ANNUAL REPORT
OF
ST EDWARD'S CHRISTIAN BROTHERS' COLLEGE
EAST GOSFORD
FOR THE
2007 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 the system of Edmund Rice Schools. During 2007 responsibility for St Edward's and other Christian Brothers' schools across Australia was passed from the Trustees of the Christian Brothers to Edmund Rice Education Australia (EREA).

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.

COLLEGE BOARD REPORT

During 2007 the Board comprising of nine members participated in completing the five year strategic plan for the College, the initial planning for it having commenced in 2006. It was presented to the Province Leadership Team early in July, 2007 and accepted by its members with only minor amendments as to form. That plan, the provisions made in it and the outcomes projected by it are a credit to all stakeholders, the Board, the principal, the executive, staff members and other functionaries within the College community.

The Higher School Certificate Academic results for 2007 were a credit to the participating students of St Edward's College, the teaching staff and those who guide the College on a daily basis. In particular, I refer in this regard to the principal Br. Hester and his executive whose collective experience, enthusiasm and guidance, working as a team produced such magnificent results. I congratulate all those who have participated in achieving those results. I have no doubt, the benchmark having been set, it will in the future be achieved again and again and perhaps bettered.

The Board over the course of the year provided the impetus and funding to add yet another first for St Edward's – the construction and commissioning of the jetty and pontoon on the Brisbane Waters. This structure will become the launching pad for greater participation by students in aquatic sports, e.g. rowing, sailing and windsurfing. It is a facility which few schools enjoy within their own infrastructure. My thanks go to the College Maintenance Manager, Wendy Weir for her enthusiasm and supervision during its construction period.

The latter months of 2007 saw a reduction in the number of serving members of the Board. A concerted effort will be made in 2008 to fill the vacancies with committed parents, Old Boys and friends of the College with experience and capabilities to complement the continuing members to future provide a structure in strength, experience and enthusiasm to take St Edward's well along the path of implementing and achieving the five year strategic plan.

The Board's task in making and supervising policy and guiding St Edward's along a successful path as a provider of a first class secondary education for boys would be so much more difficult without the

assistance and advice provided by the Finance and Building Committees. My thanks and appreciation go to my deputy, Max Pittolo who chairs the building committee amongst other duties as Deputy Chairman of the Board. I also thank the other participating members of those committees who give their time and expertise willingly and without financial reward for their efforts.

Edmund Rice Education Australia came into existence on 1 October, 2007. It was formed in response to changes over challenging times in providing private education to take over the role of the Christian Brothers in providing education to young men in the tradition of Edmund Rice. It must, in carrying out its charter, comply with the standards set by State and Federal Government administrators. It has large shoes to fill and must do so quickly so as to ensure no void is left as the Brother's relinquish a function which has been but one of their traditional roles. The Board as time progresses will have a broader and more challenging role to fill in these changing times. I have no doubt the Board Members of St Edward's College and their successors will adapt well to this change and will capably and competently fill a role which will expand as the need requires and change dictates.

Finally my thoughts and best wishes go out to the parents of our students who make many sacrifices both in terms of time and finances to send their sons to St Edward's for their education. Without their sacrifices and their commitment their sons would not attend St Edward's and there would be no need for the services the College provides. They can be assured their sons are in extremely good hands. The College community will in making the appropriate commitment to the beneficiaries of the education of the whole person fit those students for their future careers and station in life as successful and responsible leaders of the community.

MJ (Joe) McCarthy
Chairman of the Board

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 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 – a service providing meals for local homeless people, 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). The classroom is the primary and most important place where learning support is in place. 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 area 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 / vocational education coordinator.

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 Open Day (University, TAFE and Community College) 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 2007 the boys in Years 7 and 8 sat for ELLA. The Year 7 results were above average by between 2.4 and 3.2 marks in each of the three areas of writing, reading and language. This result was similar to previous years. 98% 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 0.3 marks below average, the writing area was 2 marks above average and the language area was 0.2 marks above average. There was an upward movement of students from 'proficient' to 'high' for writing and language.

