New South Wales 1865 – 1885* on 26th October. This unpublished publication was located by Bishop Michael in Perthville Archives. It was a thesis submitted by Brian J Sweeney tms to the University of Sydney in partial requirement for the honours degree of Master of Arts in Education in 1968. Bishop Michael had gained the approval of Brother Brian Sweeney for publication. This is an important publication for the Diocese and also for the College. Bishop Matthew Quinn established the College in 1867 which he named St Stanislaus High School, just a few months after his arrival in Bathurst. When boarders were enrolled a few months later, the name was changed to St Stanislaus College.

iRise Leadership Day

Recently our new Prefect Team joined newly appointed student leaders from other Catholic secondary schools in the Bathurst Diocese for a Leadership Formation Day. They have spoken with gratitude for this experience where they had the opportunity to listen to visiting Presenter, Fr Rob Galea, known as 'the singing priest' who spoke of his various life experiences and the importance of God in his life. Participants also had the opportunity to attend workshops and to pray and celebrate together. In the words of one Prefect, "...perhaps the most valuable aspect of the day was the opportunity it provided for us to interact with the leadership teams of other schools as we were able to share ideas and establish connections with the other Catholic school students in the Diocese".

Works of Social Justice and Outreach

College students continue to be encouraged and supported in outreach to those who need us most. They have responded with open hearts and generosity this year to a number of Appeals including World Mission Month, Legacy Appeal, Red Shield Appeal, Red Poppy Day and Red Cross Bloodbank.

The two College St Vincent de Paul Conferences worked with enormous commitment this year and their wonderful generosity of time and spirit has been reflected in the following:

Fundraising Appeals

- Project Compassion: \$1,150
- Natovi Hurricane Appeal: \$1,223
- Winter Blanket Appeal: This was preceded by the senior members of the Conferences participating in a Winter Sleep Out during which time they had the opportunity to listen to Fr Steve Sinn sj sharing his reflections on serving the homeless people in his former Sydney parish. As a result of this Appeal, approx. 50 blankets were purchased and a cheque for \$857 was donated to the local parish St Vincent de Paul Conference
- Ongoing support for Natovi. Following the visit of our touring students in Term 2 school holidays, there has been a strong commitment to ongoing support of this Vincentian community. To date over \$2,000 has been raised to contribute towards purchase of much needed resources.

Practical Outreach Programs

- The Boarders' Green Team has continued to provide gardening support for local families on request (usually elderly residents or those who live alone). Our student helpers have found that often their gardening support is accompanied by the pleasure of providing and receiving warm social interaction.
- iPads for Adults Program is now in its fourth year and continues to provide new and returning adult students with computer skills to use on their various devices. This year we have had students from Years 7-11 as Tutors.
- St Catherine's Nursing Home visits commenced this year. Each Friday afternoon after school a group of boarding students walks across to St Catherine's. Once there the students enjoy meeting with the residents and for some fortunate students, taking lessons from the residents on the fine art of playing snooker.

In the last weeks of Term 4 the students will lead the appeal for the College community to donate goods for Christmas Hampers to be distributed at Matthew Talbot Hostel in Sydney on Christmas Day.

Parents and Friends Association

Throughout 2016 members of the P&F have given generously of their time and energy in supporting a number of specific endeavours including:

P&F Welcome BBQ

The P&F hosted a welcome get together BBQ in Term 1 for our new Year 7 students and their families. The occasion was very well attended and was an opportunity to make many new connections.

P&F AGM

This was held at the beginning of June and all positions on the Executive were filled. We continue to welcome an average of twelve parents to monthly meetings, held in a spirit of good will and support. This group continues to discuss and plan initiatives for parent involvement.

Autumn Fair

The annual Autumn Fair was held in Term 1. This year the event was expanded to include a Food Fair with an emphasis on food stalls. The day was a success with increased student participation and a large number of parent helpers serving all our visitors.

Rugby BBQ

Over the course of the Rugby season we saw a large number of parent volunteers happily take on responsibility for the BBQ throughout the day. Most Saturdays were wet, windy and gloomy however, our volunteers greeted everyone with warmth and welcoming smiles and conversation. On some Saturdays we have had up to twenty two volunteers rostered for BBQ duties.

Family Movie Night

This initiative saw about fifty guests attend the *Paper Planes* movie night. Young children and College students enjoyed making and flying paper planes prior to the movie. Members of P&F made popcorn and organised lolly bags to sell on the night.

Golf Day

The Association recently held a social golf day for parents and friends commencing with lunch and followed by 9 holes of golf for the experienced experts to the absolute beginners.

Working Bee

Parent volunteers took on gardening duties at the Annual Year 12 Graduation Working Bee to prepare the front of the school prior to the Year 12 Graduation. It looked perfect!

Sesquicentenary Celebrations Support

A group of eight volunteers has now commenced working each Saturday morning for three hours in the Cullen room to sort through thousands of photographs in preparation for the 2017 Sesquicentenary. Planning has commenced for a 2017 Calendar that will showcase a range of photos taken over the past 149 years.

SSC as Educational Community

The Heads of Faculty Team, under the leadership of Geoff Melville, Director of Curriculum, has continued to monitor and respond to student progress, curriculum and syllabus changes, course offerings and subject selections, examination data and BOSTES requirements. Their particular focus in 2016 has been the learning culture of each classroom – examining what research and practice tells us about how students best engage with their learning so as to achieve their academic potential.

Curriculum 2016

The College is able to offer a full range of curriculum opportunities to our students. In 2016 the Curriculum range for each year group has been as follows:

Years 7 and 8

Core subjects studied are: *Learning to Learn* Program, Religious Education, English, Mathematics, Science, PDHPE, Geography, History, Language Other Than English (LOTE), Visual Arts, Music and Technology.

Years 9 and 10

Core subjects: Religious Education, English, Mathematics, Science, PDHPE, Geography and History.

Elective Choices from: Agricultural Technology, Commerce, Drama, French, Industrial Technology – Automotive, Timber, Metal, Graphics, Food Technology; Information and Software Technology, Music, Physical Activity and Sports Studies (PASS) and Visual Arts.

Years 11 and 12

Subject Selection from: English – Standard, Advanced and Extension; Mathematics – General, Mathematics and Mathematics Extension; Studies of Religion – 1 unit, 1 unit accelerated and 2 unit; Science – Biology, Chemistry, Physics; Industrial Technology – Timber, Food Technology, Software Design and Development; Business Studies; Drama; Geography; History – Ancient and Modern; Legal Studies; Visual Arts; VET Automotive, VET Construction, VET Primary Industries, VET Metal and Engineering.

In 2016 a number of students continued to study Economics through the Diocese of Lismore Online School. In addition, one Year 12 student studied Geography through Dubbo School of Distance Education due to a timetable clash.

