2013 ANNUAL REPORT

CONTENTS

Principal’s Executive Report 2
Board of Management 10
Secondary Report 13
Junior School Report 15
Learning and Teaching Report 18
Mission Statement and Strategic Plan 22
Liturgal Life of the College 26
Reaching Out 26
Capital Developments and Maintenance 29
Financial Indicators 30
Enrolment Profile 33
Staff 36
Grade 10 Survey Results 38
NAPLAN Results 44
Following two significant years of celebration, 2013 will be remembered as a year of consolidation for the College, where the focus was on the further enhancement of academic culture, the nurturing of faith and spirit and our commitment to service of others; all within our context as a Catholic school for boys in the Edmund Rice tradition. It is with great pride that we note that a number of milestones that were articulated within our Strategic Directions Plan have been achieved. With our commitment to continuous improvement in all areas of the College, we have actively engaged in planning processes that have witnessed the genesis of additional goals that will further expand the educational opportunities and experiences available to all boys at the College.

2013 marked the completion of the first full cycle of our Pastoral Care system, with Grade 10 students being the first Grade 7s to engage with the vertical pastoral care system. Four years on and our research strongly supports the aspirations we held for the programme and mirrors the anecdotal feedback received in its formative years. The Pastoral Care structure is now part of the lived reality for students at the Senior campus and has become part of the academic, pastoral and faith culture of the College; a culture that is authentic to the touchstones of the Charter and which attests to our authenticity as a Catholic school and an Edmund Rice Education Australia school.

The practical outcomes of the re-structure are readily evident – it has greatly strengthened our House structure, and with the continued fine work done at Patrick Street, we now have a sustainable model for the provision of House-based pastoral care and personal development across the College. It has significantly increased the strength of the home-school partnership, integral to school success for boys and has made the transition of students to the secondary campus a much smoother, pastoral and enjoyable experience.

Each year the College identifies a theme from the Strategic Directions document which reinforces our commitment to our core values of ‘Community, Justice and Respect’. In 2013 the spotlight was on the theme, ‘Two Campuses, one College’ and we have worked hard on developing the links and connections between the two campuses. This has been realised in practical and symbolic ways – Junior school students have been regular visitors to the secondary site and have availed themselves of the specialist facilities and staff available at Austins Ferry.
A highlight of this was the introduction of the technology unit for the boys from Grade 3 to 6. This involved each boy spending five weeks at the Austins Ferry site on a Monday in the Technology Department. I know the boys thoroughly enjoyed the experience. This programme complemented existing experiences such as the Welcoming Liturgy, Half Way Day celebrations, sporting events and visits for the musical and Grade 6 orientation. Such experiences aim to immerse students more fully in the life and culture of St Virgil’s and reinforce that the College is their educational home from Grade 3 to Grade 10.

Although each year presents its own set of unique challenges, highlights and milestones, a constant that honours our traditions and further inculcates the culture of St Virgil’s, is the range of important ceremonies and rituals that are features of the annual College calendar. These events honour and strengthen our rich history and tradition and are integral in increasing the connection boys feel with ‘their’ school. Research clearly highlights that boys yearn for connections with school, their peers and teachers and therefore events such as the Blessing of the Bags, the Edmund Rice Mass, the musical, Gala Concert, and Thanksgiving and Awards ceremonies on both campuses play a vital role in ensuring boys feel safe, supported, happy and valued within the College community.

Continuing the theme of consolidation, the relatively quiet nature of facility development on both sites compared at the commencement of the year enabled all staff to focus on our core business of learning and teaching. The absence of major works in the first half of the year has provided an opportunity to consider what was required in terms of our ongoing maintenance schedules and future planning, in particular the update of our Building Master Plan, which is a critical document for all schools.

Relatively minor projects were undertaken at Patrick Street, namely the laying of a second synthetic court which has greatly increased the usable active recreation spaces students can access. In terms of passive recreation and reflective spaces it has been gratifying to see growth and subsequent development of the native amphitheatre that is a feature of the highly successful bank project completed by the College and the P&F in 2012.

At Austins Ferry, with the appointment of a dynamic new Business Manager Mrs Narelle Green, we have taken the opportunity to focus on the maintenance of our facilities with each building given a ‘face lift’ with the exterior of the College being
painted and works completed in line with the College’s proactive approach to Workplace, Health and Safety.

As intimated earlier, the relative peace and quiet which was the hallmark of Semester 1, was subsumed by the arrival of heavy machinery and a significant workforce to commence work on the re-development of the Hamilton Wing in October 2013. The new development includes the creation of four new state of the art Science laboratories, a complete refurbishment and fit out of the Art facility and the creation of a number of new general purpose learning areas.

This development has been part of our Master Plan for a significant amount of time and it was pleasing to see the project get under way late in the year. The builders have been making excellent progress during Term 4 and we look forward to its completion early in 2014 and its role of raising the profile of the sciences and arts at the College as well as the educational aspirations of all students.

In reviewing the year it would be remiss not to acknowledge the insightful, strategic and pastoral support provided by our governing body, Edmund Rice Education Australia. The support and guidance in the implementation of the Hamilton re-development project is just one example of the significant support that EREA continue to offer. I particularly thank Mr Paul Williams, the Regional Administrator who continually shows proactive support for the College and especially with the negotiations that are ongoing with our other partners, the Tasmanian Catholic Education Office.

On a personal note, many of you will recall that I was extremely fortunate to be able to take some enrichment and long service leave during Term Three this year. This time, much of it spent with my family, was extremely refreshing and I certainly returned to the College with a renewed sense of vigour and purpose to continue my role as Principal of this wonderful Catholic school. My sense of place and purpose was further reinforced and informed through my participation in International Boys’ Schools Coalition Conference in Virginia where I was able to ‘rub shoulders’ with leaders in the field of boys’ education. The experience again highlighted that we work within a specialist area of education and reinforced our belief that we implicitly know boys, understand their learning, pastoral and development needs and can provide programmes that optimally cater for these needs.

I would like to thank, in particular, Mr Terry Blizzard and Mr Cameron Alexander
for their support in taking on expanded leadership roles, and for their successful execution of these roles.

On the day of my departure for enrichment and long service leave I was privileged to be involved in two significant events which are central to the identity and mission of the College. As part of the process of being an authentic Catholic school, we are committed to honouring the central tenets expressed within the Archbishop’s Charter for Catholic Schools. Earlier this year the College submitted a summary of its programmes, initiatives and achievements linked to each of the pillars outlined in The Charter, each of which guide our delivery of an authentic, meaningful and relevant Catholic education for our boys. The Archbishop after consideration of our submission decided to mandate St Virgil’s College to continue as a Catholic school in the Archdiocese of Hobart for the next five years.

During a full student assembly, His Grace, Archbishop Adrian Doyle, an old scholar of St Virgil’s, formally presented the College with a certificate to mandate it as a Catholic school authentic to the pillars of the Archbishop’s Charter for Catholic Schools. His Grace spoke of his families’ deep connection with the College, dating back to 1911 and his firm belief that the College had always been faithful to the essence of his Charter. The Archbishop was particularly pleased to receive examples of the tangible ways in which the College demonstrated its authenticity to the Charter, especially in areas such as social justice, religious education, spiritual formation, care for the disadvantaged and marginalised and our stewardship of our environment.