An analysis of ELLA led to the teachers targeting the explicit teaching of reading and language 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 2007 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 3.9 and 4.8 marks except in the area of space where they were above average by 2.0 marks. 88% 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 1 and 3 marks above the state average for boys.

An analysis of SNAP led to the teachers continuing to target 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 2007 were above average for Geography, on average for Science, English and Mathematics but below average for History and Computing Studies.

- 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 2007.
- 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 52% of boys placed in the top two bands (i.e. with marks over 80%), 3% 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 2007 HSC. The College presented boys for 32 courses with the majority of students gaining access to their preferred tertiary course on the first round of offers.

- Results in 17 courses were between 3 and 8 marks above the state average.
- Results in a further 12 courses were either above or just below the state average.
- 78% of the marks obtained by the boys were above 70 with 6% being over 90 and 31% being over 80. This compares favourably with patterns across all schools in the state and with other Catholic Schools and Christian Brothers' schools.
- St Edward's rated 36 mentions in the HSC Honour Roll (for students who gain marks of 90 or more in a course). This very satisfying outcome reflects very favourably with those of other schools on the Central Coast.
- 63 of the total group of 115 students have been offered places at various NSW Universities. This offer rate of 54% is significantly higher than the normal state-wide rate of 30%. Many others gained apprenticeships, traineeships, cadetships or entered the workforce.

- The dux of the College for 2007 was nominated by the Board of Studies as one of the State's top all-rounders in gaining marks over 90 in 10 or more HSC units. His UAI mark was 99.25.
- 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 Mathematics Courses.
- Other areas of strength were the Technology area, Drama, PD/H/PE, Visual Arts, HSIE, Food Technology, Computing Studies, Studies of Religion, and the Vocational Educational 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 2007 the College had 74 teaching staff, 11 of whom were part time, which was equivalent to a total of 69.3 'full time' teaching staff. In addition the College employed a total of 37 non-teaching staff (a total of 25.2 in 'full time equivalent' terms). Included in these numbers are the staff at the Haven Education Centre where 4 teaching staff (3.4 in 'full time equivalent' terms) and 1 teachers' aide were employed. 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

PROFESSIONAL LEARNING BY TEACHERS

In total, $27 320 was spent on professional learning by teachers throughout the year which equates to $415 per teacher.

- All staff were involved in the implementation of the Restorative Justice approach to pastoral care at the College. The program consisted of two full days for staff and two half-days for middle managers. A full day session was also held with a group of boys from Years 10 and 11 and an evening session was held for parents.

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

- Thirty-nine 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.

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

RATE OF TEACHER ATTENDANCE

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

The average number of days attended per teacher was 229 out of a possible 237 days. This figure means that, on average, each teacher attended the school on 97% 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 2007 school year was 93%. The average attendance rate for the boys and girls at The Haven Education Centre was 60%

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 HSC exams.

Year 10 to Year 12 Transition	Number of Students enrolled
Year 10, 2005 (November)	188
Year 12, 2007 (November)	116
Retention Rate	62%

Of the 72 students who left between November 2005 (i.e. after the School Certificate) and before the HSC exams in 2007, 49% went to work (virtually all to apprenticeships), 48% moved to another school, and the destination of 3% was not disclosed.

POST-SCHOOL DESTINATIONS FOR STUDENTS

St Edward's College makes every effort to track the destination of students who leave the College. The details for 2007 are presented below.

Year 12
(117 students in the year group)

Destination	Percentage of students
University	50
Unknown	15
Apprenticeships / Traineeships	6
TAFE (full-time)	7
Part-time employment	7
Full-time employment	10
Other options	3
Private Colleges	2

Year 11
(110 students in the year group)

Destination	Percentage of students
St Edward's College (Year 12)	84
Employment	9
Other school	5
Unknown	2

Year 10
(154 students in the year group)

Destination	Percentage of students
St Edward's College (Year 11)	74
Employment	11
Other school	13
Unknown	2

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 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 2007 there were 913 boys enrolled at St Edward's College, including a group of 15 boys at The Haven Education Centre. 3% of the student enrolment at the College campus and 73% of the student enrolment at The Haven Education Centre included 'students with disabilities'.

