ANNUAL REPORT
OF
ST EDWARD'S CHRISTIAN BROTHERS' COLLEGE
EAST GOSFORD
FOR THE
2006 SCHOOL YEAR

Contents

Preamble	2
College Board Report	2
Student Representative Council Report	2
School Features	3
Religious Dimension and Catholic Identity	4
Curriculum	5
Student Performance in ELLA, SNAP, School Certificate and Higher School Certificate	7
Teacher Standards	9
Professional Learning by Teachers	9
Teacher Attendance Rate	10
Student Attendance and Retention Rates	10
Post school Destinations for Students	11
Enrolment Policy and Student Profile	11
Student Welfare and Discipline Policies	12
Complaints and Grievances Resolution Policy	13
School Review and Development	13
Respect and Responsibility Initiatives	14
Parent, Student and Teacher Satisfaction	15
Major Areas of Expenditure on Plant and Resources	17
Summary of Financial Information	18

PREAMBLE

St Edward's Christian Brothers' College is registered and accredited by the Board of Studies (NSW) and is part of 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.

ST EDWARD'S COLLEGE BOARD REPORT

2006 was a challenging and engaging year for the Board. The Board's role in governance of the school embraces accountability, strategic thinking, supervision and corporate policy within a religious framework. The Board was actively involved in all areas during the year.

Formulation of the College's first Strategic Plan was a major project that involved consultation with staff, parents, students and Old Boys. The 3 year plan will provide direction for enhancing the educational outcomes for all students. The plan incorporates the spirit of the Charter to reflect an authentic expression of Edmund Rice education. I congratulate and thank all who were involved.

During the year, we were called upon by the Province Leader, Br L. Needham, to participate via discussion in the refining of the Constitution that defines the Board's responsibilities and guides the operation of all Boards in Christian Brothers' schools.

At the end of the year there were 9 Board members. The Board is assisted by 2 sub- committees: the Finance Committee and the Nominations Committee.

I thank the members of the Board and its sub-committees for their dedication to the welfare and Mission of the College. I express the College's sincere appreciation to Br L. Needham and the Province Leadership Team for their continued encouragement and support. I thank Br P. Hester for his leadership as Principal, and the Deputy Principal, Mr M. Walsh and all staff for their enthusiasm, skill and commitment to providing quality education in the Edmund Rice tradition.

Michael Sullivan (Board Chairman)

STUDENT REPRESENTATIVE COUNCIL REPORT

The Student Representative Council took part in a number of activities during the year to improve the overall well-being of the school both in the school environment as well as the wider community.

The SRC strongly believes in establishing relationships with others. A very successful event was our 'shoe shine'; it worked especially well with the younger boys of the school and enabled them to become friends with the older boys. We felt one of our main responsibilities was catering for the

younger boys and making them feel welcomed, and this was easily achieved through a handball competition as well as having recess and lunch with them for a few weeks.

A leadership afternoon proved a social bonding event with schools out of our local area.

Our leaders like to show themselves in a positive light in the local community. This was done through the College Open Day, Red Cross and Salvation Army doorknock appeals, setting up and tidying up after the term discos, and running a canteen at the annual sports carnivals.

Our College leaders have helped to promote the message that St Edward's College is a place where young men achieve.

Josh Lucas (College Captain)

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 two 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.

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 of the Christian Brothers, Edmund Rice, to help the marginalised in our society

CURRICULUM

St. Edward's College recognises the need for a broad curriculum to cater for individual student requirements.

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	Music	Food Technology	French	Sports Studies	Visual Arts	Drama
Design & Technology	Graphics Technology	Industrial Technology-Timber	Industrial Technology - Metal		Information Software and Technology	

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 2 English
Mathematics	Extension 1 and 2 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

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.

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.

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 a digital media library. This allows students to access a range of educational resources. Computer access is also available to students at the library, and in other specialist areas e.g. Photography, Drama, Design and Technology, and Music rooms.

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 College events. 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 liturgical celebrations throughout the year.

In the senior years talented students are extended through the offering of Extension 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. (e.g. Industrial technology - Timber and Graphics, Visual Arts, Photography, Drama, Music and a variety of courses using computer technology)

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.

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, Air Force, 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.

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, assisted by members 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.

STUDENT PERFORMANCE IN STATEWIDE TESTS

ELLA (English Language and Literacy Assessment)

In 2006 the boys in Years 7 and 8 sat for ELLA. The Year 7 results were above average by between 2 and 3.6 marks in each of the three areas of writing, reading and language. This result was similar to previous years. 94% of students reached the Writing and Reading Benchmarks.