2015 HSC Report

The 2015 HSC Dux was Nicholas Forbutt, who achieved Band 6 results (ie: a mark over 90) in nine course units: Ancient History, Drama, English (Advanced), English Extension 1, English Extension 2, and Studies of Religion 1.

Band 6 results were achieved by the 2015 HSC cohort in the following courses:

- Agriculture
- Ancient History
- Drama
- English Advanced
- English Extension 1
- English Extension 2
- Food Technology (This course was only in its second HSC year at the College in 2015)
- Geography
- Mathematics Extension 2
- Studies of Religion 1

The School scored 112 Band 5 results (ie: a mark between 80 and 90).

The results in Drama were outstanding. Of the cohort of six students, four received a Band 6, one a Band 5 and one a Band 4. The six students earned an ONSTAGE nomination for their group-devised performance and one student was nominated also for ONSTAGE for his individual performance.

All College students who gained a Band 6 result and/or gained an ATAR over 90 as well as all our Drama students were invited to attend the Diocese of Bathurst Awards Night for Outstanding Achievement in the 2015 HSC.

Results in all VET subjects were outstanding and for many of the students who presented for a VET subject, this was their highest result.

2015 Year 12 Destination Data

In January 2016, 64 of the cohort of 89 were offered University placements in the first round. Some of these students had received notification of early entry in December however, many of these students changed their preferences following release of HSC results. Many of these students chose to defer their studies in order to have a GAP year.

Following is an overview of the January University Course Offers:

Course	Number of students
Business/Accounting/Management	9
Criminal Justice/Policing	4
International Security/Global Studies/International Relations	2
Exercise/Sports Science	4
Agriculture	2
Creative Arts/Design	2
Engineering	8
Law	1

Medicine	2
Architecture	2
Economics	1
Veterinary Science	1
Science	3
Education	7
Social Science (Psychology)	2
Arts/Humanities	3
Music	1
Communication/Media	2
Clinical Science	2
Occupational Therapy	1
Diploma of General Studies	5

NAPLAN 2016**Year 7 NAPLAN results 2016**

All	Reading	Writing	Spelling	Grammar	Numeracy
State	543.2	515.5	550.7	545.2	554.0
School	552.1	516.6	555.0	538.4	576.8
Boys-State	539.1	500.2	542.8	534.5	556.7

Year 9 NAPLAN results 2016

All	Reading	Writing	Spelling	Grammar	Numeracy
State	583.6	546.8	587.4	572.5	595.5
School	587.2	543.2	592.6	566.2	597.9
Boys-State	579.9	529.3	579.7	564.1	599.7

2016 Initiatives**Focus on Literacy: Writing**

In response to NAPLAN data and following feedback across all Faculties, there has been a deliberate and planned focus on writing in 2016 – both for teachers and for students. Staff meetings and Faculty meetings set time aside for professional development for all staff. Teachers undertook the BOSTES online course on NAPLAN marking of writing in order to familiarise themselves with the detailed marking criteria that is employed when marking written scripts. They prepared an assessment task for term 4 in each subject area that was marked using NAPLAN writing criteria.

This year teachers have established weekly after school Writing Seminars for senior students. The first Seminar was attended by thirty senior students. Students unable to attend were able to download via a College online link all materials issued at each Seminar as well as view each Seminar Presentation recorded on video. Senior students provided very positive feedback about the value of these sessions. Two different teachers from two Faculties volunteer as Seminar presenters each session.

The College Writers Club meets weekly and the work of its members is published each week in the College Newsletter. Student articles have included:

- *St Vincent de Paul Winter Sleep Out*
- *The Magic of Shakespeare and his Midsummer's Night Dream*
- *An Introduction to the Liberal Federal Budget*

- *St Vincent's Natovi Fiji*
- *Short Story: Post Colonialism*
- *SSC Cricket 2016*
- *Indigenous Reconciliation*
- *The Effects of Dispossession upon Aboriginal Spirituality*
- *NASA*
- *Banksy Artwork on French Refugees*
- *The Stannies Man*

Year 7 Learning Expo

This took place in May, replacing the usual Year 7 Parent Information Evening. Instead of staff informing parents about what has taken place for Year 7 students in their first months at the College, the students themselves took this responsibility. Parents visited a number of displays in the PAC, accompanied by their sons who were able to explain their learning challenges and outcomes across selected subjects including Science, Music, Technology and Learning to Learn.

This event was attended by over forty families. Mark Neill, Deputy Head of College, took the opportunity to seek parent feedback on Reports. Specifically, parents were asked their opinions on the current Term 1 Progress Report and the more detailed Semester Report as well as on the proposed new Report developed over the previous year. This draft Report format reflected the focus of the Learning program and its emphasis on tracking and recording student progress against specific outcomes. Discussion on Report formats continues

Focus on Teacher Professional Growth

In response to the College commitment to ongoing professional growth, College teachers engaged in a number of professional learning opportunities within and beyond the school this year including the following:

- Teacher professional development seminars were held each Wednesday at lunch time in Term 4 focusing on a range of teaching strategies which engage our students. Teachers from different faculties conducted these Seminars, demonstrating a particular teaching program that was been developed and implemented that meets the specific learning needs of our students. Teachers then had the opportunity to discuss, react, question and learn from each other.
- The Teacher Professional Growth process provides each teacher with the opportunity to reflect on professional goals and to engage in a number of different processes to evaluate these. In 2016 this process was expanded to include classroom observations by a peer teacher who focused on a specific aspect of teaching and then provided feedback. Also, teachers commenced surveying their students at the conclusion of a teaching unit, utilising student responses to enhance the learning environment for all students.
- The College continued its commitment to supporting teachers to undertake marking of HSC examinations. Teachers marked 2016 examinations across a number of different subject areas. Their learnings, insights and experiences were then shared with their College colleagues on their return.

Enriched Curriculum beyond the Classroom

The learning experiences of the students continued to be enhanced through opportunities that take them beyond classroom walls. These range from within school experiences to local businesses in Bathurst and surrounds to excursions much further afield. Some specific experiences in 2016 included:

VET Work Placement

A large number of senior students engaged in Work Placement, a mandatory requirements for all VET courses. The College offers students the opportunity to undertake study in one or more of the following VET courses: Primary Industries, Automotive, Building and Construction and Metal and Engineering.

Their work placement employers included plumbers, metal fabrication and engineering works, automotive electrical, building contractors, car dealers, carpenters, heavy transport, farming enterprises, aeronautical engineering, agricultural machinery and rural supplies.

A number of students were offered further work opportunities and/or apprenticeships following Work Placement.

Year 10 Work Experience

The outstanding and highly successful Year 10 Work Experience program continued in 2016 during the last two weeks of Term 3. This provides enormous opportunities to our students. It follows a comprehensive Year 10 Careers education program. Students returned with new insights into their chosen post school directions; for some this meant a change in Course selection for their HSC, for a small number it resulted in offers of Apprenticeships.