Year	7	8	9	10	11	12	Total
St Edward's Campus	185	171	161	154	110	117	898
The Haven Education Centre	3	12	0	0	0	0	15
Total	188	183	161	154	110	117	913

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 'Pastoral Care').

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 major changes made in 2005, 2006 or 2007. 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.

The following initiatives were introduced in 2007.

- Bullying – the weekly newsletter describes how parents and boys can report bullying incidents electronically; the St Edward's College website has a link where incidents of bullying can be reported; the College participated in the Western Australia bullying survey; the bullying surveys conducted with all year groups from 7 to 10 were refined based on the experience of previous years.
- The Rock and Water program, a physically oriented course to build resilience in students, was presented to all of Year 7 as part of the PD/H/PE program.
- The two counsellors conducted the' Cool Kids' program to better address the anxiety evident in some of the boys.

The College refined its procedure for recording attendance during 2004 and no further changes were made in 2007. 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.

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. 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

The school priorities for St. Edward's College in 2007 were based around improving the relationships between the boys and staff by educating staff, boys and parents in the Restorative Justice approach to managing behaviour. In particular time was devoted to the following areas.

- Two staff development days were devoted to discussion of the Restorative Justice approach to behaviour management.
- The effectiveness of communication channels within the College was evaluated and some changes were made.
- Approaches to reading and writing that are successful with students were shared with teachers and a literacy program was developed for Years 7 to 9 for implementation in 2008.
- Teaching strategies that work with the boys at St Edward's were listed for use by staff. These were based on the experience of teachers and the research from the *Lighthouse Program* – a Government funded initiative that aims to improve educational outcomes for boys.
- All students in years 7 to 10 were asked to complete questionnaires to assist teachers with addressing incidents of bullying at the College
- CPR training for staff
- A marketing committee was established to promote the benefits of approach to boy's education offered at St Edward's to the wider community.

Towards the end of 2007 the priorities for 2008 were endorsed. They include the following.

- Implementation of the strategic plan for the College
  - 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
  - Establishment of a committee to oversee the development of technology at the College including the education of teachers in how best to use technology in the classroom to better engage the students
  - Extending the recycling practices
- Preparation for registration and accreditation by the Board of Studies (something that occurs every 5 years and is due in early 2009)
- Continuing the implementation of Restorative Justice practices with students
- Development of a College Master Plan for facilities
- Development of an approach to the extension of talented students at the College
- 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 2007 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 and the topic of reconciliation was studied during Religious Education classes.
- Groups of senior students visited Goodooga for four days during the July holidays to experience first hand the conditions facing the aboriginal people while another group of students visited Walgett with the same purpose in mind.
- 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.
- Regular visits by some of our senior students to local homeless facilities.
- 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 was 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 2007

- Project Compassion
- Caritas K's
- Red Cross Calling
- Shelter for the homeless
- Red Shield Appeal
- 40 hour famine

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

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

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 four Primary schools to present a dramatic production around the theme of bullying.
- St Vincent de Paul Christmas Hamper - over 40 hampers containing food and gifts were presented to the St Vincent de Paul Society as part of the annual Christmas Hamper Appeal.

The activities listed above are all designed to encourage our boys to 'respect difference' and to 'respect our marginalised' by challenging attitudes and engaging in direct contact.

PARENT, TEACHER AND STUDENT SATISFACTION

Parent Satisfaction

In 2007 50% of families were surveyed to check the level of satisfaction that parents have with the College. The results of this survey were positive with only a few parents indicating an area of dissatisfaction with the College. On a scale of 1 – 5 where 5 indicates a high level of satisfaction, the average score was 4.

- *The aspects parents most appreciate* are the concern, support and friendliness shown by the staff to parents and boys, the way Christian values are developed in the boys especially through the Social Justice program and the pastoral care and discipline approach of the teachers.
- The comments by the few parents who suggested *areas for improvement* centred on communication between home and school, e.g. about academic progress, how parents can assist at home, and about misbehaviour at school.