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. When compared to boys' state average marks, the reading area was 3.2 marks above average, the writing area was 2.1 marks above average and the language area was 1.6 marks above average.

An analysis of ELLA led to the teachers targeting the explicit teaching of writing skills across the year groups.

Those interested in how the students' performance compares with performance across NSW will find this information in Appendix I, located at the end of this report.

SNAP (Secondary Numeracy Assessment Profile)

In 2006 the boys in Years 7 and 8 sat for SNAP, an assessment measuring six areas: numeracy, number, measurement, space, data and patterns and algebra. The Year 7 results were above state average for boys by between 3.6 and 5.1 marks except in the areas of measurement and space where they were above average by 2.8 and 2.5 marks. 84% of students reached the National Numeracy Benchmark.

The Year 8 results showed an upward movement from 'proficient' to the 'high' band. However, there was a downward movement from proficient towards the' elementary' and 'low' bands. In general the average mark for the various areas was between 3 and 4 marks above the state average for boys.

An analysis of SNAP led to the teachers targeting the working mathematically area of the mathematics syllabus for students in both Year 7 and Year 8.

Those interested in how the students' performance compares with performance across NSW will find this information in Appendix I, located at the end of this report.

SCHOOL CERTIFICATE

The results in the School Certificate Exams for 2006 were above average for English, Mathematics, Computing Skills and Science, on average for Geography but below average for History.

- In English, Mathematics, Geography and Science the percentage of boys with marks in bands 4 to 6 (i.e. marks over 70%) continued to be above state average in 2006.
- 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.
- The results in the Computing Skills Assessment were excellent with 65% of boys placed in the top two bands (i.e. with marks over 80%), 1% of boys placed in band 2 and no boys placed in band 1.

Those interested in how the students' performance compares with performance across NSW will find this information in Appendix I, located at the end of this report.

HIGHER SCHOOL CERTIFICATE

As the only boys' non-selective secondary Catholic college in the Central Coast region, St Edward's continued its tradition of strong academic achievement in the 2006 HSC. The majority of students gained access to their preferred tertiary course on the first round of offers. The College presented boys for 31 courses.

- Results in 9 courses were between 3 and 7 marks above the state average.
- Results in a further 6 courses were either above or just below the state average.
- 73% of the marks obtained by the boys were between 70 and 90.
- St Edward's rated fifteen mentions in the HSC Honour Roll (for students who gain 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 solid performances of the boys undertaking Extension English and Extension History Courses.
- Other areas of strength were the Technology area, Music, PD/H/PE, Studies of Religion, the Vocational Educational Courses (Constuction and Retail in particular) and Business and Legal Studies 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.
- There are no courses where there is a consistent movement of marks back towards the lower bands (i.e. from 4 to 3 or 3 to 2) – for some time now the trend in marks has been upward, i.e. towards marks above 70 and 80.

Those interested in how the students' performance compares with performance across NSW will find this information in Appendix I, located at the end of this report.

TEACHER STANDARDS

In 2006 the College had 73 teaching staff, 8 of whom were part time, which was equivalent to a total of 68.5 'full time' teaching staff. In addition the College employed a total of 34 non-teaching staff (a total of 24.3 in 'full time equivalent' terms). The Haven Education Centre employed 4 teaching staff (3.3 in 'full time equivalent' terms) and 1 teachers' aide. 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	77
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

PROFESSIONAL LEARNING BY TEACHERS

- All staff were involved in the development of a strategic plan for the College. This process, taking one and a half days in total, highlighted the areas that were working well and those where improvement should occur. A number of parents and students were also involved in the development of this strategic plan.

- All teachers reviewed the approach used when reporting student progress to parents. This involved examining the courses taught at the College with a view to providing parents with a comprehensive report on their son's progress each semester.

- Risk assessments were incorporated into all College excursions to ensure, as far as possible, that students would be safe when away from the College.

- Forty-three staff were trained in the administering of CPR. All staff have current emergency care training and thirteen staff have first aid certificates.

- Thirty-three teachers attended one or more full day inservice courses during the course of the year. These courses usually focus on how to improve classroom teaching, highlight changes to courses and/or demonstrate teaching resources that have recently become available.

- The teachers in the PDHPE and Science subjects spent three days with a consultant exploring ways of dealing with the range of abilities they find in their classrooms by exploring the concept of 'differentiating the curriculum'.

- A number of teachers were involved in HSC marking, attended local subject network meetings and annual conferences in their subject area, and were part of examination committees.

AVERAGE NUMBER OF DAYS ATTENDED PER TEACHER

From a teaching staff of 77 people, 75 teachers were retained for the 2007 school year.