History Tour

Twenty eight students from Years 9 -11 accompanied by three teachers travelled to Europe during the Term 1 holidays. Their focus was on the history of WWI and WWII and the tour took them to historical sites, battlefields, cemeteries and museums across France, Belgium, Austria and Germany. Feedback was extremely positive.

A 'snapshot' of experiences across a range of subjects highlights opportunities provided to our students in 2016 to enrich their learning experiences.

- English
 - Various Theatrical performances including
 - *The Secret River*
 - *Macbeth*
 - *The Drover's Wife*
 - *The Tempest*
 - NIDA Creative Writing Workshop
- Music
 - The Expertise Mindset for Senior students
 - HSC *Encore*
- Agriculture/Primary Industries
 - Bite Riot Apples Farm Case study
 - Riverina Tour Farm Case Study
 - Merino Association Wether Trials
 - Primary Industries Fencing Day
- Drama
 - HSC *Onstage*
 - *Sugarland* - BMEC
- History
 - Medieval Day (Year 8)
 - Ancient Rome Show (Year 9)
 - WW1 Performance (Year 10)
- Science/IST

- "Big Engineering Challenge" Newcastle University (Year 10)
- Science
 - Shipwrecks, Corrosion and Conservation: Maritime Museum
 - Penrith Lakes Biology Field Trip (Year 11)
 - Botanic Gardens and Australian Museum – Biology (Year 11)
 - Oberon Water Treatment Facility – Chemistry (Year 12)
- Geography
 - Macquarie River Field Trip (Year 9)
 - Blue Mountains (Year 7)
 - Senior Geography Field Trip (Year 11)
- Religion
 - Studies of Religion Enrichment Day (Year 11)
- Careers
 - FACTS (Facts on Careers and Tertiary Study) Day (Year 12)
 - CSU My Day (Years 11 and 12)
 - White Card Course
- PDHPE
 - Bathurst Golf Club: Professional Analysis of Golf Swing (Year 9 PASS)
- Food Technology
 - Simplot, Mars Global (Year 12)
- Business Studies
 - *Shark Tank* Business Plans (Year 11)
- Visual Arts
 - "Just Draw" Bathurst Regional Art Gallery
 - Generation Art; Bathurst Regional Art Gallery (two Year 10 students)

SSC as Student Focused Community

Pastoral Care Focus 2016

The Pastoral Care Leadership Team, under its chair, College Counselor, Rosemary Clifton, made a particular commitment in 2016 to focus on building a positive school culture.

Specific attention was given to the following:

- Use of data to build a positive culture to enhance student wellbeing. Data on the number of Positive awards in comparison with the number of Demerits being issued over the same time period was examined. As a result, reward cards for a certain number of Positive Awards were introduced. End of Term and End of Year Positive Awards are now issued to acknowledge students who are deserving of recognition.
- The process of development of student goals each Semester and following review the development of a Personal Learning Plan continued in 2016. It is anticipated that each student works with his parents and his Tutor during this process
- Student Wellbeing Surveys was distributed to all students through their Tutor Groups and the feedback through these is considered by the Pastoral Care Team and appropriate responses were determined to matters that were highlighted by the students. A similar process took place for Wellbeing Surveys conducted through the Boarding House.
- Development of a whole school approach to Positive Behaviour Program – preliminary work commenced and will continue in 2017.

Pastoral Care Experiences

A number of different pastoral care programs were offered to our students in 2016 including:

- Drug and Alcohol Seminars for senior students, staff and parents. (Paul Dillon from *Drug and Alcohol Research and Training Australia*)
- African Drumming Workshops for junior students
- Year 7 Camp
- Year 8 Camp
- Year 10 end of year program
- Membership of the Bathurst Junior Aboriginal Education Consultative Group (AECG)
- Involvement in NAIDOC week celebrations in Bathurst

Co-Curricular Life

The co-curricular life of the College continued to enrich the lives of students in 2016 as the following list demonstrates:

- Sport
- Creative and Performing Arts
- Agriculture/Equestrian
- Other Academic Pursuits

Student Leadership Team 2016

We thank and congratulate the following students for their leadership role throughout the last twelve months. They have left their mark in many ways. We commend them particularly for harnessing the commitment and energy of all Year 12 students in conducting the weekly Friday lunch BBQ. This outreach resulted in raising significant funds that have been donated to the College for a Year 12, 2016 gift.

Boarding at The College

In 2016 Boarding House enrolments were very similar to those in 2015. During the year we farewelled a small number of students and we welcomed newcomers, including six new boarders who joined our College community in Term 4 and have settled into Boarding routines very quickly.

Early in Term 1, Director of Curriculum, Geoff Melville and I visited a number of our Boarding communities in Dubbo, Coonamble, Bourke and Walgett. We continue to be overwhelmed with the welcome and generosity of our boarding families and are grateful to them for the work that they put into organising our visits. During this time we visited a number of the Catholic primary schools and showed the students a video of life at the College which featured a number of our current boarding students. We also had the opportunity to meet with future families and their sons as well as current families and some College Old Boys. We hope to be able to increase these visits in 2017.

With the support and advice of Brad McCormick, Buildings and Grounds Supervisor, we continue to evaluate Boarding facilities and plan not only for ongoing repairs and maintenance but also look to the future needs of the Boarding House.

Under the leadership of Ryan Bullock, Head of Boarding, we continue to evaluate and respond to our goal of ensuring that the Boarding House, as the students' 'second home', is an environment that is welcoming, caring and supportive. We strive to ensure that students across Years 7-12 have every opportunity, support and where needed, challenge to attend to all the academic expectations of their particular year group. There is also the ongoing commitment to ensuring that the students are fully occupied in their leisure time, particularly through involvement in the College co-curricular program.

It has been pleasing to see also so many boarders involve themselves in the Boarders' St Vincent de Paul Conference and in particular to note their commitment to the many works of social justice outreach that the Conference undertakes.

SSC as Sustainable Community

Enrolments

Enrolments continue to fluctuate and we are particularly aware of the need to monitor withdrawals at the commencement of the new school year and throughout the school year. Data collection of reasons for withdrawals and destination of all withdrawn students assists in this regards. Of note is the number of senior students who have been offered and accepted Apprenticeships following Work Experience and VET Work Placement. Enrolment applications to date for 2017 are pleasing in comparison to this time in recent years. Of note also, is the enrolment of 12 new students at the commencement of Term 4, six of whom are boarding students.

Vincentian School Connections

Visit of College Tour Group to Natovi

The College Rugby Tour took place during Term 2 holidays with 40 students, accompanied by 4 teachers. Although the students visited a number of schools in Fiji and New Zealand, the focus of this tour has definitely become their stay at St Vincent's Natovi, a Vincentian Parish which includes a primary and secondary school. Earlier this year this community suffered significant damage as a result of Cyclone Winston. There is definitely a commitment to making this tour an annual event.

