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ANNUAL REPORT OF ST EDWARD'S CHRISTIAN BROTHERS' COLLEGE EAST GOSFORD FOR THE 2005 SCHOOL YEAR





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PREAMBLE

St Edward's Christian Brothers' College is registered and accredited by the Board of Studies (NSW) and is part of a the system of Edmund Rice Schools managed under the auspices of the Trustees of the Christian Brothers (St. Mary's Province, NSW).

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The College also reviews its achievement of chosen school development priorities and sets priorities for the year to come.

This report is a legislative requirement under the Education Amendment (Non-Government Schools Registration) Act 2004.

The information in this report is complemented by other College publications such as the College prospectus and newsletters – these may be obtained from the College.





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SCHOOL FEATURES

Introduction

St. Edward's was founded in 1953 at the invitation of Cardinal Gilroy. It is an Independent Catholic boys' College owned and conducted by the Christian Brothers' Congregation. The College serves the Church in the cause of Catholic Education in the Central Coast region of New South Wales.

The Christian Brothers is a world-wide Congregation providing Primary Schools, Secondary Colleges, Farm Schools, University Schools, Schools for the Blind and Hearing Impaired, and Schools for Disadvantaged Youth. These educational facilities operate in all continents throughout the world.

The Founder

Edmund Rice, the founder of the Congregation of Christian Brothers, developed an educational system focusing on the development of the whole person through the spectrum of spiritual, academic, cultural and physical pursuits. St. Edward's College proudly follows this tradition and aims to produce 'educated Christian gentlemen'. On October 6th 1996 Pope John Paul II beatified Edmund Rice.

Location and Facilities

St. Edward's caters for boys from Year 7 to Year 12. Covering a nine hectare site on the shores of Caroline Bay, the College has three multi-purpose ovals, other sporting facilities, a multipurpose hall/gymnasium, specialised science, technology, music and art facilities, computer laboratories, and a purpose built food technology and hospitality room. St. Edward's is well served by public transport.

The Haven Education Centre

The Haven Education Centre is a registered annexe of St Edward's College in conjunction with Our Lady Star of the Sea Parish Terrigal. It was established in 2004 and has an enrolment of 12 students aged between 12 and 14 years of age. It aims to assist students, both boys and girls, from mainstream schools who are experiencing disruption to their learning associated with chronic truancy and school refusal. The teachers work with the students to overcome any emotional difficulties hindering their progress while attending to their academic requirements. The focus of the Haven is to help facilitate the student's re-integration into the mainstream school.





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College Board

The Board, receiving its mandate from the Trustees of the Christian Brothers, is responsible for advising and assisting the Principal in maintaining the Catholic nature of the College. Presently the board consists of the Principal, a member of the Province Leadership Team of the Christian Brothers, several members of the school and wider community, and other co-opted members.

Parents and Friends Association

The College supports and promotes the membership and activities of an enthusiastic and pro-active Parents and Friends Association. The College Executive considers the existence and operation of this body an integral component of open communication and parental interaction which is encouraged in the provision of education services at St. Edward's College.

RELIGIOUS DIMENSION AND CATHOLIC IDENTITY

As part of the Christian Brothers' Independent Schools' system, St. Edward's embraces the deepest Catholic principles and Christian values. These principles have their foundation in the Gospel teachings of Jesus Christ as presented by the Catholic Church. The College also takes direction from the spirit and charism of the Founder of the Christian Brothers - Blessed Edmund Rice.

Opportunities for students to deepen their faith and the practice of it are provided by regular classroom religious instruction along with formal and informal Liturgical celebrations. These celebrations are provided by the teachers of the College and the Parish Priests of the Central Coast.

On a regular basis throughout the year, the celebration of the Eucharist - the central action of our Catholic Faith - is provided for the whole school community. Reflection Days and Retreats are provided for all students culminating in two three day retreats in each of Years 11 and 12. The retreat in Year 11 has a social justice orientation and involves visiting a number of sites in inner Sydney; the Year 12 retreat is more reflective in nature allowing each boy time to engage in personal reflection about his life while at the College and how it might evolve in the future.