The average number of days attended per teacher was 191 out of a possible 198 days. This figure means that, on average, each teacher attended the school on 96.5% of the available school days.

STUDENT ATTENDANCE AND RETENTION RATES

Attendance Rate

The average attendance rate for boys from Year 7 to Year 12 during the 2006 school year was 94%.

Retention Rates

The retention rate tracks individual students at two points in their schooling – the end of Year 10 and the end of Year 12 – thereby taking into account the number of boys in the Year 12 group who left the school between the end of Year 10 and the end of Year 12.

Year 10 to Year 12 Transition	**Number of Students enrolled**
Year 10, 2004 (November)	171
Year 12, 2006 (November)	116
Retention Rate	**68%**

Of the 55 students who left between November 2004 (i.e. after the School Certificate) and before the HSC exams in 2006 70% went to work (most to apprenticeships), 25% moved to another school, and the destination of 5% was not disclosed.

POST-SCHOOL DESTINATIONS

St Edward's College makes every effort to track the destination of students who leave the College. For the 2006 school year the following trends were evident.

Year 12

(118 students in the year group)

Destination	Percentage of students
University	39
Unknown	22
Apprenticeships / Traineeships	14
TAFE (full-time)	8
Part-time employment	6
Full-time employment	4
Other options	4
Private Colleges	3

Year 11

(123 students in the year group)

Destination	Percentage of students
St Edward's College (Year 12)	89
Employment	8
Other school	2
Unknown	1

Year 10

(151 students in the year group)

Destination	Percentage of students
St Edward's College (Year 11)	87
Employment	7
Other school	5
Unknown	1

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 (click on 'College Documents') - 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 live accordingly. It is expected that students strive to

develop their talents and realise their potential by accepting the challenges offered by the College. While priority for enrolment is given to boys currently attending catholic primary schools and catholic boys in Government or Non-Government primary schools, the College welcomes and respects students from other religious traditions.

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.

In August of 2006 there were 894 boys enrolled at St Edward's College, including a group of 13 boys at The Haven Education Centre. 3% of the student enrolment at the College campus and 77% of the student enrolment at The Haven Education Centre included 'students with disabilities'.

Year	7	8	9	10	11	12
St Edward's Campus	165	164	156	151	124	121
The Haven Education Centre	0	13	0	0	0	0
Total	165	177	156	151	124	121

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 – the link is www.stedwards.nsw.edu.au (click on 'College Documents').

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 or 2006. 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 2006.

- Anger Management – a course for students
- Bullying survey – a survey of students in years 7 to 10 to assist with identification and appropriate handling of any incidents of bullying at the College
- Rock and Water Program – a physically oriented course to build resilience in students

The College refined its procedure for recording attendance during 2004 and no further changes were made in 2005 or 2006. 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. For 2007 the

College will explore the notification of student absence and/or lateness to interested parents via a daily SMS in addition to maintaining our other approaches.

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.

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.

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 (click on 'College Documents'). 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 2006.

SCHOOL REVIEW AND DEVELOPMENT

During 2006 The Haven Education Centre was in its third year of operation. One of the priorities for the College during 2006 was to continue to their 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), a teachers' aide 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 for 2007.

The school priorities for St. Edward's College in 2006 were based around improving the approach to teaching in the classroom in order to more effectively engage the boys in learning. A significant amount of time was invested in the development of a strategic plan for the 2007 – 2009 years. In particular time was devoted to the following areas.

- Further skilling of teachers on how to deal with a range of abilities in classrooms – significant resources were allocated to inservice on differentiating curriculum in years 7 and 8
- 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 – teachers spent a significant amount of time designing reports for parents to meet the guidelines developed by the Commonwealth Government
- All students in years 7 to 10 were asked to complete questionnaires to assist teachers with addressing incidents of bullying at the College
- Allowing time for analysis and programming for new syllabuses to be implemented in 2007
- Reviewing CPR training for staff
- Reviewing the procedures used when conducting risk assessments for excursions
- Investigation of ways of grouping students to enhance their academic performance

Towards the end of 2006 the priorities for 2007 were endorsed. They include the following.

- Implementation of the strategic plan for the College
  - Maximising teaching/learning time for students
  - Discussion of teaching approaches that teachers at the College find are effective with boys
  - Evaluation of the present approach to review of staff performance
  - Continuing to market the College to the wider community
- Staff development days will examine the restorative justice approach to management of student behaviour and relationships.
- Teaching strategies to improve the literacy skills (reading and writing in particular) will be discussed with staff and implemented.
- Development of an approach to professional development of staff that encourages the sharing of approaches to teaching that are effective in maximising student learning.