College staff and students are very committed to ongoing support of St Vincent's. We are taking advice from the Vincentian community as to what form of help is most appropriate. Fundraising has already commenced.

Induction into Old Boys Gallery

Following a nomination by a College Old Boy and consideration of his very impressive CV, Peter Dingwall was inducted into the Old Boys Gallery on August 12th during a College Assembly. Peter obtained his Bachelor of Laws (Hons.) in 1974 from the Australian National University and was admitted as a Barrister and Solicitor in 1975. Peter was a Magistrate of the ACT Magistrates Court from 1990 to 2016, Registrar of the ACT Supreme Court from 1985 to 1990, ACT District Registrar of the Federal Court of Australia from 1980 to 1985 and a Legal Officer in the Commonwealth Crown Solicitor's Office from 1975 to 1980. Peter was elected President of the ACT ShowJumping Club in 2003, appointed Chef D'Equipe for an Australian Show Jumping Team in Korea in 2008 and elected to the Board of Equestrian NSW in 2014, becoming President in 2015. He also served on the ACT Rugby Union Judiciary from 1995 to 2001.

At the Induction, Peter was accompanied by his wife and special guests, including old boy Rory McCrone who communicated his gratitude to Peter for mentoring him throughout his early days in the legal profession. Peter and his guests were hosted for lunch by students from Year 11 Legal studies class as well as students from College Equestrian Team.

Buildings and Facilities

With extensive buildings and grounds to maintain, the 2016 focus has been widespread. The work of the Buildings and Grounds team under the leadership of Brad McCormick has included:

1. Significant repairs and maintenance of the College Swimming Pool
2. Provision of a new Disability Access Ramp at the front of the College main building
3. Re-design of front entrance to College main building
4. Ongoing attention to the expansive gardens, grounds and ovals
5. Issues of rising damp in the administration areas of the main building addressed
6. New resources installed including
 - a. a range of exercise equipment in the former 'PAD' area.

- b. the new 'FABLAB' to be in the Brothers' wing to support the integration of technology across the curriculum with specific emphasis on 'new' technologies including robotics and 3D printing.
- c. installation of solar panels which will have a lasting impact on power usage and costs.

Preparations for Sesquicentenary

St Stanislaus College commenced in January, 1867. It was founded by Bishop Matthew Quinn, the first Bishop of Bathurst who had arrived in Bathurst in November 1866. In preparation for the celebration of this Sesquicentenary year, the following steps have been taken:

Specific Sesquicentenary Events

The following three Sesquicentenary have been 'timetabled' into the planning for next year:

- 21st January. Sesquicentenary Year Commencement with:
 - Liturgy in the College Chapel
 - Official Welcome and Opening of the Sesquicentenary Historical Displays
 - Informal Gathering in Marble Hall/Priests Lawn/Front of College
- 19th February - Sesquicentenary Mass (PAC) followed by Family Day (Picnic and Food Stalls) and Open Day
- 11th November - Sesquicentenary Year Dinner (PAC)

Focus on Archives/Memorabilia

There has been a focus in the second half of 2016 on sorting through memorabilia that is housed throughout the College. The goal is to systematically organise, record, store and determine how to display this memorabilia and archival items. The College staff began this undertaking in Term 3 and much has been 'unearthed'!

One challenge has been to commence the process of sorting through the thousands of photos stored at the College and to organise a suitable collection from each decade from 1867 – 2016 to be digitised.

Board of Directors

In 2016 the Board of Directors have met five times. All have carried out their responsibilities with commitment, professionalism and an immense sense of responsibility to the Vincentian and the College community. They have addressed key areas of responsibility including:

- Financial planning, financial oversight and monitoring of the College Budget
- Risk Assessment
- College Policies
- Ongoing evaluation of goals and outcomes of the College Strategic Plan under the following headings:
 - Vincentian Identity
 - Curriculum, Teaching and Learning
 - Students
 - Sustainability
- Future Planning

I acknowledge and thank all Directors for their generosity of time and of spirit and for their willingness to share wisdom, experience and expertise. I am very grateful for their ongoing personal support of me as Head of College.

Conclusion

As we celebrate the conclusion of our 149th year I thank and acknowledge our parents and carers for entrusting the education of your sons to us and for the many ways we continue to explore and develop the concept of working in partnership.

I thank the College staff – teaching and support staff – for continuing to go above and beyond in ensuring that every College student is challenged, encouraged, supported and cared for as he strives to reach his potential.

I acknowledge Deputy Head of College. Mark Neill, for his unfailing and unswerving commitment, loyalty, leadership and generosity.

I thank the College students for making every day at school a day to remember because each encounter with you reminds us of why we do what we do. Your laughter, your honesty, your infectious enthusiasm, your willingness to give of your all whether in the classroom, or on stage, or on the sporting field, indeed in any field of endeavour, even in the quad playing handball, your friendship, your care of each other, your pride in your school and finally, your selfless outreach to those who need you most are the hallmarks of a College man. I am proud of you and honoured to be Head of School.

As we prepare for our Sesquicentenary in 2017, I conclude with the words of Bishop Matthew Quinn who founded our College 149 years ago. At that time, he expressed the following hope for our College:

It is the earnest wish of my heart that before many years have elapsed, the brightest laurel and proudest boasts of the young men of my diocese, shall be to have been educated at St Stanislaus.

I believe that Bishop Quinn's hope continues to be fulfilled.

*Dr Anne Wenham
Head of College*

A Message from the Student Representative Body-Address Delivered by College Head Prefect, Simon Slack-Smith, at Year 12 Graduation, 24 September 2016

Good evening distinguished guests, teachers, family, friends and fellow graduands. We have gathered this evening to celebrate the class of 2016's progression from young College boys to fine College men. After six years of mateship, education and guidance, I hope that tonight's formalities will live on in fond memories for the rest of our lives. Tonight is a time for us to acknowledge the opportunities we have all been given, whilst also looking forward to the future and what it has to hold, as we formally bid farewell to this distinguished chapter of our lives.

Over the last six years at the College, it has been my firm belief, that this school has not only welcomed boys of all backgrounds, but catered for a diverse, unique group of boys throughout their development into young men. The class of 2016 has always been renowned for its strength, camaraderie and willingness to combine as a cohort, in its efforts to embody the Vincentian spirit in our day to day activities. It is through this spirit and mutual being that we, the class of 2016, have become the people we are today; people of all types; people of the College.

As we reflect on the nostalgia of our time at the College, a number of precious memories will come to mind. How could we ever forget the thrilling home game win over Kinross in Rugby, which, after a tough hit-out in freezing conditions, came down to the golden boot of Judd Kerrison to secure the 27-25 lead in the final minutes of play. Here we see a perfect example of the resilience and pride that is embedded in our College, and in this year group.

