

**ANNUAL REPORT
OF
ST EDWARD'S CHRISTIAN BROTHERS' COLLEGE
EAST GOSFORD
FOR THE
2008 SCHOOL YEAR**

A Catholic School in the Edmund Rice Tradition

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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. Edmund Rice Education Australia (EREA) has responsibility for St Edward's and other Christian Brothers' schools across Australia.

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. Prior to publishing this report the College reviews its achievement of school development priorities and sets priorities for the year to come all of which is included in the report.

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.

BOARD CHAIR'S REPORT

The year that was 2008. It has come and gone in almost the blink of an eye. The past 12 months has been a very busy one for the College, the students, staff and other stakeholders at St Edwards. The members of your Board had many matters to consider and deal with as the year progressed. In the space and time available I shall only report on those matters of greatest significance which involved the attention of Board Members.

The year commenced with the introduction of Edmund Rice Education Australia to each of the Principals, Board Chairs and College Captains. They travelled from all from all corners of the Oceania Region to participate in a weekend of conferencing, introductory speeches and “getting to know you” routines. The purpose of this conference was to introduce us to the various functionaries and the executive who are to guide and manage the education function of the Christian Brothers in all its facets into the twenty first century and beyond. Brother Peter Hester, College Captain for 2008 Michael Baxter and I attended that gathering in Melbourne in February, 2008. It was of great interest to listen to the speakers who outlined their role in the functions of the newly founded organisation.

I was also most impressed by Br Philip Pinto the duly appointed world leader of the Christian Brothers. He drew the attention of the gathering to the changing needs of the world's underprivileged and its children, particularly its youth and young men who are the focus of the Christian Brothers and the Edmund Rice ethos espoused by them. It is truly unfortunate that the brothers, as is the case with most religious orders, are not attracting the required number of young men to the order to enable it to carry out, not only its function in educating youth and young men but also in its charitable works, endeavours and programmes. There is no doubt that more will be expected into the future from young men educated by the Brothers in the Edmund Rice tradition to carry on the works traditionally carried on by the Christian Brothers, in a lay capacity. Having observed and listened to the College Captains at that Melbourne gathering it occurs to me that this generation of young men have the enthusiasm, confidence, knowledge and acumen to capably fill that role.

As the year unfolded the Board lost the services of Stuart Scott and Br Brian Moylan. The loss of an experienced Board Member always creates a problem. In the case of Br Brian the loss of his experience, wisdom and knowledge in Board deliberations has been greatly felt. It has been, and will be difficult to replace him for those qualities he brought to the Board table. Each member of

the Board wishes him the very best of health which I understand is slowly improving. I hope in the future we may be able to call on those qualities in the Board's occasions of need.

Australia, like the rest of the world, was plunged into uncertain economic times. I am proud to say that each and every member of the Board "stepped up to the plate" and gave his and her time voluntarily and unswervingly in reviewing the College budget for 2009 and the five year projection prepared by the College Business Manager. Over three meetings and some three months of deliberation the College budget was fashioned and submitted to EREA with the approval of the Board. At the heart of it was the need not only to produce a balanced budget for the future term but to ensure that school fee increases were kept at a level affordable to our parents and families. The increase in fees finally approved by the Board was lower than the education inflation index. The budget was fashioned to ensure that all the services provided by the College both in terms of the range of subjects, the curriculum generally and the range of sports and other activities offered to students were not reduced. It was equally important to ensure the staff did not suffer through redundancies.

I thank the members of the Board, Max Pittolo, Peter Lucas, David Collins, Shayne Silvers and Chris Milne (our newest member) for your commitment and endeavours during a hard and busy year. Your assistance, wisdom and attention to detail was greatly appreciated.

I could not conclude this report without expressing my thanks to Br Peter Hester, Ron Featherston and Michael Walsh, for their attendance and input at Board Meetings. In addition each one of them gives of his all, to promote and foster the interests of St Edward's. Without such leaders in the school community the College would face even more difficult times.