RESPECT AND RESPONSIBILITY INITIATIVES

Respectful and Responsible Behaviour

The following are examples of whole school programs that were conducted during 2006 that encourage appropriate behaviour from students.

- The Acorn Program (*From small seeds great oak trees grow*) Daily encouragement of the students to show either respect for others, or to act in a responsible way, e.g. to respect the rights of older people, to bring correct equipment to class, to dress correctly and appropriately, to be on time.
- Acknowledgement of Country prior to major assemblies or celebrations.
- Reconciliation Week was acknowledged at the weekly assembly.
- Let's Talk Local A group of senior students visited Goodooga for four days during the July holidays to experience first hand the conditions facing the aboriginal people.
- Weekly Assemblies Encouragement and acknowledgement of respectful and responsible behaviour by the Principal at weekly assemblies, e.g. promotion of the three A's – attendance, appearance and attitude.
- Visits to the College by teenage Muslim boys to meet with our senior students and discuss issues of common concern.
- Singing of two verses of the National Anthem at the weekly assembly.
- Constant emphasis on use of manners when dealing with others, e.g. when being served at the College canteen and standing when visitors enter the classroom.
- Our College Liturgies, held on a regular basis, emphasise reverence and respect for religious values.

Involvement in Community Service Activities

Each student in years 8 to 11 is involved in the *Waterford Project* where, each year, they are expected to complete a minimum of 15 hours of outreach to others. Students may choose from a variety of activities such as collecting for charitable organisations, support for the poor and homeless, support for community institutions.

Students were involved in various fundraising activities throughout 2006

- *Stepping in the Rice Direction*: a walkathon to raise money for local charities
- Project Compassion
- Red Cross Calling
- Red Shield Appeal
- Caritas K's
- Shelter for the homeless
- Homeless at Brooklyn
- 40 hour famine
- St Vincent de Paul Christmas Hamper

Students are involved in a number of activities in the local and wider community

- Yarran Pre School
- Night Patrol
- Youth off the Streets
- Terrigal Autism School
- Vincentian Village soup kitchen
- Edmund Rice Camps
- Visits to Macquarie Fields

Class Based Activities

- Each Year 10 class visits St Edmund's School at Wahroonga – a school educating students with disabilities.
- Workshops on aboriginal issues have been conducted by our Aboriginal Education Worker with a number of classes from Years 7 to 12.
- Talks to Year 10 to 12 on Social Justice issues at various times throughout the year.
- The students in the Year 10 Drama class visited three Primary schools to present a dramatic production around the theme of bullying.

PARENT, TEACHER AND STUDENT SATISFACTION

Parent Satisfaction

In 2006, 300 families were surveyed as part of the development of the strategic plan for the College from 2007 – 2009. The feedback from parents was quite positive and is summarised below.

- *The aspects parents most appreciate* are the caring, dedicated staff, the pastoral care and discipline approach of the teachers, and the support for and teaching of Christian values.
- *The things the College does best of all* are providing sound teaching and pastoral care – dealing with both good and poor behaviour.
- However, parents also noted that they would like the College to *place more emphasis* on the academic side of schooling and on learning by the boys.
- *Parents indicated that they want their son to leave the College as a person* who is self confident, has a rounded knowledge, is well educated, and possesses high self esteem.
- *Parents are looking for the College to* continue to maintain open communication, give feedback when necessary, and keep them informed of their son's progress.

Student Satisfaction

As part of the same strategic planning process students were also surveyed. Their feedback indicated that most are quite happy with what is happening at the College.

- *The aspects the boys like about being at the school include* the facilities, the interaction with their friends, the atmosphere of the school, the variety in sports, and their relationships with the teachers.
- Boys were asked *what they would change about the school* – the only item common across students was to increase the interaction with St Joseph's Catholic College, the girl's school on the adjacent site.
- When asked *what happens in the school to help them learn*, the boys indicated the clear explanations given by the teachers and the variety in the types of lessons they experience (e.g. use of technology, and carrying out activities other than reading and writing) were important.
- When asked *what things the teachers could do to help them learn better*, the boys had few suggestions other than to continue to offer a variety of activities both within lessons and from one lesson to another.

Teacher Satisfaction

In 2004 the Christian Brothers published a Charter for their schools, a document that listed eleven cultural characteristics of schools in the Edmund Rice tradition. During 2005 and 2006 teachers at the College have been examining these characteristics and evaluating how the College is performing in each area. The results of this evaluation give a snapshot of how the teachers view the College.