To all graduates, I bid you the thought of returning to the College, 'the castle on the hill', as an old boy, in 5, 10, or even say 30 years. Personally, I can't wait to see the great success that will come about from our year. When I look at the class of 2016, I see individual talents and brilliance. As we graduate and endeavour to breach new milestones, we will also be admitted into a unique network of old boys, all who share a similar patriotism to our wonderful College. For many of us, the last six years have been a tremendous journey, through thick and thin, that has positioned us where we are today; graduating after 13 years of schooling, with great opportunity.

We have been blessed over the years to have grown in an environment that fosters the needs of young men and gets the best out of them in every way possible. For this, we need to acknowledge the many dedicated individuals who have guided us and assisted our personal journeys throughout the last six years.

Firstly, we owe a great deal of thanks to the Vincentians, as they have had a binding presence within the College community, one that has shaped our moral and social conscience. Of course special mention of Father Doug Akehurst is to be made, a man who introduced many of us to the Vincentian message, and whose kind-hearted nature was essential for our personal embrace, as he embodied and worked towards Christian outreach in many unique and admirable ways. As we go forth into the world, I trust that we can rely on our experience with the Vincentian community to cultivate in all of us a generous, humble nature, like that of the College man.

To all the teaching staff of the College, we thank you for not only your patience, but your devotion and friendship over the years. It is through your guidance that we have developed our own values, interests and opinions that shape the people we've become. The commitment of the teaching staff here at the College goes beyond that of an educator and beyond that of the classroom; we will never be able to repay you for the wisdom you have shared with us, but I'm sure your efforts will live on in our future studies and aspirations.

Among the Boarding staff, there are countless people whose tireless work over the last six years has ensured that the boarding house replicates a home away from home for us boarders. Without the many other staff members and families who all contribute to our everyday lives at the College, this school would be a very different place. To all the administration staff, the kitchen ladies, the cleaners and the groundsman, thank you for the diverse roles you play in effectively keeping the school going. To the families of all graduates, we thank you for your support and encouragement during our years in high school, and in particular the last year of HSC and the many stresses that come with it. We honestly, couldn't have made it without you.

To Dr Wenham, your strength and leadership over the last four years have been duly appreciated, as you continue to embody compassion and care in a position of authority, which is not always smooth sailing. Thank you for your commitment and ongoing involvement in the many aspects of college life, as well as the many other roles you play as Head of College.

Finally, I'd like to congratulate all the graduands of 2016! As this chapter of our lives comes to an end, I hope that we can look back with feelings of nostalgia and reminisce upon the times when things were easier. There is something magnificent about these towers, bricks, hallways and ovals that have made the concept of graduating even more difficult to internalise, however, we must look forward to what the future has to hold for all of us. Enjoy the rest of this fine evening, and thank you for your time.

Simon Slack-Smith
Head Prefect, 2016

2.0 Contextual Information about the School

St Stanislaus' College – In the Vincentian Tradition

As a Catholic school in the Vincentian tradition, the College is committed to proclamation of the Good News of Jesus Christ. Students from Catholic families, as well as from other faith traditions, are welcomed and supported as they respond to the College experience of Religious Education, prayer and worship. With a particular emphasis on outreach to those in need, students are provided with opportunities for service and engagement with works of social justice within and beyond the school community.

Strong Focus on Academic Engagement and Striving for Academic Success

As a fully comprehensive secondary school, St Stanislaus' welcomes students with a range of academic abilities.

All students at St Stanislaus' are encouraged, supported, challenged and expected to achieve their very best. Each student works with his Tutor to set academic goals which are formalised in his Personal Learning Plan. These goals are then evaluated using feedback and data from teachers as well as input from the student himself.

Students in Years 7 and 8 participate in the College *Learning to Learn* Program, which is integrated into their weekly timetable. Teachers, from a broad range of subject areas, plan and work together to engage the students in learning how to learn. The latest educational research is drawn on to ensure that students identify the strengths and areas for development in their individual approach to learning. This sets a strong foundation for preparation for the senior years of study.

Another critical feature, unique to the College, has been the restructure of Year 10 as the commencement of senior school. Year 10 teachers have written their teaching programs to mirror the approach taken for HSC preparation so that our students are well-prepared when they commence their HSC Preliminary courses in Year 11.

Information and Communication Technology

The College has a strong focus on the integration of Information and Communication Technology both within and beyond the classroom. PCs, Laptops and iPads are utilised extensively. Effective wireless access operates throughout the College. Each student is provided with a College email address which operates within and beyond the College for communication with teachers and submission of work.

Through the College EDUMATE program, under password protection, students and parents are able to access a wide variety of information about the schooling experience, entered into the system by teaching and support staff. They are able to access, for example, material covered in each lesson, homework and programmed assessment tasks and results for these. Also accessible are attendance records for each day and per lesson as well as other relevant student information including Personal Learning Plans.

Co-Curricular Opportunities

The College is well-known for its commitment to offering the broadest range possible of co-curricular opportunities for all students. This includes sporting representative opportunities in AFL, Basketball, Cricket, Cross Country, Hockey, Rugby League, Rugby Union, Tennis, Touch Football and Triathlon.

Students also have representative opportunities competing in inter-School Carnivals for Swimming, Athletics and Cross Country.

The College is a full member of the Independent Sporting Association (ISA) which offers sports competition against local, regional and metropolitan schools. It also provides a pathway to representation at highest levels leading to State and National honours.

Students are also able to participate in many co-curricular opportunities including:

- Chess
- Debating
- Public Speaking
- Creative and Performing Arts
- Equestrian and Agriculture Club

3.0 Student outcomes in standardised national literacy and numeracy testing (NAPLAN)

Following receipt of NAPLAN data, the school has continued to work with all teachers in conjunction with the Embedding Excellence team from the Association of Independent Schools (AIS). 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 which has been a hallmark of NAPLAN results at the school.

The writing skills of our students, continues to be an area that requires some attention; as it is for all boys across NSW.

Year 7 NAPLAN results 2016

All	Reading	Writing	Spelling	Grammar	Numeracy
State	543.2	515.5	550.7	545.2	554.0
School	552.1	516.6	555.0	538.4	576.8
Boys-State	539.1	500.2	542.8	534.5	556.7

Year 9 NAPLAN results 2016

All	Reading	Writing	Spelling	Grammar	Numeracy
State	583.6	546.8	587.4	572.5	595.5
School	587.2	543.2	592.6	566.2	597.9
Boys-State	579.9	529.3	579.7	564.1	599.7

4.0 The granting of Record of School Achievement (ROSA)

Students in Year 10 are informed about eligibility requirements for the ROSA. Any student choosing to leave school prior to completion of Year 12 is advised regarding the ROSA. The Director of Curriculum monitors the progress of students in Year 10 to ensure they are satisfying eligibility requirements for the ROSA.