I also wish to mention collectively the staff of St Edward's whose commitment goes without saying. To the teaching and academic staff the results achieved in the Higher School Certificate and other academic challenges speak for themselves. To Wendy Weir and the maintenance team the College buildings, grounds and facilities are a credit to you. To the canteen ladies who give of their time voluntarily to cater for the culinary needs of almost one thousand hungry young men and others who often surround the canteen like the Zulus at Rorkes Drift! I have every admiration for you and your efforts. Thank you to all of you and to others in the College community who gave of their time, experience and energy and for whom I have no further space to mention personally, I say congratulations and thank you. It is this collective effort, interest and enthusiasm which has made, makes and will continue to make St Edward's College one of the great schools of the Central Coast and a jewel in the Crown of EREA.

In closing I wish all of you, members of the College community and its supporters a happy and holy Christmas and a safe and successful 2009.

*M J McCarthy
Chairman of the Board
November 2008*

STUDENT LEADERSHIP GROUP REPORT

The Student Leadership Group took part in a wide range of activities both in and outside the school environment during the year. This year many students at St Edward's College discovered that they have the ability to take responsibility to lead and influence others. Regardless of an elected position, many took it upon themselves to step up and to lead when required by the College. Examples of this included participation in major events such as the Athletics Carnival, but also in the day to day operations of the school, especially the tutor class.

The Student Leadership Group looked to promote a welcoming and open culture at St Edward's that allowed the new members of the school community to settle in smoothly and quickly understand the St Edward's ethos. Due to logistics, not all initiatives were able to become reality but instead, the leadership group looked to lead through our application to studies and work ethic. Through the 'no limits' motto, the group looked to raise the academic bar higher than in any previous year and show that there really is no limits to what can be achieved through hard work and co-operation with the teaching staff.

The prefects as part of the Student Leadership Group were involved in a number of leadership camps that educated them on the responsibilities of being a leader and instilled in them valuable leadership skills. The prefects had regular meetings to decide on the objectives they would like to achieve and then worked towards achieving those goals with a lot of the work done behind the scenes. This year the prefects have achieved many of their set goals and at present are endeavouring to lay the foundations for next year's leaders by introducing new ideals, modifying traditions and cementing the St Edward's College spirit into each student.

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, Citizenship Ceremony representation, setting up and tidying up after the term discos, running a canteen at the annual sports carnivals and numerous other activities.

The Prefect body focused on expanding the work of its predecessors, and in doing so, left a legacy to be rivalled each year thereafter. This will act as a testament to the hard work put in by the Student Leadership Group to make St Edward's College community what it is today and truly a place "where young men achieve".

*Michael Baxter
College Captain
September 2008*

SCHOOL FEATURES

Introduction

St. Edward's was founded in 1953 at the invitation of Cardinal Gilroy. It is an Independent Catholic boys' College established by the Christian Brothers' Congregation and part of Edmund Rice Education Australia (EREA). 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 15 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, 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 Edmund Rice Education Australia, 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
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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, Sport, Lifestyle and Recreation.
Language	French
Technology	Information Processes and Technology, Industrial Technology, Design and Technology, Software Design, Food Technology and Engineering Studies.
Vocational Education	Retail, 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). 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 choose 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.

PARENT, TEACHER AND STUDENT SATISFACTION

Parent Satisfaction

In 2008 50% of families were offered the opportunity to give the College feedback on their level of satisfaction with 55 parents choosing to do so. The results of this were positive – on a scale of 1 to 5 where 5 indicates a high level of satisfaction, the average score was 4.5.

- *The aspects parents most appreciate* are all round education provided for the boys, the caring, dedicated and committed staff, the approach to pastoral care and discipline and the social justice program.
- There were two *areas where parents indicated they would like to see change*: placing lockers in more accessible areas for the boys and increasing the interaction with the girls from St Joseph's Catholic College. The areas for improvement mentioned in previous years were not seen as issues in 2008.