CULTURAL CHARACTERISTIC	AREAS THAT ARE WORKING WELL	AREAS WHERE IMPROVEMENT CAN OCCUR
Being Just	• The model of pastoral care is inclusive of all of our students. • We involve ourselves in our local and wider community to provide a social justice network across a broad range of areas, interests and responsibilities. • Inclusivity is best expressed via our involvement both educationally and financially with The Haven Education Centre.	• The promotion of educational structures which encourage the excellence of all with a stronger focus on academic endeavour.
Spirituality	• The Social Justice Program, student retreats, school masses, class liturgies and RE lessons allow students to experience opportunities that challenge their values and beliefs and enhance their spiritual development.	• Making Edmund Rice and his values relevant to the boys and their families.
At the Margins	• Pastoral Care for boys at the margins. • Inclusive enrolment policies and strategies to support boys once they are enrolled.	• Continue to provide assistance for the boys who struggle, both academically and with their behaviour. • Provide opportunities for the development of more collaborative teaching approaches.
Holistic Education	• St Edward's provides opportunities for many different types of learning experiences - academic (e.g. Vocational Education, extension work), sporting, social, spiritual, and social justice. • St Edward's promotes a sense of belonging for all.	• The development of a more academic culture in the school.
Stewardship	• Sharing of physical facilities and financial resources with the wider community (e.g. ovals, classrooms, hall, and technology).	• The use of resources equitably across all levels from special needs students to gifted and talented students.
Community	• Good relationships within the school are evident and developed through vertical tutor groups, classroom interaction, sport, camps, and retreats. • Working with the wider community for social justice for the marginalized, such as support for charities, counselling for families, and recognition of traditional owners and Aboriginal heritage.	• The promotion of values such as respect and care in the face of opposing values that exist in society at large.

CULTURAL CHARACTERISTIC	AREAS THAT ARE WORKING WELL	AREAS WHERE IMPROVEMENT CAN OCCUR
Reflective Practice	• The pastoral care system and the environment of care and concern promoted by the staff encourage the boys to accept responsibility for and also be accountable for their actions.	• The values of *The Charter* need to be promoted to parents and boys more than they are at present.
Pastoral Care	• The St Edward's College community embraces a strong sense of compassion towards individual students and staff and their families. • The diversity of the counselling programs available to students.	• Create more occasions where students are taken out of their comfort zone, e.g. visits to less fortunate areas, exposure to multicultural situations, or challenging camps.
Faith in Action	• Social justice in the school. • Social justice in the community.	• The education of our students about what it means to be a good person so they can apply it at the appropriate time in their lives.
Service of Others	• Staff example. • Empowering our students to enter the community as responsible Christian gentlemen who are willing to serve others.	• Developing more programs for the better academic students. • Broadening the number of students who are involved in service activities.
Compassion	• Counselling support for students. • Staff - student relationships.	• Create time and attention for all students in addition to the time already created for those who are academic, sporting or have problems modifying their behaviour.

MAJOR AREAS OF EXPENDITURE ON PLANT AND RESOURCES

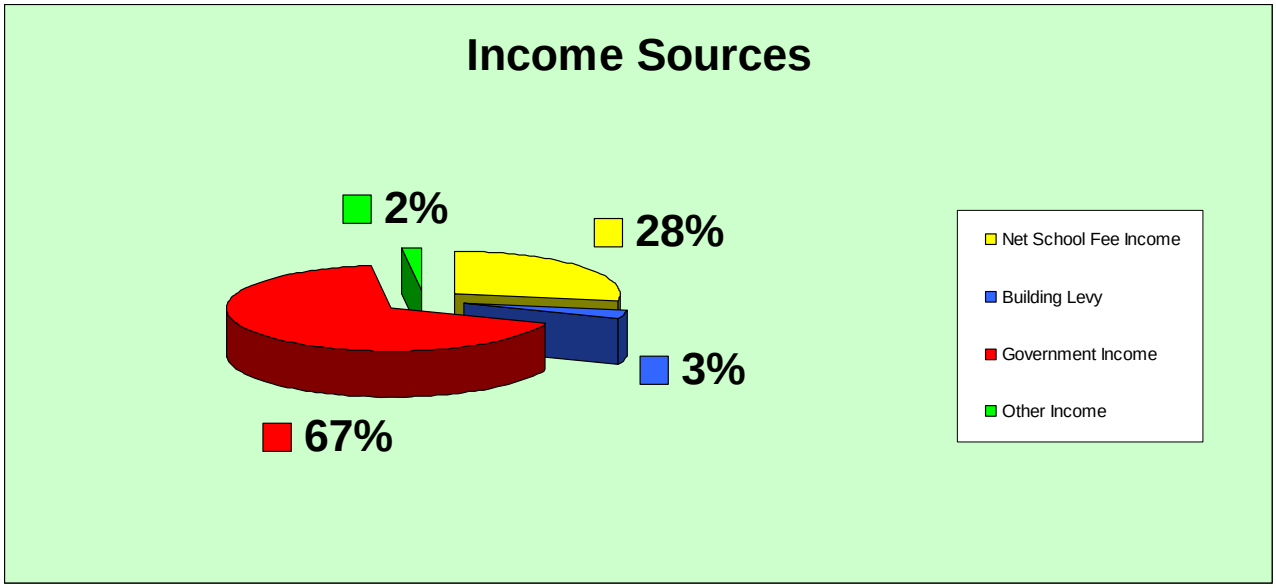
During 2006 the College completed the following major projects.