5.0 Higher School Certificate Results

Spotlight on the Performances of Boys

The academic, social, physical and mental wellbeing of boys continues to be a critical concern 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 2016 Higher School Certificate and the 2016 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.

2016 Higher School Certificate

- 95 students were enrolled in Year 12, 2016 and 94 completed the HSC. One student was unable to complete his HSC year due to a life-threatening medical condition.
- The College achieved 43 Band 6 Honour Roll entries in 11 subjects - Ancient History, Automotive, Advanced English, Legal Studies, Modern History, Music, PDHPE, Primary Industries, Studies of Religion I, Studies of Religion II and Visual Arts.
- The most outstanding results occurred within the English, Religion & VET faculties. These faculties alone accounted for 34 Band 6 results.
- The College scored 172 results between 80 and 90 across the 29 subjects studied in the 2016 HSC, a significant increase from 2015 where 112 were achieved. The school continues to review the challenge of moving students from Band 5 to Band 6.
- 15 subjects scored a cohort average above the state average: Agriculture, Biology, English Extension I, English Extension II, Industrial Technology, Legal Studies, Modern History, Music, PDHPE, Physics, Studies of Religion II, Automotive, Construction, Metal & Engineering and Primary Industries.
- 36 Year 11 students accelerated in Studies of Religion I. 17 of these students scored Band 6 results and a further 15 recorded Band 5's.
- A special commendation must also go to Jye Bower on being awarded 1st in NSW in the Automotive Course in 2016.

Performance band achievement by %						
Subject	2015			2016		
	No. of students	Bands 4 – 6		No. of students	Bands 4 – 6	
		School	State		School	State
Agriculture	13	54	61	15	87	59
Ancient History	15	80	60	22	48	58
Automotive	7	71	42	10	80	43
Biology	21	48	60	20	75	65
Business Studies	16	56	67	32	56	63
Chemistry	14	71	74	19	53	73
Construction	10	80	64	8	100	47
Drama	6	83	42	9	100	84
Economics	6	50	75	-	-	-
Engineering Studies	1	100	71	-	-	-
English – Advanced	33	94	91	35	91	90
English – Standard	56	21	41	59	39	49
Food Technology	15	40	56	19	37	88

Performance band achievement by %						
Subject	2015			2016		
	No. of students	Bands 4 – 6		No. of students	Bands 4 – 6	
		School	State		School	State
Geography	9	66.6	66.3	-	-	-
Industrial Technology	9	44	55	4	50	43
Legal Studies	9	89	67	12	100	70
Mathematics	14	57	80	16	56	76
Mathematics General	66	41	50	69	36	52
Metals & Engineering	8	25	31	7	86	35
Modern History	28	61	72	24	71	73
Music 1	10	100	88	8	100	89
Music 2	1	100	88	-	-	-
PD, Health & PE	11	63	62	20	75	62
Physics	17	53	66	14	71	66
Primary Industries	-	-	-	10	100	54
Senior Science	8	50	61	-	-	-
Software Design & Development	10	70	67	12	58	67
Studies of Religion 1	54	54	78	92	63	76
Studies of Religion 2	22	45	71	18	66.6	71
Visual Arts	7	86	87	14	71	87

Performance band achievement by %						
Subject	2015			2016		
	No. of students	Bands E3, E4		No. of students	Band E3, E4	
		School	State		School	State
English Extension 1	5	80	94	3	100	95
English Extension 2	1	100	82	1	100	79
Mathematics Extension 1	5	60	84	7	71	79
Mathematics Extension 2	3	33	86	3	33	85
Music Extension	1	100	93	-	-	-

6.0 Senior Secondary Outcomes

2016 HSC Vet Students

Number of Participating Students	VET Course Name
6	Construction Examination
7	Metal and Engineering Examination
10	Automotive Examination *
10	Primary Industries Examination

* One student awarded first in State.

7.0 Professional Learning

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 examination writing and marking, syllabus development and vocational qualifications. The following table illustrates the approximate breakdown of the number of instances of school funded professional learning.

Instances of Professional Learning

Professional Development Activity	Duration (Days)
Child Protection – Investigators' Course	4
HSC Marking and Related Activities	33
Teacher Registration Related	30
Vocational Education and Training	6
Other	28
Total	101

* All teaching and support staff of the College completed mandatory online training through SALT (Self-Administered Legal Training) in the modules of Child Protection (average 1.5 hours) and Workplace Bullying and Harassment (average 1.5 hours).

8.0 Teacher Qualifications

Qualifications of St Stanislaus' College Teachers in 2016 as at 31 December 2016

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

9.0 Workforce Composition

The teachers of St Stanislaus College are ably supported by a professional team of staff who work in a variety of roles. It is important to note the following:

- The College operates an Infirmary staffed by five qualified nurses to care for the health needs of all students, particularly boarders. Staff are also cared for as required.
- Specialist support staff include the College Counsellor, Learning Support Staff, Aboriginal Education Officers, Library Assistant, Laboratory Assistant.
- One staff member identifies as being of indigenous background.

Area of Work	Full-time	Part-time	Casual
Administration	5	2	-
Boarding	2	3	13
Cleaning	4	-	-
Infirmery	-	2	3
Maintenance	3	-	-
Learning Support	1	-	-
Aboriginal Education Officer	-	1	-

10.0 Student attendance

Year	Attendance Rate
Year 7	95.70%
Year 8	96.40%
Year 9	93.60%
Year 10	95.10%
Year 11	94.70%
Year 12	94.20%
Whole School	95.1%

Note: Attendance data sourced from Edumate Student Management System.

11.0 Management of non-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 to parents from the General Office and later by Year Co-ordinators if required. In addition to these procedures, there is a weekly collection of roll data by the Deputy Head of College and the students are referred to the Student Behaviour Committee when adequate reasons for absences are not provided within seven days.

12.0 Retention of Year 10 to Year 12

Apparent retention rates are influenced by the number of students who choose to enrol into Year 11 from other schools; in 2016 there were 7 new students enrolled into Year 11 at the College. The number of enrolments continues to fluctuate from year to year but the actual retention rate has risen to its highest level. 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.

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%
2012/2014	93	86	71	92.4%	76.3%
2013/2015	115	90	79	78.2%	68.7%
2014/2016	110	96	89	87.3%	80.9%

Note: Data sourced from Edumate Student Management System.

13.0 Post School Destinations – Year 12, 2016

University Offers	40
Apprenticeships/Traineeships	11
HSC Pathways	1
Overseas Gap Year	1
Armed Services	4
Full-time employment	25
Part-time employment/part-time sport	0
Unknown/Unemployed	12
Illness	1

14.0 Enrolment Policies

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, Teaching and Educational Standards (BOSTES). 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 family'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 ethos and comply with College expectations and rules in order to maintain their enrolment.

Conditions of enrolment are printed on the enrolment form and parents sign an acceptance of these conditions as part of their application for the enrolment of their son at the school. The enrolment form including conditions of enrolment is also available on the College website in a number of different areas including under the prompt 'enrolment' and the sub-prompt 'conditions of enrolment'.