Student Satisfaction

In 2008 200 students from a cross-section of year groups were surveyed; their average level of satisfaction on a scale of 1 – 5 was 3.5.

- *The aspects the boys like about being at the school* include the facilities (with special mention of the canteen), the available technology, 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. Boys in the junior years asked that additional times for them to access their lockers be provided.

- When asked *what things the teachers could do to help them learn better*, the boys suggested the following: continue to be approachable and friendly and vary what happens in lessons, e.g. use of technology, videos and practical, hands-on activities. These suggestions are consistent with recommended approaches to the education of boys, something the teachers at the College have been embracing for many years.

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 2008 reinforced that the following areas are working well within the College.

- 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

In 2008 teachers were also asked to evaluate the progress in areas identified for improvement as part of the initial information gathering in 2006. They thought that significant improvement had occurred in the following areas.

- The promotion of educational structures which encourage the excellence of all with a stronger focus on academic endeavour
- 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.

RESPECT AND RESPONSIBILITY INITIATIVES

Respectful and Responsible Behaviour

The following are examples of whole school programs that were conducted during 2008 that encourage appropriate behaviour from students.

- 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 students visited Walgett for four days prior to Easter to experience first hand the conditions facing the aboriginal people and the work the local school is doing to educate the primary aged children.
- 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.
- Introduction of a recycling program for paper and appropriate drink containers using different receptacles for recyclable products both in the classroom and in the playground.
- Regular visits by some of our senior students to local homeless facilities in conjunction with the local Red Cross organisation.
- 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 2008

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

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

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|-----------------------------------|------------------------------------|--|
| • Yarran Pre School | • Youth off the Streets | • Visits to Macquarie Fields |
| • Night Patrol | • Edmund Rice Camps | • Providing food to the homeless at Brooklyn |
| • Vincentian Village soup kitchen | • Visits to the local nursing home | |

Class Based Activities

- Each Year 10 class visited St Edmund's School at Wahroonga – a school educating students with disabilities.
- Workshops on Aboriginal issues were conducted by our Aboriginal Education Worker with a number of classes from Years 7 to 12.
- Talks were given 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.

SCHOOL REVIEW AND DEVELOPMENT

The following school priorities for 2008 were successfully implemented.

- Priorities flowing from the Strategic Plan for the College
 - Evaluation of the present approach to review of staff performance – the approach used with Coordinators was changed significantly.
 - Continuing to market the College to the wider community – Open Day was reorganised with the new approach receiving favourable comment from visitors.
 - 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 – an inservice day was conducted for staff and planning for the purchase and installation of an additional 156 computers under the National Secondary School Computer Fund was undertaken by this group.
 - Extending the recycling practices – a group of staff researched the possibilities for recycling and implemented a program across the school to recycle paper and containers.
- Preparation for registration and accreditation by the Board of Studies (something that occurs every 5 years and is due in early 2009) was commenced and will be completed in early 2009.
- Continuing the implementation of Restorative Justice practices with students.
- Development of a College Master Plan for facilities – this is nearing completion and has been coordinated by a sub-committee of the College Board with input from College staff, students and parents.
- Teaching strategies to improve the literacy skills (reading and writing in particular) – a structured program was introduced into Years 7 and 8.

The priorities for 2009 were established towards the end of the 2008 year. They include the following.