It is always a great honour to have one of our finest old scholars visit the campus and particularly affirming to know that he appreciates the great work we do each day in his name to demonstrate our commitment to the expression of the distinctiveness of the educational ministry as it serves the mission of the Catholic Church in today’s world. It was also an opportunity to wish him well for his well-earned retirement. Over many years His Grace has been a wonderful supporter of the College and we hope that even in retirement he will still be a regular visitor to his old school. Thank you and God Bless Archbishop Adrian. We also look forward to developing a long and fruitful relationship with his successor Archbishop Julian Porteous who has come to Hobart from NSW.

At the same assembly the College signed a Memorandum of Understanding (MOU) with the Old Virgilians Association. The MOU seeks to clearly outline the ongoing
relationship between the OVA and the College, in particular the joint commitment to enhance educational outcomes for boys currently at the College and within a context that honours our charism as a Catholic school in the Edmund Rice tradition.

Consolidation was very much a theme evident in our engaging and innovative learning and teaching programmes. The College continued to be leaders in the State in regards to the development of the Australian Curriculum and its implementation was a theme that the Learning and Teaching teams on both campuses took on with great passion, skills and success. The key focus this year was on moderation and how the curriculum can be assessed and ratified. We made strong progress in this area which will provide better assessment data to inform our learning and teaching programmes and we look forward to the continued implementation in the years to come.

We were privileged during the year to have two visiting Brothers from Africa attend the College to reinforce our commitment to the Mary Rice Centre and other charities supported by the Brothers in East Africa. Brother Gerard Mgalula (Director of Mary Rice Centre) and Br Amandi Mboya visited both campuses and talked to the students about the profound impact that our fundraising efforts have upon children living in the Kibera and Makura slums in Nairobi. The challenge for 2014 to our students is simple: we can all do more!

The College feels a great sense of pride in what we are able to do for the Mary Rice Centre in Nairobi, Kenya. The horrific shooting in Nairobi in 2013 highlights the fragile nature of life in Nairobi. This is heightened for disabled students and others living in the community. Whilst their faith and strong sense of family sustains them the ever present scourge of terrorism, physical and sexual abuse and unimaginable poverty is never far from the surface. It is pleasing to see the impact that the students have and the Brothers spoke with passion about the continued support.

Each year the support of our African project forms part of our Service Learning experience. This is complemented by our support of many charitable organisations such as St Vincent de Paul, Foodbank, Loiu’s Van and First Byte. Coupled with this, our continued work with sustainability projects at the Bridgewater garden and the Bellerive Bluff, we are certainly giving the boys opportunity to be involved. Our other support groups include the Aboriginal Reconciliation Group, the Freedom Redemeers and the St Vincent De Paul – both Junior and Senior chapters. These experiences enable boys to increase their levels of involvement and it was pleasing to
see these groups well patronised during this year.

The College Board of Management under the direction of Chair, Dr Natalie Brown, again provided sound strategic direction and support during the year. The Board continues to look at ongoing strategic planning and financial management of the College and this year in particular, worked hard on the consolidation of the policy platform and ensuring work and safety practices were compliant with the new laws introduced earlier in 2013. I thank all Board members for their input in their area of expertise during the year.

Given the busy pace of life at the College and the breadth of learning experiences for boys it is becoming increasingly difficult to summarise all of the events succinctly within a written report such as this. The breadth and depth of programmes is supported by dedicated staff, volunteers and parents and I would like to formally express the College community’s appreciation to all these key people who maximise opportunities, experiences and outcomes for our boys. Students and staff continually are prepared to go over and above and participate in all of the programmes available. This commitment is the foundation of our Learning and Teaching statement …

“I have come that they may have life, and have it to the full”. (John 10:10).

Some additional highlights of the year were the musical Jesus Christ Superstar, the Gala Concert, mountain biking State round at the Senior campus, qualifying for Australian representation in team sailing and the clean sweep at this year’s SATIS Athletics Carnival. A full summary of all the extra-curricular activities are contained in our annual magazine, The Virgilian and I urge you to read the features and commend the students upon their dedicated contribution to life at the College in 2013. I again thank all students for their support and participation in what has been another busy year outside of the classroom.

The work of the Parents & Friends Association on both campuses never ceases to amaze me. Their continued community building was highlighted this year with successful Fairs conducted on both sites. Their ability to bring the community together for fundraising and ‘friendraising’ purposes has provided great support to all parents and their sons and further supports our commitment to building strong home-school partnerships to enhance learning outcomes for each student at the College. As a result, they have been able to make significant financial contributions
in supporting the educational programmes of the College. The P&F should never
doubt the esteem with which they held by the College community and my own
personal appreciation for their wonderful work and support of the College.

Staff
In 2013 St Virgil’s welcomed a number of new staff who took up the challenge of
supporting boys in a range of curricular and co-curricular endeavours:

Mr Tim Birthisel  Teacher – Junior School
Mr William Chambers  Teacher – Austins Ferry
Mrs Caroline Conallin  Teacher Aide, Learning Support
Mrs Teresa Geason  Teacher – Junior School
Mrs Narelle Green  Business Manager
Mrs Kristy Harback  Administration Officer
Mr Daniel Lapolla  Teacher – Austins Ferry
Mrs Jillian Norton  Music Teacher
Mr Andrew Pinelli  Head of Junior School
Miss Emma Richardson  Teacher Aide, Learning Support
Mr Alex Rose  Teacher Aide, Learning Support
Mr Deon Scanlon  Teacher – Austins Ferry
Mr Liam Scott  ICT Support Officer
Mr Nathan Sharman  Teacher – Austins Ferry
Mrs Amelia Showers  Teacher – Junior School
Mr Chris Waugh  Teacher – Junior School
Mrs Megan Williamson  Teacher – Junior School

We also welcomed back Mrs Melissa Thirgood from maternity leave.

Some of our staff enjoyed extended periods of leave this year and I would like to
thank the following people for willingly stepping in to replace them.

Mr Terry Blizzard - Acting Principal.
Mr Cameron Alexander - Acting Deputy Principal.
Mr Daniel Lapolla - replaced Mr Cameron Alexander and Mrs Penny Carlyle.
Mr Dan Sulzberger – Long Service Leave replacement for Mrs Janelle Stowe.
Mrs Bree Harder - Long Service Leave replacement for Mrs Chanchal Foxen.
Mrs Amelia Showers - Long Service Leave replacement for Mrs Jo Messer.
Mr Jamie Di Ienno - Extended Leave replacement for Mr Isaac Lucas.

The College also farewelled a number of staff who moved to opportunities in other
States and within other schools and industries. We sincerely thank them for their
contribution to the College and wish them well in all future endeavours: Mrs Allison Aggenbach, Mr Leigh Bradley, Mrs Penny Carlyle, Mr Willy Chambers, Mr Martyn Chandler, Mrs Anne Hughes, Mr Ron Monks, Mrs Michelle Porter and Mrs Chris Scanlon.