Student Satisfaction

In 2007 124 students from a cross-section of year groups were surveyed; their average level of satisfaction on a scale of 1 – 5 was 4 indicating a high level of satisfaction with their experiences at the College.

- *The aspects the boys like about being at the school* include the facilities (with special mention of the canteen), the interaction with their friends, and the variety of sports.
- 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 things the teachers could do to help them learn better*, the boys had few suggestions other than the request that teachers continue to explain work clearly and give them personal attention when needed.

Teacher Satisfaction

In 2006 the teachers at the College identified areas that were working well and areas needing improvement based on *The Charter*. Feedback during 2007 focusing on these areas indicated the following.

Areas identified as *working well*:

- Pastoral care of students
- Social justice network
- Opportunities for spiritual development of students
- Opportunities for many different types of learning experiences - academic (e.g. Vocational Education, extension work), sporting, social, spiritual, and social justice
- Sharing of physical facilities and financial resources with the wider community (e.g. ovals, classrooms, Edmund Rice Centre)
- Staff – student relationships
- Staff – staff relationships
- The sense of compassion towards individual students and staff and their families
- The diversity of the counselling programs available to students

Teachers were also asked to evaluate the progress in areas identified for improvement. They thought that significant improvement had occurred in the following areas.

- Making Edmund Rice and his values relevant to the boys and their families
- Providing opportunities for the development of more collaborative teaching approaches
- The use of resources equitably across all levels from special needs students to gifted and talented students
- The promotion of values such as respect and care in the face of opposing values that exist in society at large
- Creating 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
- 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.

MAJOR AREAS OF EXPENDITURE ON PLANT AND RESOURCES

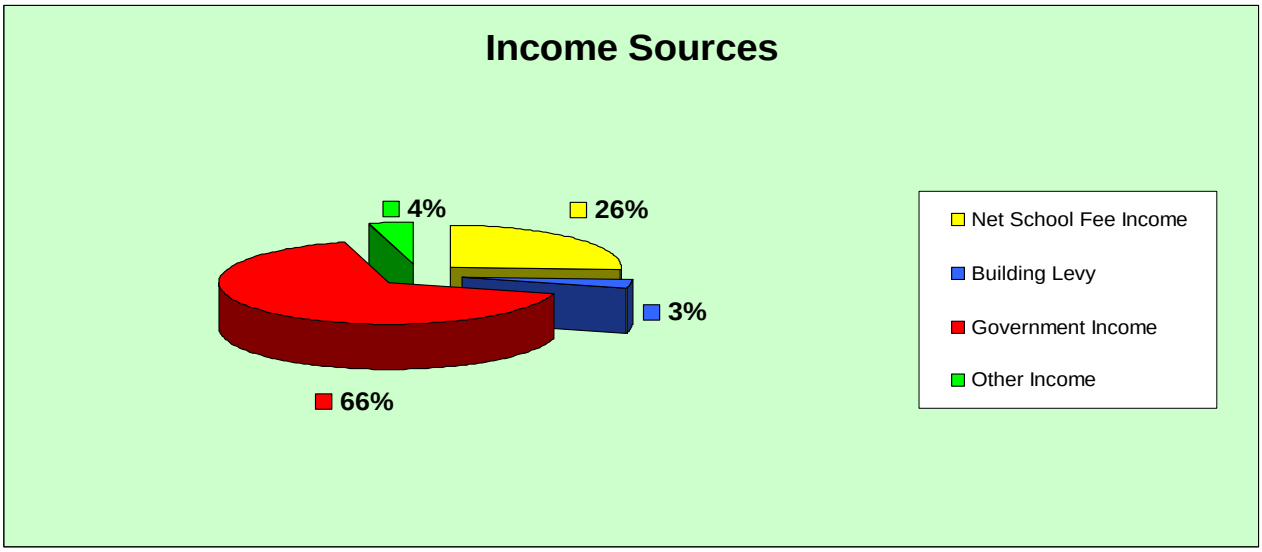
During 2007 the College completed the following major projects.