Procedures

All applications are processed within the College enrolment policy as overseen by the College Registrar.

Consideration is given to each applicant's supporting documentation and/or interview. Interviews are generally organised for boarding students, Year 6 students not attending Bathurst Catholic primary schools and those who enrol outside the yearly enrolment period.

Consideration is given to each applicant's educational needs. In order to do this the College gathers information and consults with the parents/family and other relevant persons. Visits to Bathurst Catholic primary schools by the Director of Curriculum and other senior staff will generally occur each year to gather additional information on student needs.

Strategies are identified which may need to be put in place to accommodate the applicant's needs before a decision regarding enrolment is made.

The parents/carers/guardians of the applicant are informed of the outcome.

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.

As part of the enrolment, fees are due to be paid in advance at the beginning of each term. Parents are encouraged to organise regular Direct Debit payments.

Families unable to meet full payment of fees or charges are invited to complete a Fees Assistance Application which is considered in confidence by the Head of College and College Accountant.

A number of full and partial two year Scholarships are awarded each year for students entering Years 7, 9, 11: Academic, Creative and Performing Arts, All Rounder. Details and application forms can be found on the College website.

15.0 Student Body

Student Population

As at the 2016 Commonwealth Census date, the College had 579 students enrolled.

Year Group	Day Students	Boarding Students	TOTAL
7	92	11	103
8	69	8	77
9	83	13	96
10	84	15	99
11	77	31	108
12	67	29	96
TOTAL	472	107	579

16.0 School Policies

St Stanislaus' Pastoral Care Policies and Procedures reflect its Christian ethos of individuals caring for and respecting each other. Teachers and other professionals share appropriate responsibilities for the emotional well-being of students. The school seeks to establish strong and appropriate relationships between teachers, the students and their families.

This commitment to student wellbeing underpins College life. Pastoral Care is central to career advice, counselling, discipline, curriculum and classroom practice.

The Tutor System with its number of Tutor Groups at The College is a significant avenue for the provision of Pastoral Care. Its success depends on the relationship of care, respect and support between the Tutor and the students which then is also developed between the students themselves. 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 its 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

2016 Student Welfare Initiatives

In 2016, the College Pastoral Care Committee was restructured. The following staff are members of this Pastoral Care leadership group:

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

The focus of the Committee over the 2016 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 – 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 2016.

Policy	Changes in 2016	Access to full text
Boarding	Reviewed and amended sections with specific instructions regarding Boarding Supervision June 2016.	- Full text available on College intranet. - Parents may request a copy by contacting the Head of College Secretary.
Enrolment	Reviewed 2016.	- Full text available on College intranet. - Parents may request a copy by contacting the Head of College Secretary - College Website
Child Protection	Reviewed by entire staff with some amendments in line with changing legislation June 2014. Staff undertook online training on Child Protection and Bullying and Harassment in 2015. Incorporated into College Policy.	- Full text available on College intranet. - Parents may request a copy by contacting the Head of College Secretary
Security Policy - procedures for security of the grounds and buildings - use of grounds and facilities - travel on school related activities	Developed further including review of evacuation and lock-down procedures.	- Full text available on College intranet. - Parents may request a copy by contacting the Head of College 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 with teaching staff.	- Full text available on College intranet. - Parents may request a copy by contacting the Head of College Secretary
Code of Conduct (incorporated in Staff Code of Conduct Policy and the Student Responsibility and Behaviour Policy)	Reviewed and developed in 2016 in light of additional changes to Pastoral Care system and its impact on Codes of Conduct.	- Full text available on College intranet. - Parents may request a copy by contacting the Head of College Secretary

<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>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, 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>In process of total rewrite in light of changed pastoral structures within the College.</p> <p>Six Year Coordinators in place.</p>	<ul style="list-style-type: none"> - Full text available on College intranet. - Parents may request a copy by contacting the Head of College 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 students' education 	<p>Updated 2014</p>	<ul style="list-style-type: none"> - Full text available on College intranet. - Parents may request a copy by contacting the Head of College Secretary
<p>Overseas Excursions</p>	<p>Policy rewritten in 2015</p>	<ul style="list-style-type: none"> - Full text available on College intranet. - Parents may request a copy by contacting the Head of College Secretary
<p>Student Anti-Bullying</p>	<p>Policy review in 2016</p>	<ul style="list-style-type: none"> - Parents may request a copy by contacting the Head of College Secretary

** The College Website is being restructured following which all Policies will be uploaded.

17.0 Priority Areas for Improvement

Achievement of Priorities Identified in the 2015 Annual Report for 2016

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 Leadership Group to encompass a broader group of the staff and to develop depth in the Pastoral Care focus of the College.
 - Expansion of Pastoral Care Team; meetings once per fortnight.
 - Focus on the role responsibilities of Year Coordinators.
 - Evaluation of Year 10 Pastoral Program.
3. Continued development of links with boarding families and efforts to involve them more fully in the College Community.
 - Evaluation of Boarding family visit program.
 - Introduction of Boarding Family dinner.
 - Introductions of a 'sleepover' program for new boarders.
4. Implementation of the Performance Appraisal process at the College.
 - Further development/review of process.
5. Restructure of the College: 7 – 9 Junior School, 10 – 12 Senior School.
 - Ongoing evaluation of the impact/outcomes for Year 10:
 - o Academic focus.
 - o Pedagogical focus.
 - o Pastoral Care Programs.
 - o Student Leadership Roles.

Priorities – Areas for Improvement in 2017

1. Continued development of focus on teaching and learning at the College, in line with educational research and thinking.
 - Develop new roles of Director of Quality Teaching and Learning and Head of Teacher Accreditation and Professional Learning.
 - Continue "Embedding Excellence" initiative.
 - Focus on Professional Development for Learning/Faculty teams.
2. Further development of Pastoral Care Leadership Group.
 - Student Learning Plans encompassing goal setting.
 - Review and develop Pastoral Care processes and structures.
 - Focus on Positive School Culture.
3. Continued development of links with boarding families and efforts to involve them more fully in the College community.
 - Planned regular communication and request for feedback.
 - Link boarding families with Parents and Friends Association.
4. Implementation of the Teacher Performance Review process at the College.
 - Newly appointed Head of Teacher Accreditation to develop the process and work with Faculty Heads on its implementation.
5. Evaluation of Leadership structures in the College.
6. Linking the College with its past whilst planning for the future in its 150th year.