In reflecting upon 2013, and our first venture into the realms of the four term year, the positive outcomes from the year are readily apparent. We will certainly be better placed in 2014 to plan for the condensed nature of each term but I am confident that the positives in making this significant change certainly outweigh any negatives. This was most evident in the general wellbeing and motivation levels of the boys and staff and the noticeable increase in productivity throughout each term. We will closely analyse the impact of this change, in particular the placement of some of our traditional events, which may need to be moved slightly to accommodate the shorter terms. We have learnt much and look forward to strategically implementing these learnings in 2014 to further support the boys with their learning and in all facets of school life.

We look forward to 2014 and the promise of God’s continuing love and support as we carry on our noble venture of providing each boy with an engaging, relevant and contemporary education within our context as a Catholic school in the tradition of Blessed Edmund Rice.

In the spirit of Blessed Edmund

Damian Messer
PRINCIPAL
BOARD OF MANAGEMENT

I am pleased to report that St Virgil’s College has again thrived during another successful year in the College’s long and esteemed history. St Virgil’s is a vibrant, engaging and fun-filled educational environment for our Grade 3 to 10 students and the Board is pleased to recognise and support students and staff in a diverse range of endeavours through the provision of appropriate governance and strategic guidance and support.

With this in mind I am particularly indebted to members of the Board who give of their time so generously to support the College in its mission of providing a high quality Catholic education to boys in the tradition of Blessed Edmund Rice. The Board have worked within the realm of the touchstones of The Charter to ensure that the charism of Edmund Rice is reflected in all aspects of school life and in the workings of the Board.

An overview of the 2013 academic year is summarised within the annual and highlights a range of accomplishments that reinforce the success of the College in providing boys with rich learning experiences and opportunities that encourage each boy to strive for personal excellence in endeavours that inspire, challenge and enrich their lives.

Whilst I have been immensely proud of the achievements of our boys, I also take great pride in our response to adversity. The College community was deeply saddened by the passing of much loved and respected student Bailey King. As a Catholic community we responded with appropriate, tangible and compassionate prayerful and practical support. I was incredibly proud of the response of students and staff to this very sad experience and I know our community will continue to offer prayerful support.

The College also responded to support students and parents affected by illness, injury and other circumstances. In doing so we are providing an authentic Catholic education and living up to our College motto ‘by deeds not words alone’.

The growing profile of the College in the community has been most gratifying for the Board. This is borne out by the increase in enrolment numbers, including enquiries for 2018! This bears testament to the fact that the College is well perceived within the community and, through the hard work of many people it is seen as a
preferable College to send boys to provide them with an engaging and holistic Catholic education. The efforts of our teaching and learning staff needs to recognised in this result as they are the ones who provide boys with positive experiences that lead to strong word of mouth endorsement for the College in the wider community.

The Board met on ten occasions this year and dedicated a significant amount of time to strategic and governance issues. Major items addressed in 2013 included:

- Contribution to the College response to the Archbishop’s Charter for Catholic Schools;
- Developing systems, structures and responses to the significant changes in workplace, health and safety legislation.
- Significant work on the College’s Building Master Plan for the senior and junior campus;
- Development of submissions to enable the Hamilton re-development project to proceed which will provide the College with first class science and art facilities.
- Involvement in sessions with EREA looking at the College’s authentic response to the Charter in its governance and planning operations.
- Improving communications with the College community via the re-development of the College website;
- Induction of a new Business Manager and support for her in developing the 2014 budget for approval by EREA;
- Supporting Deputy Principal Mr Terry Blizzard in stepping in for Principal Mr Damian Messer during his enrichment and long service leave;
- Meetings with the EREA and College auditors;
- Developing Terms of Reference for new strategic committees in 2014 – ICT and Risk Management;
- Monitoring and implementation of key items within the College’s Strategic Directions Plan;
- Reviewing College policies and making updates in line with legislative changes and identified best practice improvements in areas covered by College policies;
- Recruitment and induction of new Board members as part of the Board’s succession planning strategy; and
- Identification of strategic issues for 2014 and beyond.

The Board is supported by a range of specialist committees who provide strategic advice and practical support to the Board. Each committee provides a detailed report to Board meetings and I am particularly indebted to members for their input, commitment and strategic advice and counsel.
During the course of the year I attended a number of meetings with the Chairs of other Edmund Rice Education Australia (EREA) Schools and staff. These meetings have certainly served to strengthen the relationships between the Colleges. Through joint meetings with other Board Chairs and Principals we have been able to identify key issues impacting upon all our schools in providing an education that is congruent with the mission of a Catholic school in the tradition of Blessed Edmund Rice. The Board is very appreciative of the regular presence and invaluable support from Dr Wayne Tinsey and our Regional Director Mr Paul Williams.

The College is also appreciative of the ongoing work of Mr Bob White in framing outcomes from the highly successful 2012 Congress and for ongoing professional learning experiences extended to staff including the Carrigg Karibu Immersion Programme in East Africa, which enabled Mr Mark Waddington to engage with the Mary Rice Centre; a project generously supported by our students, staff and parents.

I extend my sincere appreciation to Mr Damian Messer, Mr Terry Blizzard and Mr Andrew Pinelli, along with their leadership teams for their inspired leadership of the College and its boys. I have thoroughly enjoyed another year as Chair of the Board of St Virgil’s College and I consider it an honour to be able to occupy such a position and hopefully contribute in some way to the future of this great College.

Dr Natalie Brown
BOARD CHAIR
ST VIRGIL’S COLLEGE
SECONDARY REPORT

St Virgil’s College aims to educate young men to become well-rounded individuals of faith with a sense of justice and fairness. Some would suggest that the indication of a successful education for our boys would be whether they suffer from “kitchen blindness” or “dyslaundry” or not, but important as these are, there is far more to it.

Perhaps the best way to sum up our College is to say we aim for our boys to receive an education, not merely a qualification. Day to day teaching and learning are fundamental to who we are, but it is through “Deeds not Words” that we are judged.

Once again the breadth of experiences available to our students have been extensive this year, particularly evident in the House system. Under the leadership of College Captain and Vice Captain Davis Allie and Will Ogle, our House Prefects Jacob Despard (Dwyer), Luke Alderton (Doyle), Will Aggenbach (Joyce) and Mitchell Salter (Hessian) have done a wonderful job of encouraging boys to be involved in all areas of College life. As Houses we celebrated achievements under banners of Service, Spirit, Academic Achievement and Sport. Be it the Caritas and Walkathon fundraising to support marginalised communities for Service, or accumulating 5450 kilometers as a symbolic gesture of support for the Mary Rice Centre in Nairobi as an inspiring contribution to the Spirit domain, the enthusiasm and commitment to these House activities has been outstanding.

As has been tradition, Sport has been a major contributor to the life of the College and along with the numerous opportunities to represent the school in co-curricular sport, the major House competitions including the Athletics Carnival, Cross Country and Beach Bonanza Day were wonderfully spirited occasions with chants, dressing up in House colours and as always plenty of banter. There is great anticipation for the announcement of the overall winning House for 2013 which as tradition dictates is announced at the Thanksgiving farewell to the Grade 10s.