Edmund Rice showed an option for the poor of his day and it is hoped that the students of St Edward's College will take on this spirit and express it through involvement in the comprehensive Social Justice Program conducted by the College. The program aims to develop the Christian awareness of the students and to positively help those in need on the Central Coast, the wider Australian community, and the world at large. Each student must complete the "Waterford Project" which aims to expose students to a number of charitable organisations on an individual and collective basis. This outreach includes mentoring, collections for charitable groups, support for community institutions and other activities. Some students choose to be involved in the Edmund Rice Outreach Program where they contribute in a practical way to promote Social Justice by supporting the St Vincent de Paul Society, Matthew Talbot Hostel, Vincentian Village, Donnison St Outreach, and others. The College, through this programme, continues the work of the Founder, Edmund Rice, to help the 'marginalised' in our society

St. Ædward's College



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CURRICULUM

St. Edward's College recognises the need for a broad curriculum to cater for individual student requirements. All students study similar courses in Years 7 to 10 in a mixed ability class setting.

In *Years 7 & 8* students study:

Religious Studies	English	Mathematics	Science	History & Geography
Technology	PD/H/PE	Visual Arts	Music	French

In **Years 9 & 10** students choose a subject combination that satisfies the requirements for the award of the School Certificate. Some courses are studied by all students:

Religious Studies | Science | English | Mathematics | PD/H/PE | Australian History & Geography

Students also choose two courses from a range of elective courses. In recent years students have been able to choose from:

Commerce	Food	Design and Technology	Music	Industrial Tech/Timber	Drama
	Technology				
French	Visual Arts	Industrial Tech/Metal	Graphics	Physical Activity and Sp	orts
				Science	

Courses in Years 11 & 12 vary from one year to the next and are determined by student interest.

Learning Area	Examples of Courses Offered
Religion	Studies in Religion
English	Advanced, Standard, Extension 1 and Extension 2
Mathematics	Extension Mathematics, Mathematics and General Mathematics
Science	Physics, Chemistry, Senior Science and Biology
Human Society and It's Environment	Ancient & Modern History, Geography, Business Studies, Legal Studies and Extension History
The Arts	Music, Drama, Visual Arts and Photography
PD/H/PE	Personal Development, Health and Physical Education.
Language	French
Technology	Information Processes and Technology, Industrial Technology, Design and Technology, Software Design, Food Technology and Engineering Studies.
Vocational Education	Retail, Furnishing, Construction, Hospitality, Information Technology and Entertainment





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The Haven Education Centre offers individual programs and small group activities to students in the core areas of English, Mathematics, Science, PDHPE and HSIE. Each student has a contract that is reviewed regularly by staff, students and family. The daily program at the Haven involves work on the core subjects in the morning and experience in living skills (from the TAS and Creative Arts areas) of an afternoon. On Thursday afternoon or Friday morning students are taken off-site to participate in physical activities. On other occasions whole day excursions are undertaken.

Extension Programs

St Edward's College implements a diverse range of programs and initiatives aimed at extending talented students in a variety of Academic, Creative, Technological and Sporting endeavours. In the academic domain, students are encouraged to enter competitions in Mathematics, Science, English, Debating, Mock Trial and Computing. Workshops are designed and run in some of these faculties and students who demonstrate ability and interest are invited to attend. Teachers also develop units of work that include extension activities and modules to challenge the more academically capable students. In the creative domain, students who are talented in the area of Visual Arts are invited to attend workshops and additional classes to further develop these talents and their work is often displayed at the College Art Exhibition and Annual Art Show. Talented musicians are encouraged to participate in the College Band, Jazz Group or Guitar Group and the Biannual College musical. Students interested in Drama are also encouraged to perform in the College Musical, at Friday assemblies and paraliturgies throughout the year.

In the senior years talented students are extended through the offering of Extension One and two subjects in English Mathematics and History. Students who demonstrate a talent in the creative and technological areas can chose from a variety of subjects that will further foster their particular skills. (eg, Industrial technology Timber and Graphics, Visual Arts, Photography, Drama and Music)

Students who demonstrate a talent in the sporting arena are given many opportunities to develop their skills through the numerous representative sporting competitions available at the college. All the competitions maintain pathways to representation at an elite level.

Learning Support

At St Edwards there is significant commitment to students who need support to learn (be this through some specific learning problem, physical disability, behavioural or emotional disorder). A lot of effort goes into to setting up a learning environment which provides help for those students who do not find schooling easy. The classroom is the primary and most important place where learning support is in place. At all times there is an emphasis on providing support which ensures that the dignity of the student remains intact as the teachers realise that students who experience some difficulty with their learning often lack confidence and find being labelled very dis-empowering. As far as possible students are assisted within the normal classroom although there are some programs offered which involve smaller groupings in more intensive, short term settings. Many of these programs provide for development of literacy skills. Students are also welcome to seek assistance when they realise they need it. Students are monitored regularly as they move through the school and new forms of assistance are developed as needs emerge and resources are made available.