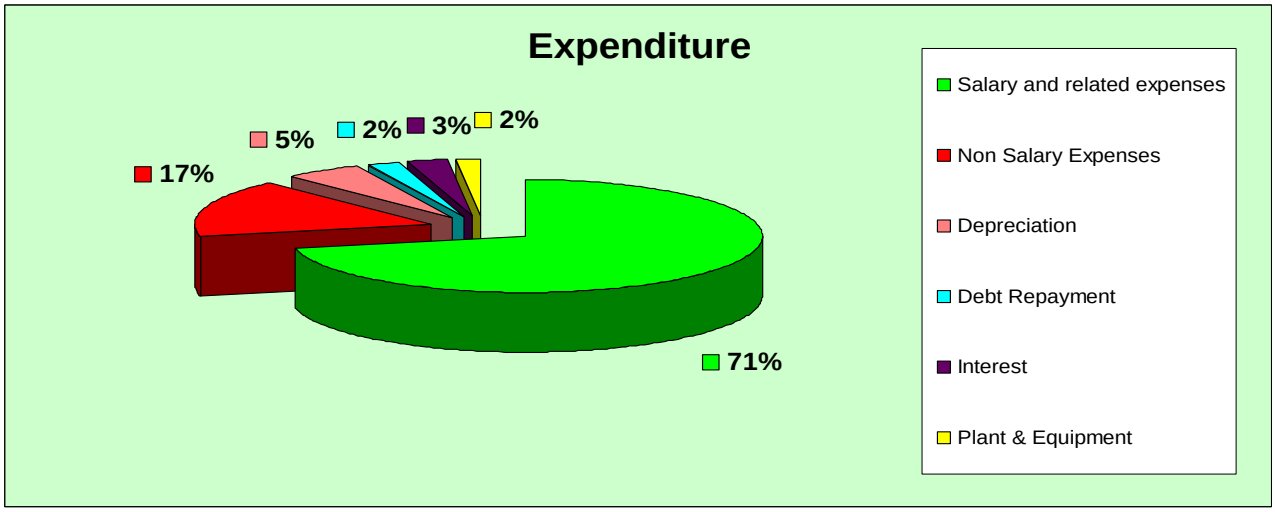
- The upgrading of the key system in the College continued – ultimately this will lead to improved security.
- An additional storage area was established in the Edmund Rice Centre.
- Shelving was set up in the loft area of the Edmund Rice Centre for use by boys doing Drama.
- The toilet cisterns in the Dean Building were refurbished.
- The fire detectors in the lower Cashin Wing and Food Technology area were upgraded.
- Backflow valves were installed on two water mains.
- The walkway in the senior area was replaced and re-designed to make it safer for pedestrians.
- The switches and wiring in the electrical distribution room in the Communications Room were replaced.

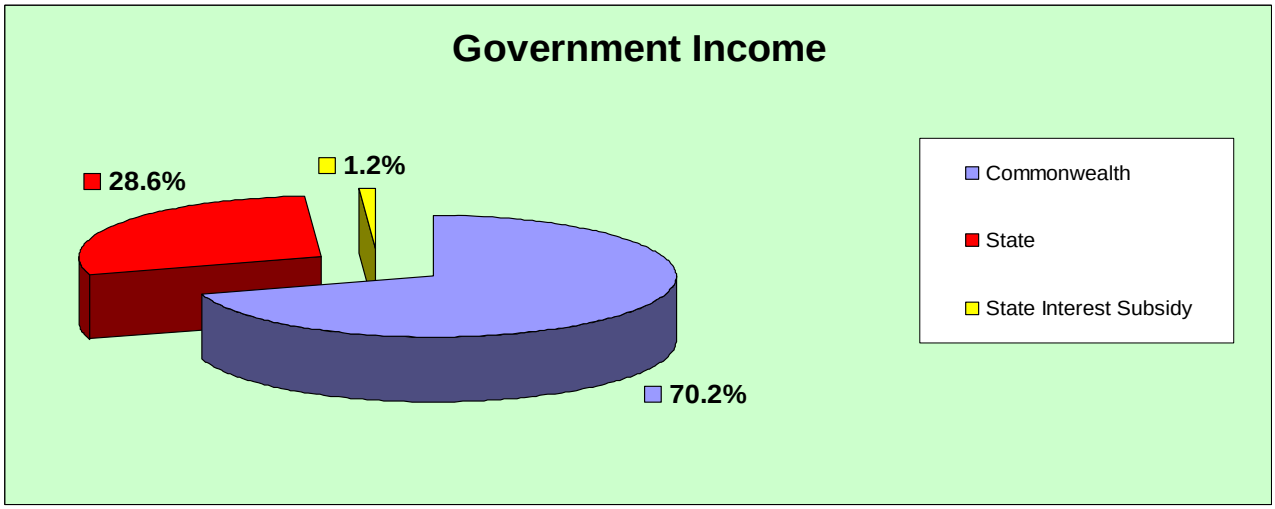
As part of the ongoing Information Technology maintenance strategy the following was achieved in 2007.