These are just some of the many opportunities on offer this year for boys to develop the broader sense of what St Virgil’s is about and I commend all those boys who have taken the challenges available. I would like to acknowledge all of those boys who represent the College with pride in our various bands, ensembles and choir, been members of service groups including St Vincent de Paul and Edmund Rice.
camps, been part of Service Learning programmes contributing to improve the lives of those marginalised, taken up the challenge of academic competitions and been a member of all conquering sporting teams.

This year the College has implemented an affirmation programme aimed at acknowledging the wonderful things boys do on a day to day basis. As a spiritual community we aim to provide a positive learning environment that recognises the rights and responsibilities of all its members and to recognise and affirm those students who model positive examples of student behaviour. The process of Student Affirmation is based on a system that rewards students at a Bronze, Silver and Gold level. I would like to congratulate all of those boys who were recognised in either of the levels.

The wonderful thing about being in an Edmund Rice School is that the essential calling of the school is very clear. At St Virgil’s we are guided by the Charter for Catholic Schools in the Edmund Rice Tradition. We are a spiritual community and all we do is informed by this. Evidence of this is seen daily in morning Prayer, the initiative by Campus Minister Br Peter in providing time for Pastoral Care groups for prayer in the Chapel and in the thoughtful reflections prepared for College assemblies by Mrs MacGregor and the Youth Ministry group. The grand occasion of the Edmund Rice Mass, conducted at the Derwent Entertainment Centre, was again the most significant spiritual occasion of the year and I would like to acknowledge the wonderfully reverent manner in which the young men participated in the mass. We often ask the boys “what kind of man do you want to become?” and our hope is that their response is influenced by the actions of the spiritual community they are a part of.

In closing I would like to pay tribute to the many fine young men of St Virgil’s. It is a wonderful privilege to work with such a broad range of boys on a daily basis and so many do themselves, their parents and our College proud. I would particularly like to pay tribute to Davis Allie and Will Ogle and their group of student leaders. What an outstanding group of young men. It is a wonderful reflection on our community when young men with such a solid sense of Community, Justice and Respect lead our student body.

Mr Terry Blizzard
DEPUTY PRINCIPAL
HEAD OF JUNIOR SCHOOL REPORT

It is quite amazing that a year has passed since the last edition of the Virgilian was published. I certainly remember looking through the 2012 edition and being quite amazed at what a busy campus the Junior School was! Having now been in the role as Head of Junior School for a year I am still amazed at how busy the Junior School is. I would also like to thank all the staff, boys and parents for making my family and I so welcome within the College, and broader Tasmanian community, this year.

The year commenced with a number of changes around the Junior School Campus. We welcomed a number of new staff including: Mr Chris Waugh and Mr Tim Birthisel as classroom teachers. Mrs Jillian Norton joined the staff as Music Teacher and Mrs Megan Williamson also joined the staff as the Japanese (LOTE) teacher. During the year we also welcomed Ms Amelia Showers to the teaching staff. This was in addition to myself in the role as Head of Junior school. A further significant change was an increase in enrolments and the restructuring of the campus to include a sixth class grouping.

During the year, the Junior School also farewelled Mrs Chris Scanlon who resigned her position after many years of dedicated service. The boys were saddened to farewell Mrs Scanlon but were most appreciative of her caring and dedication during so many years of service to St Virgil’s College and the Junior School Campus in particular.

The ongoing implementation of the Australian Curriculum has continued to be a focus for the Junior School staff. This has extended from the classroom and also included the redeveloping of student reports to reflect the Australian Curriculum – these were issued this year. The boys once again performed well in all areas of the NAPLAN assessment completed in May by Grades 3 and 5. We have commenced tracking NAPLAN results for all boys who undertake this assessment (even if they join the College later on) to plan for future growth and improvement in all areas now and into the future.

The tracking of NAPLAN data will also be done in conjunction with an increase in the tracking of ICAS Assessments which have traditionally been completed by
selected boys. All boys in 2013 completed the Mathematics assessment as to assist in evaluating the Junior School Campus’ implementation of the Australian Curriculum - Maths. Staff will also be tracking the results of the PAT Assessments which are completed in conjunction with the Tasmanian Catholic Education Office and completed by all students attending Catholic Schools in Tasmania.

The commencement of the 2013 school year saw the introduction of the one to one iPad programme throughout the College. Admittedly, there were some teething problems but the staff and boys ploughed on through and have achieved many incredible things during the year. The introduction of the iPad programme further encouraged, and assisted, the staff to deliver to all the boys a contemporary and interesting curriculum that continues to challenge the boys to produce their best work. This has included a great range of excursions, incursions and camp experiences both in the real and the virtual world. The teachers and boys have made the most of so many of the great opportunities that present themselves in Hobart and its surrounds. The staff are to be commended for making these great opportunities available that bring the curriculum alive and there enthusiasm to embrace new challenges.

As part of the introduction of the Design Technologies curriculum (also part of the Australian Curriculum) all boys have been afforded the opportunity to go to the Senior School Campus to participate in woodwork. Mr Barry Maxwell has taken up the challenge of the Junior School boys being in ‘The Workshop’. The boys during the course of the year were able to make some great examples of woodwork projects, including; tea light holders, key holders, bottle openers, pull along toys and blazer hooks. The boys have certainly enjoyed this additional opportunity and taking home the pieces that we have made with our own hands!

As tradition dictates, boys have been offered a vast array of sports that have been able to be undertaken during the school day, after school or on the weekends. The boys have performed admirably in the sports of: tennis, flippa-ball, water polo, footy, soccer, basketball and futsal as well as competing against other JSSATIS and STCPSSA schools in swimming, cross country and athletics. Of course, if it wasn’t for the many parent volunteers who coach, manage and transport teams these opportunities would not be available for the boys. The boys are to be commended for their efforts as well as their sportsmanship during all of these activities.

The creative arts which includes art and music are particular strong points of the
Junior School campus. Ms Jan Stary continues to get the boys to produce amazing pieces of art with the highlight being the art exhibition as part of the Father’s Day breakfast and the exceptional Christmas Cards. The Bands, both Grade 5 and 6, as well as the choir have gone from strength to strength this year. Their performance in the Clarence Eisteddfod and the College’s Gala Concert were particular highlights and opportunities to showcase the talent of the boys at the Junior School Campus.

The work of the Junior School P & F continues to amaze. The dedicated parents, who often work very quietly behind the scenes, are a great support to the College and the Junior School Campus. The social and fundraising activities organised by the P & F are an important part of the fabric that is St Virgil’s College. The inclusive nature, in particular, of the Mother’s Day and Father’s Day breakfasts is testament to that. The Fair too, even though moved to a Sunday morning was a great success both in a financial and a social sense.

The 2013 school year has certainly presented many opportunities and challenges which have been met head on by all involved at the Junior School Campus. We look forward to 2014 where will continue striving towards the boys achieving the best results that they are capable of in all aspects of College life and to further build on the theme of one College – two Campuses.