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The school provides a comprehensive exam support service. Each year the school organises for a number of students to make application for Special Provisions so they may have access to exam support in both the School Certificate and the Higher School Certificate. When students qualify, they may have a reader, a writer or perhaps extra time to complete exams and assessments.

Religious Education

Religious Education provides for a study of religion in our contemporary culture. This study of religions and religious issues provides students with opportunities for clarifying their own beliefs and values. It aims at helping students acquire knowledge, understanding and affective appreciation of the Christian religious tradition in the context of the modern world. Special emphasis is given to areas of study that are of particular relevance to developing adolescents.

Technology

St Edward's College takes pride in the extensive range of technology resources available to all students. Programs and policies have been developed to ensure that the College stays current with the latest technology trends. The College provides over 250 computers throughout the campus comprising six state of the art computer laboratories equipped with multimedia facilities, internet, and digital media library. This allows students to access a range of educational resources. Computer access is also available to students via the library, and other specialist areas which include Photography, Drama, Design and Technology, and Music rooms.

Career Education

To assist students in their decisions on further education, subject choices and possible career pathways, St Edward's has a full-time career adviser and vocational education coordinator working in career education.

The careers resource room is well equipped with a variety of brochures and literature on careers, university courses, TAFE courses and private providers. There is also audio visual material and computers to enable electronic searching from various sources. The resource room is open during recess and lunch and students are able to gain access at these times. Individual appointments with the career adviser can be arranged as needed.

Visits by Army, Navy, Airforce, Police and other workplace organisations are arranged to give students exposure to first hand information. Students in years 10 and 12 attend the Central Coast Careers Expo annually and are also invited to attend the Central Coast Campus (University, TAFE and Community College) Open Day held mid year.





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Outdoor Education

St Edward's College runs an Outdoor Education program through camps, which are held in Years 7 to 10. The aim of this program is to develop students' skills in a variety of recreational activities, to foster personal character and to develop positive relationships between students and teachers. The program provides a sequential course for the four years, developing skills of a higher order each year. All activities are supervised by accredited staff of 'Outdoor Education Australia', as well as a member of staff from the College. Some of the activities conducted on these camps include archery, canoeing, sailing, windsurfing, abseiling, rock climbing, mountain biking, initiative challenges and fencing.

COLLEGE PERFORMANCE IN ELLA, SNAP, SCHOOL CERTIFICATE AND HIGHER SCHOOL CERTIFICATE EXAMS

ELLA (English Language and Literacy Assessment)

In 2005 the boys in Years 7 and 8 sat for ELLA. The Year 7 results, reflecting mainly achievement from the Primary Schools, were above average by between 2 and 3 marks in each of the three areas of writing, reading and language. This result was a slight improvement on previous years. Six students out of 168 did not meet the national literacy benchmark.

The Year 8 results reflect more accurately the efforts of the teachers at the College to address any areas of concern raised by the previous year's results. The reading and writing areas were 3 marks above the boys' state average while the language area was 1.5 marks above state average for boys. An encouraging sign was the upward movement of boys towards the higher bands of 'high' and 'proficient' in the reading and writing areas.

An analysis of ELLA led to the teachers targeting the use of descriptive language by the students in Year 7.

SNAP (Secondary Numeracy Assessment Profile)

In 2005 the boys in Years 7 and 8 sat for SNAP, an assessment measuring six areas: numeracy, number, measurement, space, data and problem solving. The Year 7 results were above state average for boys by between 3 and 4 marks except in the areas of measurement and problem solving where they were above average by 1.5 to 2 marks. 21 students in Year 7 out of 168 did not meet the national numeracy benchmark.

The Year 8 results showed an improvement from the results gained by this group in all areas, i.e. there was an upward movement to the 'high' and 'proficient' bands. In general the average mark was between 2 and 3 marks above the state average for boys except for measurement and problem solving where it was 1 mark above.

An analysis of SNAP led to the teachers targeting the problem solving area for students in both Year 7 and Year 8.





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SCHOOL CERTIFICATE

The results in the School Certificate Exams for 2005 were above average for English, Mathematics and Science but below average for History and Geography.