- 60 desktop computers were replaced as part of the College three year replacement policy. This replacement included the introduction of 19 inch LCD screens to one of the laboratories.
- 65 computer notebooks were purchased for staff. All teachers have access to notebooks on a day to day basis.
- 10 classrooms were upgraded with multimedia capabilities including data projectors and sound systems. This brought the number of classrooms with multimedia technology to 30.
- The staff printing facilities were improved by replacing the existing printing hardware with seven new LaserJet printers.

SUMMARY OF FINANCIAL INFORMATION







APPENDIX I –PERFORMANCE IN STATE-WIDE TESTS

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.

English Language and Literacy Assessment (ELLA)

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

Year 7

Course	Averages	2003	2004	2005	2006	2007
Writing	**School Average**	**89**	**89**	**90**	**90**	**90**
	State Average	87				88
Reading	**School Average**	**91**	**91**	**91**	**92**	**91**
	State Average	88				
Language	**School Average**	**89**	**90**	**90**	**90**	**91**
	State Average	87	86	87	88	
Literacy	**School Average**	*Not available before 2005*		**90**	**90**	**91**
	State Average			88		
Percentage achieving literacy benchmarks				96	94	98

Year 8

Course	Averages	2003	2004	2005	2006	2007
Writing	**School Average**	**90**	**91**	**91**	**91**	**92**
	State Average	88	89			
Reading	**School Average**	**92**	**92**	**94**	**94**	**92**
	State Average	90	91			90
Language	**School Average**	**90**	**89**	**90**	**90**	**90**
	State Average	89				
Literacy	**School Average**	*Not available before 2005*		**92**	**91**	**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	2003	2004	2005	2006	2007
Overall Numeracy Score	**School Average**	**88**	**88**	**88**	**88**	**89**
	State Average	84	85	84	85	85
Percentage achieving numeracy benchmarks		*Not available before 2005*		87	84	88

Year 8

Course	Averages	2003	2004	2005	2006	2007
Overall Numeracy Score	**School Average**	**89**	**90**	**90**	**90**	**90**
	State Average	87	88	88	87	88
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	2003	2004	2005	2006	2007
English Literacy	**School Average**	**74**	**74**	**74**	**75**	**75**
	State Average	73	74	73	74	74
Mathematics	**School Average**	**75**	**73**	**73**	**69**	**70**
	State Average	72	71	71	68	69
Science	**School Average**	**75**	**74**	**75**	**73**	**73**
	State Average	74	74	75	73	73
History	**School Average**	**68**	**66**	**70**	**66**	**68**
	State Average	69	71	74	71	72
Geography	**School Average**	**71**	**72**	**70**	**74**	**76**
	State Average	70	73	73	74	75
Computing Skills	**School Average**	*2006 was the first year Computing Skills was tested.*			**82**	**79**
	State Average				81	80

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 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.