18.0 Actions Undertaken 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 2016, some of the particular actions taken by the school to promote respect and responsibility among our staff and students included:

- The celebration of such occasions as Harmony Day, Reconciliation and NAIDOC Week continued in 2016.
- Continued support for the Sudanese Refugee Program and for Indigenous students. A part-time Aboriginal Education Officer was employed in 2016.
- The continuation of our very successful Day and Boarding St Vincent de Paul Conferences, involving students from Year 9 to Year 12.
- Organisation of 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 11 and 12 each had a three day Retreat, Year 7 and 8 were involved in a three day camp and an orientation program for new students was conducted at the school.
- A Staff Formation Day was held during Term 2 to reflect on the Vincentian Charism of the College and the role of the staff in promoting Vincentian values.
- The College community participated in various charitable appeals and information sessions focussing on the disadvantaged.
- Various teaching programs promoting respect and responsibility were 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.

19.0 Parent, Student and Teacher Satisfaction

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, 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. 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 Year 7 Welcome BBQ 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, 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. Year Coordinators and the College Counsellor regularly meet with parents. The school also conducts 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 with their sons. The school organises interview times in afternoons, in evenings and also on Sundays for the convenience of parents who live 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 2016, there was also a Spring co-curricular program that was well attended by parents and students.

There is regular use by parents with regard to the College Website and Facebook page. The number of parents utilising the Edumate portal continues to grow.

Head of College and senior staff prioritise visits to boarding parents in regional NSW. They are appreciative of this personal contact and provide valuable feedback on their sons' boarding experiences.

Student Satisfaction

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

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

At various times throughout the school year students have the opportunity to complete surveys on various aspects of College life. Student Wellbeing Surveys are issued to students via their Tutor Groups. These Surveys invite student responses to a broad range of school experiences. The responses are monitored by Tutors/Faculty Heads and the Pastoral Care Team. Further work in 2016 addressed avenues for student feedback and responses. As a result, all students were issued a Bullying Information and Response card to carry at all times. The College also has a dedicated email address (pastoralcare@the.college.com) to report any bullying concern.

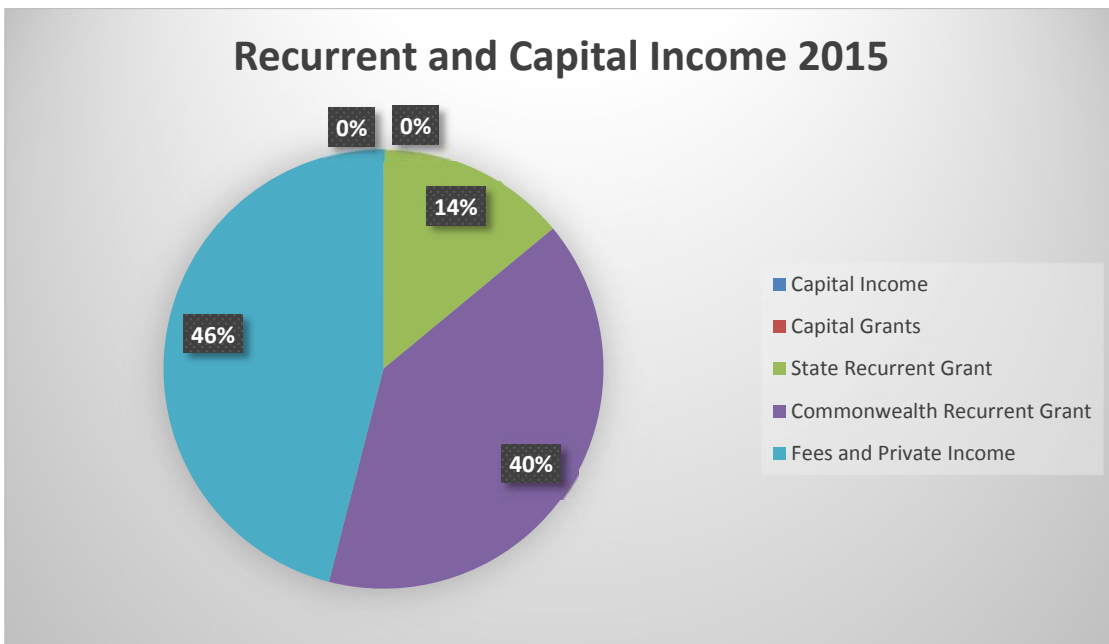
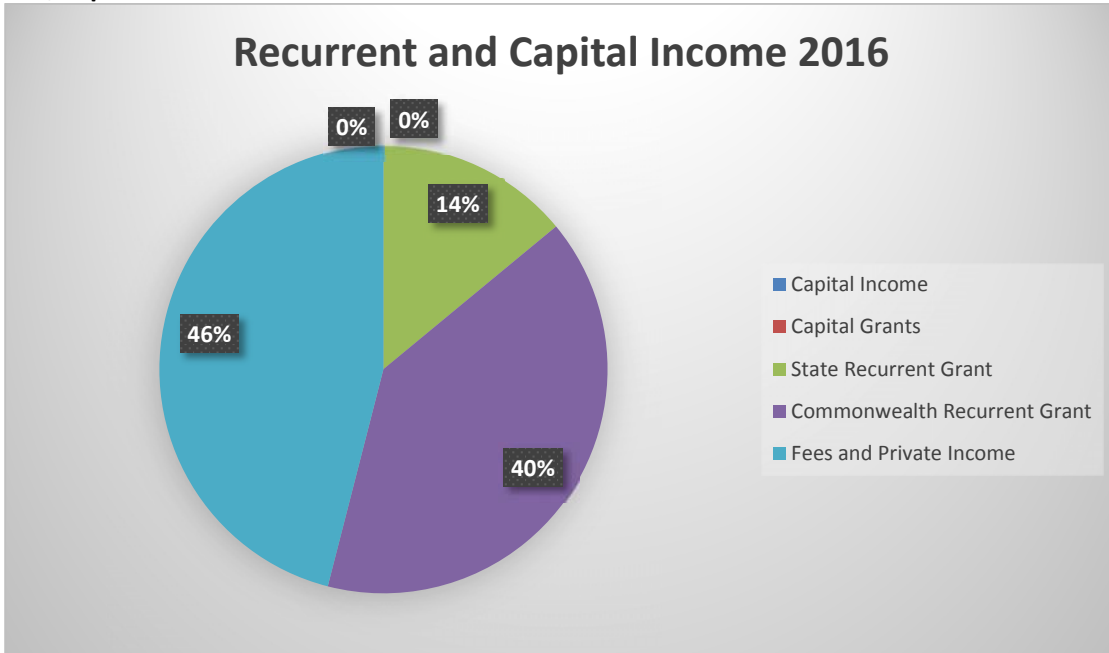
Teacher Satisfaction

Teacher satisfaction is regularly monitored at fortnightly Pastoral Care Leadership Team meetings, fortnightly Management Team 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 College has high teacher attendance and retention rates. The willingness of staff to become involved in professional development activities which is outlined in Section 7 is further evidence of a positive and supportive group of teachers.

20.0 Summary of Financial Information

Recurrent/Capital Income



Recurrent/Capital Expenditure