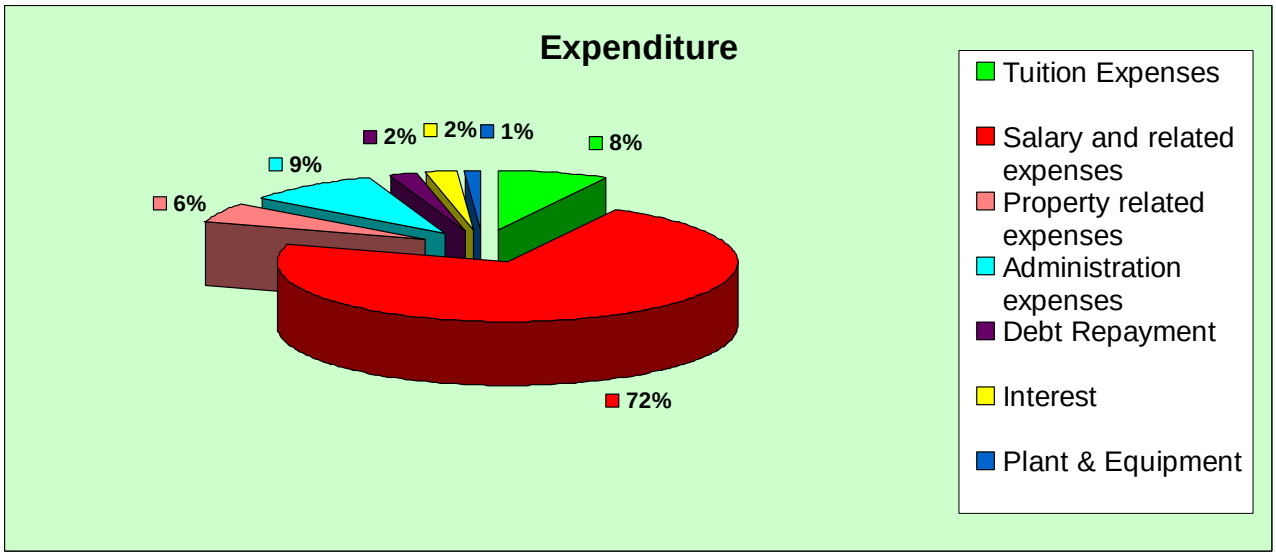
- Two computer rooms were refurbished with new carpet, desks and electrical connections.
- The gutters around Mona Vale – the heritage building – were replaced and gutter guard was fixed to the Music rooms and the machinery shed.
- The doors to five classrooms were replaced to assist in ease of access and security.
- New goal posts were placed on both ovals – the previous ones were rusting.
- The fire detectors in the College were upgraded to 'addressable'.
- The meeting rooms in the library were refurbished.
- The ceiling of the Drama room was lowered to provide better acoustics.
- The upgrading of the key system in the College continued – ultimately this will lead to improved security.