- In all courses but History, the number of boys in bands 1 and 2 (i.e. those with marks less than 60%) was small it was less than the state average as has been the case for many years now.
- In English, Mathematics and Science the percentage of boys with marks in bands 5 and 6, i.e. boys gaining marks over 80%, was similar to the state average. English and Science showed an improvement in this area in 2005 when compared to earlier years. In these three courses the percentage of boys in bands 4 to 6 (i.e. marks over 70%) continued to be above state average in 2005.
- While the results for History were below average in 2005, these results improved significantly from those in 2003 and 2004. Unfortunately the Geography results did not show the same improvement.

HIGHER SCHOOL CERTIFICATE

The Year 12 cohort of 2005 continued the improving trend of previous years' HSC results. The College presented boys for 32 courses with the following trends evident.

- Results in 9 courses were between 3 and 14 marks above the state average.
- Results in a further 17 courses were either just above or on the state average.
- Most boys achieved marks in the 70 to 95 range for all their courses.
- In 3 courses, all students scored marks over 80.
- In a further 10 courses, 50% of the boys finished with marks over 80.
- St Edward's rated fifteen mentions achieved by fourteen students in the HSC Honour Roll (for students who gained marks of 90 or more in a course).
- St Edward's is committed to supporting boys across a range of academic abilities. Therefore it was pleasing to note the continued improvement in the Standard English and General Mathematics Courses and the maintenance of satisfying results for the boys undertaking Extension English, Extension Mathematics and Extension History Courses.
- Other areas of strength were the results in the Technology area, Visual Arts, PD/H/PE, Studies of Religion, the Vocational Educational Courses and History courses.
- A minority of students who would have expected not to complete their HSC or to perform poorly did, in fact, perform quite solidly creating opportunities to continue further study.





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TEACHER STANDARDS

In 2005 the College had 74 teaching staff, 14 of who were part time, which was equivalent to a total of 68.2 'full time' teaching staff. In addition the College employed a total of 34 non-teaching staff (a total of 26.2 in 'full time equivalent' terms). The Haven Education Centre employed four teaching staff (3.3 in 'full time equivalent' terms). As is evident from the table below, all of the teaching staff have their teaching qualifications from a higher education institution within Australia and have attained the necessary standard of competence as determined by the Minister of Education.

1	Number of teachers who have teaching qualifications from a higher education institution within Australia	74
2	Number of teachers who are graduates from a higher education institution but lack formal teacher education qualifications	0
3	Number of teachers without qualifications as described in '1' or '2' but with successful teaching experience or appropriate knowledge relevant to the teaching context	0

RETENTION RATES

Apparent retention rates compare the numbers enrolled in a given group of students at two points in their school careers at St Edward's College. Actual retention rates track individual students at two points in their schooling thereby taking into account the number of boys in the original group who leave the school between these two points.

School Certificate	Apparent Retention	Actual Retention	
School Cel tilicate	Number of students enrolled	Number of Students enrolled	
Year 7, 2002 (February)	191	191	
Year 10, 2005 (November)	188	171	
Retention Rates	98%	90%	

Higher School Certificate	Apparent Retention	Actual Retention		
Trigher School Certificate	Number of students enrolled	Number of Students enrolled		
Year 10, 2003 (November)	161	161		
Year 12, 2005 (November)	108	106		
Retention Rates	67%	66%		

Of the 20 students leaving the College between 2002 and 2005 (prior to the School Certificate) approximately three-quarters moved to other schools in the area while one-quarter moved out of the area. Of the 55 students who left between November 2003 (i.e. after the School Certificate) and before the HSC exams in 2005 half went to work (most to apprenticeships) while half moved to another school.





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ENROLMENT POLICY AND STUDENT PROFILE

The College's enrolment policy can be obtained from the College office, is available on the College website – www.stedwards.nsw.edu.au – and is distributed to the parents of prospective students with an enrolment package.

Places are available at St. Edward's for young men, who together with their families, wish to develop their relationship with God and the Catholic Church community and live accordingly. It is expected that students strive to develop their talents and realise their potential by accepting the challenges offered by the College. Academic criteria are not used to exclude Catholic students from the College.

The College Enrolment Committee offers places to families according to five categories giving priority to the sons of Catholic families who, by their actions, have shown a commitment to the Catholic community over a number of years. Under certain circumstances the brothers of boys who are already at the College and the sons of ex-students of the College are also given priority.