- Preparation for Registration / Accreditation
- Development of the Strategic Plan for 2010 – 2012
- Improving teaching skills in Literacy/Numeracy
- Implementation and extension of the 2008 recycling program
- Continuing the rollout of computers and other technology obtained using funding from the Commonwealth Government
- Developing the leadership skills of students from all year groups in the College
- Development of a building Master Plan for the College
- Examination of various models of performance review for staff
- Working with staff who are applying for accreditation at the higher levels with the Institute of Teachers
- Highlighting the important role of VET in the school
- Commencing initiatives to promote the skills of gifted and talented students
- Incorporating effective, research-supported teaching practices into the classroom

STUDENT PERFORMANCE IN STATEWIDE TESTS

NAPLAN

(National Assessment Program Literacy and Numeracy)

In early term two of 2008 the boys in Years 7 and 9 sat for NAPLAN. This is an Australia-wide test as opposed to the previous tests in literacy and numeracy which were NSW tests. The Year 9 results more accurately reflect the efforts of the teachers at the College to address these two areas with programs being put in place based on the areas of strength and weakness diagnosed by the NSW Year 7 results. Throughout 2007 and 2008 there has been an emphasis on active teaching of

reading, grammar and punctuation skills and this seems to have given rise to an improvement in results in these areas.

Literacy

The overall literacy mark for Year 7 was 9 above average with reading being the strongest area and spelling the weakest. In Year 9 the overall literacy mark was 13 above average with reading, grammar and punctuation emerging as strong areas but with spelling again the weak area.

Numeracy

The overall numeracy mark for Year 7 was 2 above average with number, patterns and algebra being the strongest areas and space and geometry the weakest. In Year 9 the overall numeracy mark was 16 above average with measurement, space and geometry emerging as the strongest areas.

Proportions of boys above the national minimum standard

Year 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
	99%	93%	92%	95%	96%
Year 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
	96%	94%	96%	94%	96%

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 2008 were above average for all six courses, i.e. for English, Mathematics, History, Geography, Science and Computing Skills.

- In Mathematics and Science the percentage of boys with marks in bands 5 and 6 (i.e. marks over 80%) was above state average in 2008. The English result was on average with the result for Geography 1% below average.
- In all courses the percentage of boys with marks in bands 4 to 6 (i.e. marks over 70%) continued to be above state average and 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%), 2% 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 presented boys for 30 courses with the majority of students gaining access to their preferred tertiary course on the first round of offers.

- Results in 10 courses were between 2 and 10 marks above the state average.

- Results in a further 9 courses were either above or just below the state average.
- 70% of the marks obtained by the boys were above 70 with 31% being over 90 and 5% being over 80.
- St Edward's rated 23 mentions in the HSC Honour Roll from 19 students. The Honour Roll lists the students who gain marks of 90 or more in a course.
- From a total group of 115 students 70 were able to be contacted. 45 of these boys have been offered places at various NSW Universities. This offer rate of around 64% for this large sample is significantly higher than the normal state-wide rate. Many others gained apprenticeships, traineeships, cadetships or entered the workforce.
- The dux of the College gained a UAI mark of 96.5.
- St Edward's is committed to supporting boys across a range of academic abilities. Therefore it was pleasing to note the majority of St. Edward's students obtained HSC marks that exceeded their expectations.
- Other areas of particular strength in 2008 included Industrial Technology, Studies of Religion, Information Processes and Technology, Visual Arts, PD/H/PE, Food Technology, Standard English and the Vocational Educational Courses.
- There were no courses where there was 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.

ATTENDANCE AND RETENTION RATES

Attendance Rate

The average attendance rate for boys at the St Edward's site from Year 7 to Year 12 during the 2008 school year was 92%. The average attendance rate for the boys and girls at The Haven Education Centre was 46%. The rate at the St Edward's site was similar to that of recent years (93% in 2007 and 94% in 2006) while the rate at The Haven was less than in 2007 when it was 60%. In an effort to improve the attendance at the St Edward's site, from 2009 parents whose sons are either absent from school without explanation or arrive after roll call are sent a text message advising parents of this fact.

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, 2006 (November)	151
Year 12, 2008 (November)	97
Retention Rate	64%

Of the 54 students who left between November 2006 (i.e. after the School Certificate) and before the HSC exams in 2008, 58% went to work (virtually all to apprenticeships), 32% moved to another school, and the destination of 10% was not disclosed. The retention rate for the past three years has been in the range of 62% to 68% with 2008 again fitting this range. Of the boys who leave at the

end of Year 10 approximately one-third move to another school and two-thirds move to work. Very few boys drop out of education all together.