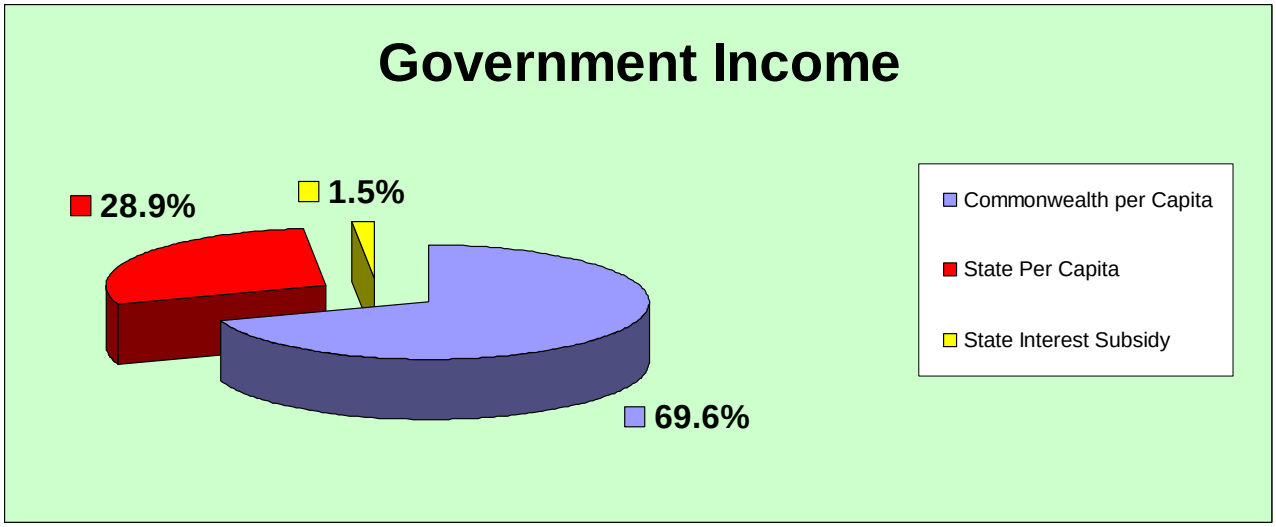
As part of ongoing Information Technology maintenance the following was achieved in 2006.

- 57 desktop computers were replaced as part of the College three year replacement policy. This replacement included the introduction of 17 inch LCD screens to two laboratories.
- 3 computer notebooks were purchased for staff. Approximately half the teaching staff have access to notebooks.
- Four classrooms were upgraded with multimedia capabilities including data projectors and sound systems. This brought the number of classrooms with multimedia technology to 20.
- The staff printing facilities were improved by replacing the existing printing hardware with two new LaserJet printers.

SUMMARY OF FINANCIAL INFORMATION - 2006







APPENDIX I

The following tables show how the students at the College have performed on each of the external tests over the past five years. The numbers in the tables are percentages, i.e. are marks out of 100 unless otherwise indicated.

English Language and Literacy Assessment (ELLA)

The 'State Average' mark is a boys' only mark.

Year 7

Course	Averages	2002	2003	2004	2005	2006
Writing	**School Average**	**89**	**89**	**89**	**90**	**90**
	State Average	87				
Reading	**School Average**	**90**	**91**	**91**	**91**	**92**
	State Average	88				
Language	**School Average**	**88**	**89**	**90**	**90**	**90**
	State Average	87	87	86	87	88
Literacy	**School Average**	*Not available before 2005*			**90**	**90**
	State Average				88	
Percentage achieving literacy benchmarks					96	94

Year 8

Course	Averages	2002	2003	2004	2005	2006
Writing	**School Average**	**90**	**90**	**91**	**91**	**91**
	State Average	88		89		
Reading	**School Average**	**92**	**92**	**92**	**94**	**94**
	State Average	90		91		
Language	**School Average**	**90**	**90**	**89**	**90**	**90**
	State Average	88	89			
Literacy	**School Average**	*Not available before 2005*			**92**	**91**
	State Average				90	
Percentage achieving literacy benchmarks	*This is not available for Year 8 students*					

Secondary Numeracy Assessment Profile (SNAP)

The 'State Average' mark is a boys' only mark.

Year 7

Course	Averages	2002	2003	2004	2005	2006
Overall Numeracy Score	**School Average**	**89**	**88**	**88**	**88**	**88**
	State Average	86	84	85	84	85
Percentage achieving numeracy benchmarks		*Not available before 2005*			87	84

Year 8

Course	Averages	2002	2003	2004	2005	2006
Overall Numeracy Score	**School Average**	**92**	**89**	**90**	**90**	**90**
	State Average	89	87	88	88	87
Percentage achieving numeracy benchmarks	*This is not available for Year 8 students*					

School Certificate

The 'State Average' mark includes all students in NSW who sat the tests, i.e. both boys and girls.

Course	Averages	2002	2003	2004	2005	2006
English Literacy	**School Average**	**75**	**74**	**74**	**74**	**75**
	State Average	74	73	74	73	74
Mathematics	**School Average**	**74**	**75**	**73**	**73**	**69**
	State Average	72	72	71	71	68
Science	**School Average**	**74**	**75**	**74**	**75**	**73**
	State Average	73	74	74	75	73
History	**School Average**	**67**	**68**	**66**	**70**	**66**
	State Average	67	69	71	74	71
Geography	**School Average**	**68**	**71**	**72**	**70**	**74**
	State Average	69	70	73	73	74
Computing Skills	**School Average**	2006 was the first year Computing Skills was tested.				**82**
	State Average					81

Higher School Certificate

The marks in the table below are out of 100 unless otherwise indicated. The average marks for the whole of NSW ('State Average') include marks from both boys and girls. When comparing the marks, it is important to know that girls achieve notably better results in virtually all HSC courses – hence the 'State Average' marks reported below will be higher than the average marks that boys across NSW obtain. (Blank spaces in the table indicate years the course was not taught at HSC.)