Mr Andrew Pinelli
Head of Junior School
LEARNING & TEACHING

Secondary School

When I first started teaching at St Virgil’s (back at the start of this millennium!) the person who did my current job was called the Curriculum Coordinator. A perfectly fine title I am sure. But recently, while reflecting on my own performance in this role, I started thinking about the word curriculum and its meaning.

In our modern vocabulary, curriculum is associated with the course of study, what our children are taught. We have an Australian Curriculum. An outline of what every student has a right to be taught in schools. However if you look into the etymology of the word, you find that its original meaning was that of a course along which a race was run, or the chariot-like vehicle in which you would race (a curricle).

So, a literal person might see the Curriculum Coordinator as a kind of race organiser, making sure everyone starts in the same place, follows the rules, does their best and then records the order in which they finish and their performance. Perhaps they may even publish race records, personal bests and season averages. And in some ways this is very much the case. We take the students in, guide them through their courses, assess their performance and report it and then, at the end we award prizes to the highest performers and encouragement to those who work hard.
But to me, this is a very simplistic model. To me, we must be concerned not just with the curriculum *race*, but with the journey; with the experiences of every individual. Everyone does not start in the same place, and they certainly do not all learn at the same rate, or even in the same way. And who says every student has to follow exactly the same path? As the Director of Learning and Teaching, my aim to find the right path, the right experience, the right learning for each individual. I want to explore how we can make each experience as relevant, as enjoyable, as challenging and as fulfilling as possible. Tests, measurements and data are all fundamental to this, but so are the relationships and the understanding.

The Learning and Teaching team has worked hard this year at supporting this vision. Helping every teacher to understand what must be taught, but more importantly, how to teach it, how to know if it is working and how to make it engaging and useful learning for the boys. I would like to thank them all for their ongoing hard work on this most important task. I also look forward with great excitement to 2014 and to what we can achieve next that will make the experience of learning a great one for every boy that walks into our classrooms.

Miss Heidi Gregg

**Director of Learning and Teaching**
Junior School
This year was the second year of the implementation of the Australian Curriculum. As well as Maths, English, History and Science classes also opted to trial Geography. Juggling already full and busy timetables to cater for all Australian Curriculum subjects as well as Specialist subjects such as Physical Education, Japanese, Library, Art, Music and/or Band in a week or two week cycle was, at times, challenging.

This year we introduced the new look reporting format which reflects and reports to the Australian Curriculum Achievement Standards. The Semester One report is a far more comprehensive one with a comment required for each Australian Curriculum subject area. The End of Year Report is a more summative one, wrapping up the year with a general comment reflecting each boy’s overall efforts.

Throughout the year the Junior School benefitted from visiting performers. Some of these were of a musical nature for example, Shrekere Beats. This was an interactive show which involved dance and music to bongo drums. The polished Whitefriars College Band from Melbourne performed for the school, and we were revisited by the very talented Paul Jarman. Paul ran workshops for our Junior and Senior Choirs culminating in a wonderful performance where the combined choir sang the uplifting song, Band of Brothers.

Excursions are an integral part of many of the units taught at the Junior School Campus. They often provide a different perspective or insight whilst also consolidating concepts taught. This year our classes have visited places such as the Penitentiary Chapel and Criminal Courts, Mt Canopus Observatory, TMAG, Molesworth Environmental Centre, Woodbridge Marine Studies Centre, CSIRO, the University for the Science Fair in Science Week, just to name a few.

As is tradition, each class ventured out on a class camp. Grade Threes had an overnight experience at Camp Conningham, for some, their first night away from home. The Grade Fours, in October, had three days on the East Coast of Tasmania staying at Gumleaves which also incorporated a day on Maria Island. For three days the Grade Fives experienced what Port Arthur has to offer from an historical point of view as well as participating in many collaborative and team building activities. At the end of their final year in the Junior School, the Grade Sixes visited our nation’s capital, Canberra over four days.

The aim of all our camps is of course the educational content, but the ancillary benefit is that it provides boys with the opportunity to collaborate together to meet certain objectives, to experience the ‘outdoor classroom’, get to know each other in a different environment and of course to have fun!
Throughout the year some boys are given the opportunity to participate in various external assessments. Usually the boys who sit these are chosen by their class teacher. This year these assessments included ICAS Science, Spelling, Writing and English and the Australian Maths Competition.

I would like to congratulate all of our students for the efforts they have put into their work this year and thank the teachers for going to great lengths to ensure an engaging, comprehensive and meaningful curriculum.

Mrs Josephine Messer

Curriculum Coordinator
MISSION STATEMENT AND STRATEGIC PLAN

The Strategic Directions Plan was launched at the College Commissioning on February 18 2011. The Strategic Directions Plan is a foundational document for the future development of St Virgil’s College to ensure it remains true to the spirit of its forebears whilst embracing the teachings of the Catholic Church and the character of Edmund Rice Schools as outlined in the Edmund Rice Education Australia Schools Charter.

These strategic statements which guide future planning, action and reporting have been developed in consultation with stakeholders of the St Virgil’s College community and contains a range of strategies, actions and key performance indicators relating to the strategic pillars of the College. The Strategic Pillars are encapsulated in the College’s Strategic Star which tangibly links the values of St Virgil’s to the good intentions of the Board and its committees as articulated in the Strategic Star and related action plans.

In analysing the performance of the College in achieving the Key Performance Indicators outlined in the Strategic Directions Plan it is important to note a range of significant achievements and events that transpired in 2013. These include:

- The College was mandated as an authentic Catholic school following a detailed submission addressing the central tenets of the Archbishop’s Charter for Catholic Schools.
- The College is well placed to meet the legal requirements imposed by adoption of Workplace Health and Safety (WH&S) legislation in 2013. The appointment of Mr Jim Taylor to the role of Risk and Compliance Manager has greatly assisted the College in addressing its responsibilities in this rapidly changing and complex area and in mitigating risks associated with education provision.
- Student results have been received for NAPLAN testing in Grade 3, 5, 7 and 9. Data highlights the need to address several areas within numeracy and literacy domains. Under the direction the Deputy Principal, Head of Junior School and Director of Learning and Teaching the College has analysed the results in great detail and developed strategies to improve outcomes in these areas.
- Building works on the senior campus have commenced to transform the Hamilton Wing into a contemporary learning and teaching facility. The refurbishment of science and art rooms and the ICT Centre, plus additional teaching spaces (general and drama) will provide students and staff with first
class facilities. It also provides a template for future capital developments in terms of room design.

- The Junior School P&F have been busily raising funds for the Grade 3 area artificial grass project, with the new surface to be laid in the school holiday period ready for day 1 of 2014.

- Focus on the College’s Strategic Statement for 2013 – ‘Two Campuses, One College’. Initiatives included Grade 3-6 boys doing woodwork at the senior campus, Half Way Day, Recreation Leadership students assisting with PE and Sport and the Athletics Carnival.

- Mrs Narelle Green succeeded Mr Jim Taylor as Business Manager and has done an exceptional job, particularly given the resignation of the Property Manager in September. Narelle has done a considerable amount of work in developing financial systems and asset management systems to ensure the College is managed in a responsible and sustainable manner.