POST-SCHOOL DESTINATIONS

St Edward’s College makes every effort to track the destination of students who leave the College. The details for 2008 are presented below.

Year 12

(97 students in the year group at the conclusion of the HSC)

Destination	Percentage of students
University	46
Unknown	28
Apprenticeships / Traineeships	9
TAFE (full-time)	5
Other options	4
Part-time employment	3
Private Colleges	3
Full-time employment	2

Year 11

(113 students in the year group at the start of 2008)

Destination	Percentage of students
St Edward’s College (Year 12)	90
Employment	4
Other school	4
TAFE	2

Year 10

(155 students in the year group at the start of 2008)

Destination	Percentage of students
St Edward’s College (Year 11)	83
Employment	8
Other school	4
Unknown	5

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’ and then 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 and again in 2007 with no major changes made in 2008. 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. In 2007 a restorative justice approach to discipline was introduced and this has been an important part of the Pastoral Care approach during 2008.

The following initiatives were introduced in 2007 and continued in 2008.

- 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 worked more closely with the Police, e.g. the College Principal attended the meetings of the Police Local Area Command, held once each term, and the Police Liaison Officer worked closely with the Pastoral Care team at the school to educate boys in correct behaviour at certain times and in certain places.

The College refined its procedure for recording attendance during 2004 and no further changes were made in 2008. 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.

TEACHER STANDARDS

In 2008 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 36 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, \$28000 was spent on professional learning by teachers throughout the year which equates to \$400 per teacher.