Prior to returning to Year 11 and 12 students sign an agreement where they indicate their willingness to accept responsibility for their learning, to attend school and classes, to maintain an acceptable level of behaviour and personal appearance, to continue their involvement in curricular and extra-curricular activities, and to participate fully in the Religious Education program of the College. A prerequisite for returning to Year 11 is appropriate behaviour in Year 10; students whose return to Year 11 may be in jeopardy on behaviour grounds are given notice early in Year 10 so they have time to amend their inappropriate behaviour.

In July of 2005 there were 947 boys enrolled at St Edward's College, including a group of 15 boys at The Haven Education Centre. There were 324 classes from Years 7 to 12. 2% of the total student enrolment included 'students with disabilities'.

Year	7	8	9	10	11	12
St Edward's Campus	168	168	162	188	138	108
The Haven Education Centre	0	15	0	0	0	0
Total	168	183	162	188	138	108





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STUDENT WELFARE AND DISCIPLINE POLICIES

The College student welfare and discipline policies are distributed on enrolment, can be obtained from the College office on request and are available on the College website under the heading 'Pastoral Care' – the direct link is www.stedwards.nsw.edu.au/pastoral.html

In implementing the policies, the teachers at the College seek to acknowledge appropriate behaviour in a concrete way by promoting students through positive levels. Boys who access these positive levels are rewarded in various ways throughout the school year. Boys whose behaviour is inappropriate are moved through negative levels and given support via the College counsellors, Tutors, Year Coordinators, Pastoral Care Coordinator and Deputy Principal to amend their behaviour and return to positive levels. The teachers have a timeout system available to them if students are constantly interfering with the rights of others to learn in the classroom. Students who constantly fail to meet their responsibilities and interfere with the rights of others in the College community may be suspended.

A number of changes were made to the policy in 2004 with no further changes made in 2005. The 2004 changes ensured that boys who are moving through the positive levels are engaging in service activities as well as demonstrating positive behaviour in the classroom and playground.

A number of programs were conducted by the counsellors and other staff for students and parents during 2005.

- Anger Management a course for students
- Seasons for Growth a course for students to assist with separation and loss
- Rock and Water Program a physically oriented course to build resilience in students

The Haven Education Centre has a student welfare and discipline policy based around the use of student contracts. This contract, also containing information additional to welfare, is drawn up on enrolment and modified as appropriate. Students set goals to assist them in improving both their behaviour and their approach to learning. Sanctions for inappropriate behaviour usually result in students making up the time that they miss as a consequence of misbehaviour. Constant or serious disruptive behaviour (including bullying) leads to a student spending time out from the Centre or being sent home.

The College refined its procedure for recording attendance during 2004 and no further changes were made in 2005. Attendance is recorded electronically and enables the College to track students who are absent, who arrive late and who leave early. Parents are contacted if student absences are still unexplained two weeks after the student was away from the College.

The staff of the College are aware of the requirements of the relevant child protection legislation and the College has procedures in place to ensure that complaints are dealt with and reporting to the appropriate authority takes place.





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COMPLAINTS AND GRIEVANCES RESOLUTION POLICY

The College Complaints and Grievances Policy can be obtained from the College office on request and is available on the College website – www.stedwards.nsw.edu.au. In brief the policy encourages those with complaints to speak to the person concerned as the first point of call. It offers a procedure for doing this. If this approach does not lead to a satisfactory resolution the policy outlines the procedures that the College will follow to resolve the complaint. In the first instance those with complaints are encouraged to contact the Deputy Principal who will work with them on the next and subsequent steps in the process. There were no changes to this policy during 2005.

SCHOOL REVIEW AND DEVELOPMENT

During 2005 The Haven Education Centre was in its second year of operation. One of the priorities for the College during 2005 was to continue its support for the students and teachers at the Centre. The enrolment at the Centre stabilised at 12 with four teachers (two full-time and two part-time) and a number of volunteers on the staff. An application for tax-deductible status was successful and further fund raising initiatives resulted in the Haven acquiring a sounder financial footing from 2006 onwards than was the case in 2004 and 2005.

The school priorities for St. Edward's College in 2005 were based around improving the approach to teaching in the classroom in order to more effectively engage the boys in learning. They involved teacher inservice in the following areas.