- The Business Manager and Finance Committee have worked closely with EREA to develop the budget for 2014 which takes into account the College’s current financial position whilst also recognising the need to develop future plans to further develop the College’s facilities.

- Students have been very active in raising funds for charities supported by the College. Of great significance are the ongoing donations to the Mary Rice Centre in Africa. The efforts of students and staff was particularly poignant in 2013 with Director of Development Mark Waddington visiting the Mary Rice Centre in Nairobi, Kenya as part of the Carigg Karibu Programme.

- The Grade 9 Service Learning Programme has been a great success with excellent feedback received from students and support organisations such as Foodbank, Bellerive Coast Care and St Paul’s Catholic School, Bridgewater.

- The College has staged a range of exciting and highly appreciated events that reinforce our sense of community whilst showcasing the diverse talents of students. The annual Gala Concert was a great success as was events such as the Junior and Senior School Fairs, St Virgil’s/St Mary’s joint production of Jesus Christ Superstar, P&F Trivia Night and formalities to recognise the contribution of Grade 10 students as part of leaving ceremonies.

- The College’s sporting programmes continue to flourish with boys taking up opportunities in a broad range of sports. New development programmes have been introduced to support the College’s traditional inter-school and House competitions.

- The Outdoor Education staff continue to provide outstanding curricular and extension opportunities to boys including the Herbert River trip and Federation Peak walk.

- College sports teams have also been busy touring, providing invaluable extension activities for students. In 2013 the College had basketball teams
play in an EREA sporting tournament and in December the 1st XI toured Victoria playing games against two EREA schools.

- The College has experienced challenges in implementing its ICT School Management system Civica/Maze. The support from Civica with implementation was poor and has caused a high degree of frustration amongst teaching and non-teaching staff members. The College Leadership team has remained in dialogue with senior Civica staff to resolve these matters and have received training and support assurances for the company for 2013/2014 to rectify identified issues.

- The College and Old Virgilians Association (OVA) signed a Memorandum of Understanding to articulate the relationship between the College and the OVA. The primary focus of the MOU is to enhance opportunities and support for current and future students of the College.

- Demand for enrolment places at the senior and junior school continues to be strong reinforcing the positive esteem with which St Virgil’s is held amongst target markets in the community. A significant number of tours have already been held for 2015 enrolment suggesting that the College will again have a waiting list for Grade 3 and 7 enrolment places.

- The Public Relations Committee re-launched the modified College website which has been very well received by members of the College community. It features a range of user friendly features which have been very much appreciated including uniform ordering, absentee notification, online enrolment and a payment portal. The Committee is working with the Director of Sport to launch a Sport website (linked to main site) in 2014.

- The Policy Committee have worked on a range of policies in line with the Policy schedule. In 2014 policies will need to comply with the EREA Code of Conduct which mandates a range of policies as well as TCEC policies.

- The College Board held a Board workshop to look at key strategic issues including future campus structures, building projects and educational offerings.

- The Leadership Team showed its strength and capability during the Principal’s absence from the College in Term 3. Mr Terry Blizzard took on the role of Acting Principal and Mr Cameron Alexander accepted the responsibility of being Acting Deputy Principal. Both did an exceptional job and were well supported by the College Leadership team.

- The ICT Committee roll out of iPads to all Grade 3 to 10 students has been an exciting educational initiative for 2013 with benefits including increased access to ICT, increased student engagement and a more equitable access to ICT. The challenge for the College is to ensure the network supports the roll out and this had proved problematic at times. As a consequence the College commissioned a review of its network through RTG Pty Ltd which has identified scope for improvement, including the possibility of outsourcing.
management of the network to increase resources available to the College. Leadership are examining the report and evaluating the merits of key recommendations.

- College submitted its first mandatory report to Australian Workplace Gender Equality Agency – respecting and promoting role of females within the workplace.
- The Combined Leadership Team worked with the guidance of Dr Irene Gray in 2012 and 2013 to develop a Teacher Performance and Development Framework (TP&DF) roadmap.
- Professional Mentors engaged in professional learning around the AITSL TP&DF with Dr John Kertesz and Growth Coaching with Carey McIver to commence the process of setting goals and generating feedback and review processes as part of the TP&DF.
- Non-teaching staff members have engaged in a parallel process of performance review and professional development to inform the development of professional learning plans for staff.
- Staff faced the challenge of adapting programmes and policies to fit within the four term school year in 2013. Anecdotal evidence from staff and students suggests that it was a positive move in terms of student learning and wellbeing.

From analysis of the internal and external environmental factors impacting upon the operation of the College it may be necessary to amend some of the key performance indicators (KPI) contained in the Strategic Plan.

- Update of Building Master Plan given Hamilton Wing re-development.
- Review school educational offering in light of appointment of new Archbishop and published Liberal Party Policy – may be opportune time to re-examine Level 3 strategies in Catholic Secondary Education Review
- Update ICT Strategic Plan in light of changes to network management, staff and needs of College community.
LITURGICAL LIFE OF THE COLLEGE

Liturgy is central to our character as a Catholic School. We offer Liturgical experiences which actively engage boys through incorporating visual images, sound and movement.

Major Liturgical events were:

- Start of year – Blessing of Bags Ritual
- Formal Whole School Commissioning
- SRC Commissioning for both campuses
- Ash Wednesday Liturgies and Project Compassion
- Holy Week Liturgy
- Anzac Day Liturgy
- Edmund Rice Mass
- Junior School Leadership and Outreach programmes
- Grade 6 Making Jesus Real Programme
- Half Way Day Liturgy; Walkathon – raising money for Mary Rice Centre in Kenya, and Edmund Rice Camps
- Reflection Days for Grades 7-10
- Thanksgiving Liturgy
- St Virgil Liturgies
- Christmas Liturgies

In addition, Junior School boys attended Mass in the Cathedral regularly. All assemblies began with a Liturgy, featuring a theme that was timely and presented in a way engaging for boys.

REACHING OUT

As a Catholic School, and particularly as an Edmund Rice School, we look for ways to consider and respond to the needs of others. This is consistent with our commitment to respond authentically to the touchstones of the Charter.

The College’s response to this commitment in 2013 can be summarised as follows:

St Vincent de Paul
- Participation in the Youth Induction Mass at St Mary’s Cathedral
• Mentoring disadvantaged children in Buddy Camps
• Vinnies Youth Group
• Winter Clothes Drive
• Loui’s Van visits
• Visits from St Vincent de Paul’s Youth Coordinator
• Raising awareness of Social Justice and poverty
• After school homework mentor programme
• Vinnie’s sleep-out held at St Virgil’s College Junior School campus

Reconciliation Group
• Created a Recognition Wall during Reconciliation week.
• Worked on the Pods and Pathways Project, producing nine pod sculptures that represent local aboriginal tribes.
• Participated in a dance workshop with Bangarra Dance Theatre.
• Excursion to the Tasmanian Museum and Art Gallery to view Tasmanian Aboriginal Exhibits
• Palawa Corporation – Trading Program workshop with Sharni Everette.
• Completed the Rainbow Snake pathway.