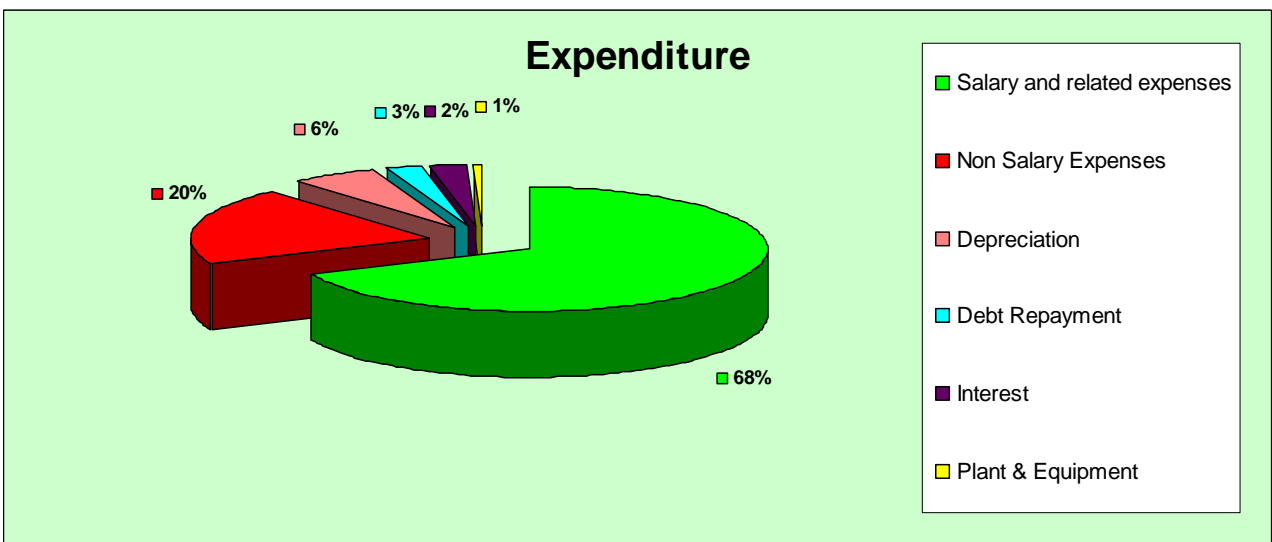
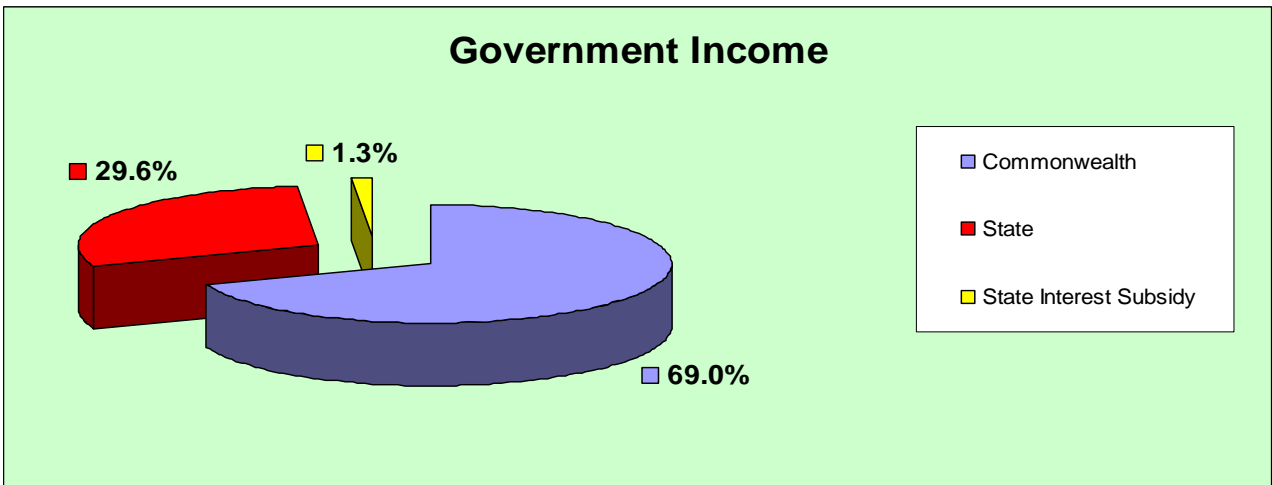
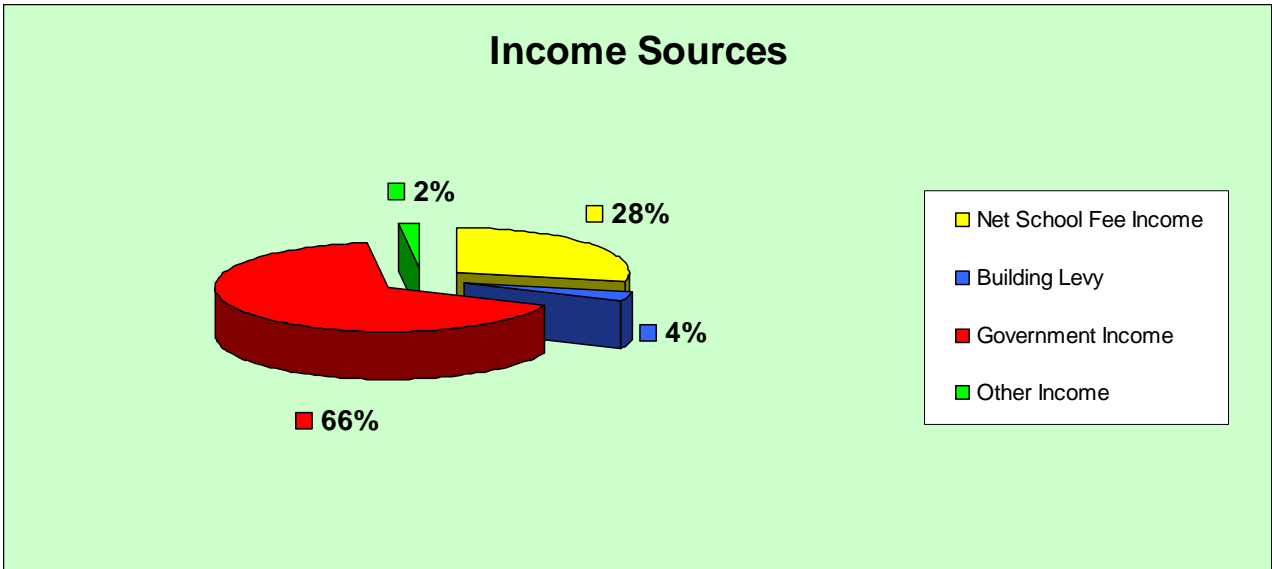
- At the start of 2008 all teaching staff were provided with a notebook computer. One of the main focus areas for professional learning by teachers was ICT skills. This was achieved in both formal and informal ways. A one-day inservice was conducted in term two where staff chose to attend three sessions from the following: PowerPoint, Flash, Dreamweaver, Premier, Photoshop, Excel and Word.
- Twenty-seven staff were trained in the administering of CPR. All staff have current emergency care training and twenty-two staff have first aid certificates.
- Forty-one teachers attended a total of ninety one or more full day inservice courses during the course of the year. Most of these courses focused on how to improve classroom teaching, highlighted changes to courses and/or demonstrated teaching resources that have recently become available.
- A number of teachers also attended local subject network meetings and annual conferences in their subject area, and were part of examination committees or advisory committees and took part in the marking of HSC examinations.