Course	Averages	2002	2003	2004	2005	2006
Ancient History	**School Average**	**56**	**67**	**73**	**73**	**75**
	State Average	70	70	71	74	75
Biology	**School Average**	**69**	**75**	**68**	**73**	**69**
	State Average	72	73	73	74	72
Business Studies	**School Average**	**75**	**72**	**74**	**71**	**75**
	State Average	74	71	70	69	71
Chemistry	**School Average**	**61**	**70**	**70**	**61**	**65**
	State Average	69	69	73	73	74
Construction Examination	**School Average**	**67**	**72**	**69**	**74**	**78**
	State Average	62	68	68	69	70

Course	Averages	2002	2003	2004	2005	2006
Drama	**School Average**	**74**	**65**	**75**	**70**	**70**
	State Average	77	76	76	75	76
Design and Technology	**School Average**				**73**	
	State Average				71	
Engineering Studies	**School Average**		**73**	**70**		**72**
	State Average		74	74		73
English (Standard)	**School Average**	**63**	**66**	**66**	**69**	**69**
	State Average	64	66	65	65	65
English (Advanced)	**School Average**	**73**	**73**	**78**	**75**	**76**
	State Average	80	78	79	78	77
English Extension 1 (mark out of 50)	**School Average**	**36**	**40**	**39**	**39**	**34**
	State Average	39	38	39	40	39
English Extension 2 (mark out of 50)	**School Average**		**36**	**41**	**37**	
	State Average		41	41	40	
Food Technology	**School Average**				**70**	**71**
	State Average				71	73
French Continuers	**School Average**				**63**	**73**
	State Average				78	81
Geography	**School Average**				**72**	**70**
	State Average				75	77
Hospitality Examination	**School Average**		**68**	**71**	**76**	**72**
	State Average		68	68	71	75
Industrial Technology	**School Average**	**72**	**82**	**75**	**86**	**78**
	State Average	70	71	71	72	73
Information Processes and Technology	**School Average**	**61**	**69**	**65**	**76**	**73**
	State Average	64	70	71	72	72
Information Technology Examination	**School Average**	**67**	**65**	**69**	**70**	**65**
	State Average	68	69	69	68	66
Legal Studies	**School Average**	**72**	**83**	**77**		**78**
	State Average	72	74	72		74
General Mathematics	**School Average**	**68**	**66**	**70**	**77**	**73**
	State Average	65	66	69	71	68
Mathematics	**School Average**	**72**	**69**	**69**	**70**	**71**
	State Average	74	74	74	73	73
Mathematics Extension 1 (mark out of 50)	**School Average**	**34**	**34**	**28**	**34**	**29**
	State Average	39	38	38	38	38
Mathematics Extension 2	**School Average**		**72**	**62**	**77**	**64**
	State Average		80	79	81	79

Course	Averages	2002	2003	2004	2005	2006
Modern History	**School Average**	**67**	**71**	**75**	**79**	**76**
	State Average	74	75	75	77	75
History Extension 1 (mark out of 50)	**School Average**		**34**	**26**	**42**	**33**
	State Average		35	36	34	36
Music 1	**School Average**	**76**	**73**	**83**	**85**	**85**
	State Average	77	77	78	79	78
Personal Development, Health and Physical Education	**School Average**	**70**	**67**	**72**	**76**	**80**
	State Average	70	70	72	74	73
Physics	**School Average**	**68**	**77**	**74**	**74**	**75**
	State Average	72	72	75	74	75
Retail Operations Examination	**School Average**	**59**	**74**		**79**	**80**
	State Average	60	68		74	77
Senior Science	**School Average**	**69**	**76**	**74**	**75**	**71**
	State Average	72	74	73	74	74
Software Design and Development	**School Average**	**65**	**66**	**70**	**73**	**71**
	State Average	70	72	74	74	74
Studies of Religion (mark out of 50)	**School Average**	**38**	**37**	**35**	**40**	**41**
	State Average	38	37	35	38	38
Visual Arts	**School Average**	**71**	**77**	**80**	**80**	**82**
	State Average	76	78	78	79	80