Edmund Rice Camps
• Students and staff assistance on summer camps

Christian Brothers’ Foundation
• Prayer services
• Contribution to Edmund Rice Camps
Service
- Working at the Food bank, Community Garden at Bridgewater and Coast Care Bellerive
- Peer leadership at St Paul’s and Holy Rosary Catholic Primary schools
- Preparation of food for Loui’s van and staff volunteers
- Students volunteer work with boys at Pontville Detention Centre
- Grade 9 Service Learning programme
- Edmund Rice Service Awards

Caritas
- Project Compassion fundraiser.
- Mass at St Mary’s Cathedral

Green Team
- Exploring possibility of making an ‘interpretive walk’ around the campus using QR codes, identifying points of historical interest, unique botanical finds and unusual birdlife.
  Planning team investigated a trail at Lansdowne Crescent Primary School at Knocklofty Reserve.
- Working bees in the Kitchen Garden

Freedom Redeemers
- Fair trade chocolate
- Letter writing to politicians opposing processing refugees offshore
- Fairer World Festival
- Advocacy work
CAPITAL DEVELOPMENTS AND MAINTENANCE

Under the guidance of the College’s Building Committees (Senior and Junior) significant works were undertaken on both campuses. Significant projects for 2013 included:

Junior School (Patrick St)
- Installation of artificial grass on top tennis court.
- Creation of Music Practice Facilities
- Installation of Apple TVs in all classrooms.
- Finalisation of bank project

Senior School (Austins Ferry)
- Commencement of Hamilton Wing Re-development project – Science, Art, Drama and General Learning Area classrooms
- Construction of new rowing facility at New Town Bay
- Continued landcare work on campus in line with commitment to sustainability

Plans for 2014 include:

Junior School
- Resurfacing of the bottom court to synthetic grass
- Iconography for windows/street frontage on campus
- Development of long term maintenance schedule for campus
- Updating of Master Plan for campus
- Development of long term maintenance schedule for campus

Austins Ferry
- Development of wet weather area/cricket nets on JPC Oval
- Iconography/signage project for campus
- Redevelopment of Uniform Store
- Resurfacing of driveway
- Planning for relocation of Music and Performing Arts
- Development of long term maintenance schedule for campus
- Updating of Master Plan for campus
# FINANCIAL INDICATORS

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### STATEMENT OF COMPREHENSIVE INCOME

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<td><strong>REVENUE</strong></td>
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<td>Revenue from ordinary activities</td>
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<td>Revenue from capital grants</td>
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<td>Other Activities</td>
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<td><strong>TOTAL REVENUE</strong></td>
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<td><strong>EXPENSES</strong></td>
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<td>Administration expenses</td>
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<td><strong>Total Change in Equity</strong></td>
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REVENUE 2013

- Revenue from ordinary activities: 99%
- Revenue from capital grants: 0%
- Revenue from other activities: 1%

EXPENDITURE 2013

- Administration expenses: 1%
- Depreciation and Amortisation expenses: 2%
- Employee benefit expenses: 1%
- Faculties and co-curricular expenses: 4%
- Finance costs: 1%
- Insurance and Work Cover: 6%
- Operating Lease Rentals: 66%
- Maintenance and Utility expenses: 4%
- Other expenses from ordinary activities: 11%
### Enrolments

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### Religious Denomination – Junior School

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### Religious Denomination – Senior School

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### Grade 7 Enrolments – Previous Catholic Schools

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**STAFF PROFILE**

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ST VIRGIL’S COLLEGE STAFF LIST 2013

All teachers working in the College have TRB registration and every staff member has had relevant police checks.

Principal  Mr Damian Messer
Deputy Principal  Mr Terry Blizzard
Director of Administration  Mr Mathew Derrick
Director of Learning and Teaching  Miss Heidi Gregg
Director of Sport  Mr James Dalton
Director of Information Technology  Mr Richard Lawler
Director of Music  Mr Jeremy Williamson
Director of Transition  Mr Cameron Alexander
Director of Identity  Mrs Renee MacGregor
Director of Development  Mr Mark Waddington
Head of the Junior School  Mr Andrew Pinelli
Assistant to Head of Junior School  Mrs Jo Messer

Religious Education Coordinator
  Secondary  Mrs Renee MacGregor
  Junior School  Mrs Fiona Chambers

Secondary Leading Teachers
Arts  Mr Jeremy Williamson
English/Literacy  Miss Lucy Dalton/
                             Mrs Melissa Thirgood
Health and Physical Education  Mr Justin Mahoney
Learning Enrichment  Mrs Cherie Gibson
Mathematics  Mr John Waldock/
                             Mr Chris Thomson
Religious Education  Mrs Maryanne Saxton-Hillier
Science  Mrs Bev Pettit
Society & History  Mr Sonny Azzopardi
Technology  Mrs Julia Denniss

Houses
Head of Doyle  Mr Simon Ellis
Head of Hessian  Mr Brad Canning
Head of Joyce  Mr Barry Maxwell
Head of Dwyer  Mr Simon Orlowski
### Teaching Staff

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<tr>
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<tr>
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<td>Ms Anne Hughes</td>
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### Librarian
- Ms Anne Hughes

### Chaplain/Pastoral Associate
- Br Peter Flint

### College Psychologist
- Ms Ali Morse

### Computer Systems
- Mr Gavin McMiles
- Mr Damien Hennessy
- Mr Liam Scott

### Archives and Photography
- Mr Graham Rainbow/Mr Bruce Woods

### Accompanists/Music Staff
- Mr Daniel Sulzberger
- Mr Kevin Cooney
- Mr Les Johnston
- Mr Damien Eldridge
- Mr Matthew Ives
- Mr Derek Grice
- Mr Nicholas Nugen
ADMINISTRATION STAFF
Business Manager
Mrs Narelle Green
Mrs Monica Nugent
Mrs Allison Aggenbach
Mrs Jane Allwright
Mrs Gaylene Ford
Mrs Cindy Gangell
Mrs Kristy Harback
Mrs Olga Leon
Mrs Michelle Moate
Mrs Michelle Porter
Mrs Bernadette Pogorzelski
Mrs Leesa Baker
Mrs Rosemary Coleman
Mrs Caroline Conallin
Mrs Sherry Coy
Mr Todd Jenkins
Mrs Jill McCarthy
Miss Emma Richardson
Mr Alex Rose
Mr Mark Smith
Mrs Julie Stokes
Mrs Theresia Thomas
Mrs Julie Wakefield
Mr Roscoe Aulich
Mrs Julie Abel
Mr Greg Bannister
Mrs Jenny Sutton
Mrs Lorraine Williams
Mr Martyn Chandler
Mrs Judith Wilton

TEACHING SUPPORT STAFF
Learning Enrichment
Mrs Caroline Conallin
Mrs Sherry Coy
Mr Todd Jenkins
Miss Emma Richardson
Mr Alex Rose
Mr Mark Smith
Mrs Julie Stokes
Mrs Theresia Thomas
Mrs Julie Wakefield
Mr Roscoe Aulich
Mrs Julie Abel
Mr Greg Bannister
Mrs Jenny Sutton
Mrs Lorraine Williams
Mr Martyn Chandler
Mrs Judith Wilton