AVERAGE NUMBER OF DAYS ATTENDED PER TEACHER

From a teaching staff of 74 people, six teachers left the College during the 2008 year.

The average number of days attended per teacher was 190 out of a possible 197 days giving an average teacher attendance rate of 96%.

FINANCIAL INFORMATION



MAJOR AREAS OF EXPENDITURE ON PLANT AND RESOURCES

During 2008 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.
- Four water tanks were installed to service the irrigation of the ovals and the toilets in the Dean Building.

As part of the ongoing Information Technology maintenance strategy the following was achieved in 2008.

- 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.

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 the ‘College Documents’ tab. In brief the policy encourages those with complaints to speak to the person concerned as the first point of call. 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 a senior person in the school or the Deputy Principal who will work with them on the next and subsequent steps in the process. A sentence was added to the policy during 2008 to clarify the relationship between the Pastoral Care Policy and the Complaints and Grievances Policy.

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 the ‘Enrolments’ tab) – 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 2008 there were 919 boys and 4 girls enrolled at St Edward's College, including a group of 15 at The Haven Education Centre. 2% 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	188	190	172	153	108	97	908
The Haven Education Centre	4	11	0	0	0	0	15
Total	192	201	172	153	108	97	923

APPENDIX I – EXTERNAL TEST RESULTS

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. Note: from 2008 on NAPLAN (National Assessment Program in Literacy and Numeracy) replaced ELLA and SNAP.

National Assessment Program Literacy and Numeracy

Year 7

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

Aspect	Averages	2008				
Literacy	School Average	540				
	State Average	531				
Numeracy	School Average	563				
	State Average	561				
Percentage achieving national minimum standards - literacy		97%				
Percentage achieving national minimum standards - numeracy		100%				

Year 9

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

Aspect	Averages	2008				
Literacy	School Average	582				
	State Average	569				
Numeracy	School Average	613				
	State Average	597				
Percentage achieving national minimum standards - literacy		96%				
Percentage achieving national minimum standards - numeracy		96%				

English Language and Literacy Assessment (ELLA)

NAPLAN replaced this assessment from 2008

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	<i>Not available before 2005</i>		90	90	91
	State Average	88				
Percentage achieving literacy benchmarks				96	94	98

Secondary Numeracy Assessment Profile (SNAP)