- Further skilling of teachers on how to deal with a range of abilities in mixed ability classrooms significant resources were allocated to inservice on differentiating curriculum in years 7 and 8
- Exploring ways of extending talented students
- Skilling of staff in computer and related technologies (ICT) to enable more effective incorporation of these technologies across the curriculum
- A review of the reporting system in Years 7 to 10 in light of the new syllabuses and outcomes
- Allowing time for analysis and programming for new syllabuses to be implemented in 2006
- Reviewing CPR training for staff
- Establishing a procedure for conducting risk assessments for excursions

Other school priorities included the following.

- Enrolment procedures at The Haven Education Centre were modified to concentrate on Year 8 students. Enrolments were organised for 2006 in term four of 2005 when prospective students were in Year 7. During term four of 2005, a number of students at the Haven were integrated back into their original school.
- Avenues for financing The Haven Education Centre were investigated with a view to obtaining funding to support three to four teachers at the Centre.

Towards the end of 2005 the priorities for 2006 were endorsed. They include the following.

• Development of schemas to be used to report student progress to parents across years 7 to 12 – to be implemented in 2006 in years 7 to 11 and in 2007 in all years





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- Development of a strategic plan for the College for the years 2007 to 2011
- Consolidation of the risk assessment procedure used for excursions and other co-curricular activities
- Investigation of recent research on teaching approaches that enhance student learning
- Investigation of ways of grouping students to enhance their academic performance, including approaches to extend talented students
- Review of the approach taken to performance review at the College
- Continuing the skilling of staff in computer and related technologies with a view to further incorporation of technology into the classroom experience of the boys

MAJOR AREAS OF EXPENDITURE ON PLANT AND RESOURCES

During 2005 the College completed a building program that involved the following.

- Two classrooms and three offices were converted to an area containing the College Reception and Sick Bay, Principal's Office, and ten Pastoral Care Offices.
- Three new classrooms were constructed to replace the two that were lost as part of this building program, with the additional classroom converted to a computer laboratory containing 32 computers.
- Access to the classrooms in the central quadrangle was improved through the provision of
 additional stairs. A lift was also installed to assist students with disabilities in their movement
 around the College the Commonwealth Government contributed \$60 000 towards this
 (approximately a quarter of the cost) via a grant administered through the NSW Catholic
 Education Commission.
- Other areas were also refurbished or upgraded, e.g. separate resource rooms were provided for English, HSIE and Religion, the grease trap for the Food Technology area was upgraded and the fire detection system was changed to enable the Fire Brigade to locate the area of the College where there may be a fire or other hazard.
- This area of the College was keyed using a new system that will be gradually moved through the whole College this system will improve the overall security of the College and reduce the number of keys needed by staff members.

Towards the end of the year the Technological and Applied Studies workshops were refurbished.

- Dust extraction units were upgraded.
- Four of the rooms were divided with floor to ceiling walls to reduce the noise travelling from one room to another.
- The switching on all machines was replaced to conform to OH&S regulations.
- The driveway to the car park was widened to become two-way.

As part of the ongoing Information Technology maintenance strategy the following was achieved in 2005.

- 85 desktop computers were replaced.
- 6 computer notebooks were purchased and provided to year 7 core teachers.
- Two computer laboratories were refurbished and enhanced with the installation of a further 10 desktop computers in each, bring the total number to 32 in each Laboratory.



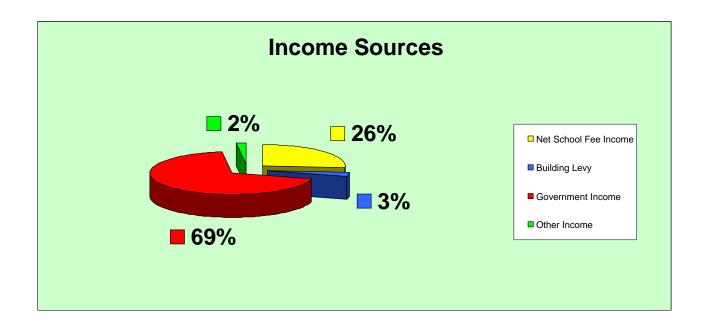


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- 4 computer laboratories and eight classrooms were upgraded to include audio visual equipment (e.g. data projectors) to enable teachers and students to more effectively use technology in learning.
- One network server was purchased to host *Clickview* digital library. *Clickview* allows teachers and students access to over 900 digital videos across a number of subject areas via computer desktops, data projectors or computer notebooks.
- A number of subject departments purchased equipment such as televisions, video projectors, cameras and Technological and Applied Studies equipment.

SUMMARY OF FINANCIAL INFORMATION







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