Course	Averages	2003	2004	2005	2006	2007
Ancient History	**School Average**	**67**	**73**	**73**	**75**	**72**
	State Average	70	71	74	75	72
Biology	**School Average**	**75**	**68**	**73**	**69**	**75**
	State Average	73	73	74	72	73
Business Studies	**School Average**	**72**	**74**	**71**	**75**	**72**
	State Average	71	70	69	71	70
Chemistry	**School Average**	**70**	**70**	**61**	**65**	**79**
	State Average	69	73	73	74	75
Drama	**School Average**	**65**	**75**	**70**	**70**	**78**
	State Average	76	76	75	76	76
Design and Technology	**School Average**			**73**		**76**
	State Average			71		73
Engineering Studies	**School Average**	**73**	**70**		**72**	**77**
	State Average	74	74		73	72
English (Standard)	**School Average**	**66**	**66**	**69**	**69**	**68**
	State Average	66	65	65	65	65
English (Advanced)	**School Average**	**73**	**78**	**75**	**76**	**77**
	State Average	78	79	78	77	79
English Extension 1 (mark out of 50)	**School Average**	**40**	**39**	**39**	**34**	**39**
	State Average	38	39	40	39	39
English Extension 2 (mark out of 50)	**School Average**	**36**	**41**	**37**		**47**
	State Average	41	41	40		39
Food Technology	**School Average**			**70**	**71**	**75**
	State Average			71	73	69
Geography	**School Average**			**72**	**70**	
	State Average			75	77	
Industrial Technology	**School Average**	**82**	**75**	**86**	**78**	**78**
	State Average	71	71	72	73	73
Information Processes and Technology	**School Average**	**69**	**65**	**76**	**73**	**77**
	State Average	70	71	72	72	73
Legal Studies	**School Average**	**83**	**77**		**78**	**77**
	State Average	74	72		74	74
General Mathematics	**School Average**	**66**	**70**	**77**	**73**	**77**
	State Average	66	69	71	68	71
Mathematics	**School Average**	**69**	**69**	**70**	**71**	**79**
	State Average	74	74	73	73	75

Course	Averages	2003	2004	2005	2006	2007
Mathematics Extension 1 (mark out of 50)	**School Average**	**34**	**28**	**34**	**29**	**40**
	State Average	38	38	38	38	39
Mathematics Extension 2	**School Average**	**72**	**62**	**77**	**64**	**74**
	State Average	80	79	81	79	81
Modern History	**School Average**	**71**	**75**	**79**	**76**	**77**
	State Average	75	75	77	75	75
History Extension 1 (mark out of 50)	**School Average**	**34**	**26**	**42**	**33**	**24**
	State Average	35	36	34	36	38
Music 1	**School Average**	**73**	**83**	**85**	**85**	**80**
	State Average	77	78	79	78	79
Personal Development, Health and Physical Education	**School Average**	**67**	**72**	**76**	**80**	**78**
	State Average	70	72	74	73	73
Physics	**School Average**	**77**	**74**	**74**	**75**	**77**
	State Average	72	75	74	75	73
Senior Science	**School Average**	**76**	**74**	**75**	**71**	**76**
	State Average	74	73	74	74	75
Software Design and Development	**School Average**	**66**	**70**	**73**	**71**	
	State Average	72	74	74	74	
Studies of Religion (mark out of 50)	**School Average**	**37**	**35**	**40**	**41**	**40**
	State Average	37	35	38	38	38
Visual Arts	**School Average**	**77**	**80**	**80**	**82**	**83**
	State Average	78	78	79	80	80
French Beginners	**School Average**		**79**	**62**		
	State Average		73	73		
French Continuers	**School Average**			**63**	**73**	**72**
	State Average			78	81	80
Construction Examination	**School Average**	**72**	**69**	**74**	**78**	**80**
	State Average	68	68	69	70	72
Hospitality Examination	**School Average**	**68**	**71**	**76**	**72**	**74**
	State Average	68	68	71	75	71
Retail Operations Examination	**School Average**	**74**		**79**	**80**	**83**
	State Average	68		74	77	75
Information Technology Examination	**School Average**	**65**	**69**	**70**	**65**	**73**
	State Average	69	69	68	66	69