NAPLAN replaced this assessment from 2008

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		<i>Not available before 2005</i>		87	84	88

School Certificate

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

Course	Averages	2004	2005	2006	2007	2008
English Literacy	School Average	74	74	75	75	78
	State Average	74	73	74	74	77
Mathematics	School Average	73	73	69	70	74
	State Average	71	71	68	69	71
Science	School Average	74	75	73	73	76
	State Average	74	75	73	73	74
History	School Average	66	70	66	68	71
	State Average	71	74	71	72	71
Geography	School Average	72	70	74	76	75
	State Average	73	73	74	75	74
Computing Skills	School Average			82	79	82
	State Average			81	80	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 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	2004	2005	2006	2007	2008
Ancient History	School Average	73	73	75	72	70
	State Average	71	74	75	72	72
Biology	School Average	68	73	69	75	73
	State Average	73	74	72	73	73
Business Studies	School Average	74	71	75	72	72
	State Average	70	69	71	70	72
Chemistry	School Average	70	61	65	79	77
	State Average	73	73	74	75	75
Drama	School Average	75	70	70	78	70
	State Average	76	75	76	76	78
Design and Technology	School Average		73		76	
	State Average		71		73	
Engineering Studies	School Average	70		72	77	76
	State Average	74		73	72	73
English (Standard)	School Average	66	69	69	68	70
	State Average	65	65	65	65	66
English (Advanced)	School Average	78	75	76	77	75
	State Average	79	78	77	79	79
English Extension 1 (mark out of 50)	School Average	39	39	34	39	34
	State Average	39	40	39	39	40
English Extension 2 (mark out of 50)	School Average	41	37		47	37
	State Average	41	40		39	40
Food Technology	School Average		70	71	75	77
	State Average		71	73	69	73
Geography	School Average		72	70		
	State Average		75	77		
Industrial Technology	School Average	75	86	78	78	83
	State Average	71	72	73	73	72
Information Processes and Technology	School Average	65	76	73	77	77
	State Average	71	72	72	73	71
Legal Studies	School Average	77		78	77	75
	State Average	72		74	74	75
General Mathematics	School Average	70	77	73	77	73
	State Average	69	71	68	71	70

Mathematics	School Average	69	70	71	79	73
	State Average	74	73	73	75	76
Mathematics Extension 1 (mark out of 50)	School Average	28	34	29	40	36
	State Average	38	38	38	39	40
Mathematics Extension 2	School Average	62	77	64	74	80
	State Average	79	81	79	81	83
Modern History	School Average	75	79	76	77	
	State Average	75	77	75	75	
History Extension 1 (mark out of 50)	School Average	26	42	33	24	32
	State Average	36	34	36	38	38
Music 1	School Average	83	85	85	80	79
	State Average	78	79	78	79	79
Personal Development, Health and Physical Education	School Average	72	76	80	78	74
	State Average	72	74	73	73	73
Physics	School Average	74	74	75	77	74
	State Average	75	74	75	73	73
Senior Science	School Average	74	75	71	76	
	State Average	73	74	74	75	
Software Design and Development	School Average	70	73	71		70
	State Average	74	74	74		75
Studies of Religion (mark out of 50)	School Average	35	40	41	40	40
	State Average	35	38	38	38	38
Visual Arts	School Average	80	80	82	83	82
	State Average	78	79	80	80	81
French Beginners	School Average	79	62			
	State Average	73	73			
French Continuers	School Average		63	73	72	79
	State Average		78	81	80	82
Construction Examination	School Average	69	74	78	80	74
	State Average	68	69	70	72	72
Hospitality Examination	School Average	71	76	72	74	74
	State Average	68	71	75	71	74
Entertainment Industry Examination	School Average					70
	State Average					74
Retail Operations Examination	School Average		79	80	83	
	State Average		74	77	75	
Information Technology Examination	School Average	69	70	65	73	77
	State Average	69	68	66	69	72