Aides

Outdoor Education
Mr Roscoe Aulich
Mrs Julie Abel
Mr Greg Bannister
Mrs Jenny Sutton
Mrs Lorraine Williams
Mr Martyn Chandler
Mrs Judith Wilton

Food Technology

Mrs Julie Abel
Mr Greg Bannister
Mrs Jenny Sutton
Mrs Lorraine Williams
Mr Martyn Chandler
Mrs Judith Wilton

Technology

Library

Lab Technician

MAINTENANCE STAFF
Property Manager
Mr Leigh Bradley
Mr Wayne Duggan
Mr Eugene Gerlach
Mrs Gina Graves
Mr Chris Johnson
Mrs Lee Shea
Mr Ron Monks
Mr John Vaughan

Grounds & Cleaning

Staff

MAINTENANCE STAFF

Grounds & Cleaning

Staff

MAINTENANCE STAFF

Grounds & Cleaning

Staff

MAINTENANCE STAFF

Grounds & Cleaning

Staff

CLOTHING STORE

Mrs Cindy Gangell, Mrs Sonia White

CANTEEN

Mrs Carol Hilyer
GRADE 10 SURVEYS

Each year the College conducts a Leaving Survey with Grade 10 students and their parents. The response rate is high and provides the College with excellent data to inform future planning and management of operations.

Parent Survey
The Parent Survey results were very positive and provide a strong endorsement for the curricular and co-curricular programmes offered by the College. As part of the Strategic Directions Planning process the College has worked hard to enhance communication with parents to increase the strength of the home-school partnership through mediums such as the newsletter, social media, parent information sessions and College community events.

It is particularly pleasing that parents have been very appreciative of the quality of education provided to their sons during their time at the College and the opportunity to engage fully in the life of the College. This is highlighted in responses to specific questions, most significantly:

- The satisfaction parents indicate in the education provided to their sons;
- The confidence parents have in the leadership of the College;
- The pastoral care processes and programmes in place to support students.
- The facilities and programmes available to students;
- The opportunities for parents to be involved in the life of the College;
- Parents felt that student management processes were effective; and
- Parents’ confidence in the response that the College makes to any concerns raised.

The research does highlight some areas for future investigation in light of the College’s commitment to continuous improvement. Whilst responses were still generally positive, parent responses were relatively lower for indicators relating to “my son has reached his academic potential” and “teachers are enthusiastic and committed”. Whilst not suggesting a link between these factors the results for teachers do correlate to some extent with student data. The introduction in 2013/2014 of a Teacher Performance and Development Framework will enable staff to better evaluate these questions and develop strategies to address any concerns in these areas. The introduction of SIMON will generate greater home-school communication via the parent portal which will enable parents to have greater insights into the capabilities and performance of teaching staff.

The introduction of an Affirmation Programme in 2013 is a tangible example of the College’s commitment to enhance academic culture and has been embraced by students and staff.

Student Survey
The College is committed to the process of continuous improvement in all learning and teaching processes and acts upon the findings of all research undertaken with students, parents and staff. The Grade 10 exit data clearly highlighted that students were highly satisfied with the performance of the College in a number of curricular and co-curricular areas. Key endorsements provided by student respondents included:
• 78% of students agree or strongly agree with the proposition that the College has provided them with a high quality education.

• This is evidenced by strong endorsement of key areas of College operations including the provision of extra-curricular activities and programmes offered by the College, the strong Catholic and Edmund Rice identity evident in the College and the support offered by the College in assisting students achieve personal excellence in all areas of school life.

• The Catholic and Edmund Rice identity of the College was readily evident to graduates. This reflects the concerted efforts of leadership to educate students about the touchstones and their link to the College’s Catholic traditions and Edmund Rice charism.

• It was pleasing to note that students were very satisfied with the area relating to pastoral care. Students reported feeling safe at school, well appreciated and acknowledged that any of their concerns were taken seriously.

• Interestingly only 50% of students believed the College had good facilities. This is perhaps linked to the re-development of the Hamilton Wing and the disappointment some students feel that the facility will not be ready until after they have graduated.

The implementation of the SIMON Student Learning Management system should be evaluated in 2014 and should result in improved results for questions relating to student-teacher – parent communication and engagement. Whilst the majority of respondents are positive in these areas, the relatively high level of ‘neutral’ responses relating to questions about student – teacher communication and teacher enthusiasm warrants investigation.

The introduction of an iPad programme in 2013 has enabled students to better access information technology but has only had limited impact upon questions relating to the learning and teaching domain. Follow up research should be considered in this area in years to come.
2013 Annual College Report

**GENERAL - STUDENT**

Overall I am satisfied with the quality of education provided by the College

The College has taken my concerns and needs seriously

The College has good facilities

As an Edmund Rice school, St Virgil's is true to the spirit of Edmund Rice

The College provides plenty of opportunities for extracurricular activities

**LEARNING & TEACHING - STUDENT**

The range of subjects offered at the College is adequate

The College encourages students to work to the best of their ability

Teachers are enthusiastic and committed

Most teachers have the ability to communicate their subject matter well

Most teachers have a realistic understanding of me and my academic ability

I feel that I have realised my academic potential
WELFARE - STUDENT

I felt safe and secure during the school day
I felt safe and secure when travelling to and from school
Staff are concerned about my welfare
Discipline systems seem to be fair
Bullying and harassment matters are handled well
First aid is handled well in the College

COMMUNICATION - STUDENT

I find assemblies informative
The reports I received have provided good information on my progress
GENERAL - PARENT

- Overall I am satisfied with the quality of education provided by the College
- The College has taken my concerns seriously
- The College is well managed
- The College has good facilities
- The effectiveness of educational leadership by senior administrators is evident
- There are plenty of opportunities for parent involvement in the school

LEARNING & TEACHING - PARENT

- The range of subjects offered at the College is adequate
- The College encourages students to work to the best of their ability
- I feel my son has reached his academic potential
- Teachers are enthusiastic and committed
WELFARE & DISCIPLINE - PARENT

- Staff seem interested in my son's welfare
- Discipline seems to be fair and well handled
- Bullying and harassment incidents were handled sensitively and fairly
- First aid is handled effectively

COMMUNICATION - PARENT

- Parent information nights have been... (Agree 1, 2, 3, 4, Disagree 5, No opinion)
- Parent/Teacher interviews have been... (Agree 1, 2, 3, 4, Disagree 5, No opinion)
- Reports are informative and... (Agree 1, 2, 3, 4, Disagree 5, No opinion)
- When needed, College contact... (Agree 1, 2, 3, 4, Disagree 5, No opinion)
- I have found the staff to be... (Agree 1, 2, 3, 4, Disagree 5, No opinion)
- The newsletter is an effective... (Agree 1, 2, 3, 4, Disagree 5, No opinion)
NAPLAN

Please see attachments 1 and 2.