



St. Edward's College

Gosford

ABN 75 045 585 228

(A Catholic School in the Edmund Rice Tradition)



EDMUND RICE EDUCATION
AUSTRALIA

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ANNUAL REPORT OF ST EDWARD'S COLLEGE EAST GOSFORD FOR THE 2009 SCHOOL YEAR

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PREAMBLE

St Edward's Christian Brothers' College (the 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 has responsibility for St Edward's and other Christian Brothers' schools across Australia.

The Annual College Report provides parents and the wider school community with fair, accurate and objective information about various aspects of College performance and development. Prior to publishing this report the College reviews its achievement of College development priorities and sets its 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. The prospectus is distributed to parents when asking about enrolment and the newsletters are available on the College website www.stedwards.nsw.edu.au

COLLEGE BOARD CHAIR'S REPORT

Reverend Brothers, members of the Board, Council and Executive of Edmund Rice Education Australia, it is with a great deal of pleasure I publish and present to you the Report of the College Board for 2009.

College Finances

Notwithstanding the Global Financial Crisis and tight fiscal times in Australia in 2009, the college financial position ended the year in good shape. The Board expresses its gratitude to our former principal, Br Peter Hester and the College Business Manager, Ron Featherston for their hard work and dedication in presenting this year, a balanced budget. In the prevailing financial conditions it is no mean feat to aspire to, let alone achieve such a position. The Education Index of fees and costs has traditionally been higher than the National Consumer Price Index yet, as the direct result of their good stewardship, the College managed to contain its fee increases to 4% which compares more than favourably with the general Educational Index which exceeded 7% in this year. It was also gratifying to learn that the budget was approved by EREA without question or amendment.

Later in 2009, the draft Budget for 2010 which was presented to the Board for its consideration and approval was, subject to minor amendment, approved by it for adoption. That draft Budget also achieved a balanced position, again restricting school fee increases to 5% against a National Index around 8%.

In mid 2009 a concerted effort was made by both the Finance Committee and the Board to address bad and doubtful debts which had accrued over some years. A measure of success was achieved in this regard, recoveries having made a significant difference to the College cash flow, with unpaid fees previously locked away as debtors, being released. Those funds recovered were brought to account on receipt in the College operating revenue. Parents and guardians whose sons are from time to time, students of the College, can be reassured the fees they pay for their sons' education are in good hands and are well administered for the benefit of the College generally and for the benefit of its student body.

Brother Peter's Retirement

It was with a great deal of regret that Br Peter's notice of intention to retire was received and accepted by the Board in the early months of 2009. We are all too aware of Br Peter's achievements over many years, as a teaching Christian Brother and as Principal firstly of Christian Brothers' High School Lewisham and in his final six years as Principal of St Edward's. His love of teaching, his dedication to the Edmund Rice ethos, St Edward's College and its students, produced academic results and many sporting achievements, which set a very high standard for his successor to follow. It has been both a privilege and a pleasure working with him.

Br Peter was given the accolades he justly deserved in his farewell dinner held in November 2009. A tribute to him, were the number of senior members of the Christian Brothers, members of the Executive of EREA, members of his own family along with a large number of college staff who attended to wish him well in his retirement. The Board takes this opportunity to formally put on record its appreciation for his years of guidance and effort over a long career in education and for making St Edward's the premier college on the Central Coast.

Dr Michael Slattery's Appointment

Upon acknowledging Br Peter's intention to retire, the wheels were put into motion to secure the services of a principal to fill the role he so capably carried out. An advertising campaign was initiated in the national press and following a rigorous selection process, one of our own, was selected from the field of applicants. Dr Michael Slattery, a long time resident of the Central Coast, whose two sons were educated at St Edward's, himself a product of an Edmund Rice education was selected. Michael, well known in the education sphere being a former principal of Mater Dei College Tuggerah and more recently a senior member of the Executive of the Broken Bay Diocese Education Office, has stepped quite easily and readily into Br Peter's shoes. The Board has every confidence in Michael. His experience, knowledge, enthusiasm and his contacts in the broader educational fields will be of great benefit to the College. His pursuit of excellence in education, on the sporting field and in producing at the College, young men having a well rounded education, to go forward into the work place or into tertiary endeavour, will continue the College tradition generally set by Br Peter.

Mr Michael Walsh

The Board would be remiss if it omitted from this report, acknowledgement of the endeavours of a quiet achiever. Deputy Principal Michael Walsh made it known late in 2009 that he would be taking extended long service leave in 2010 and would formally retire at the end of that year. The College owes a debt of gratitude to Michael, who for many years has filled the role of Deputy Principal. He has done so with quiet resolve and achieved much in his tenure. He was not often seen, but his presence was always felt. His attendance at College Board meetings, at meetings of the Haven Executive, not forgetting the numerous other roles which he filled from time to time as Deputy Principal, will leave a large gap in the executive ranks. His successor will have a significant hurdle to jump, in successfully emulating the many roles Michael undertook. In commending Michael, the Board is also mindful of his involvement in establishing the Trade Training Centre which will come on line in the first term of 2010. It will in fact be the first establishment of its type to commence operation on the Central Coast in the fields of building/construction, metal engineering and hospitality (the latter in conjunction with St Joseph's College). Michael's drive, enthusiasm and diligence has seen this facility develop from a dream in 2008 to become an operating reality in 2010. It will particularly benefit students of St Edward's as they prepare to stream themselves for a future vocation. Is it to be a trade or is it to be further academic attainment? St Edward's will offer both opportunities.

Thank you Michael for your foresight, enthusiasm, dedication and wisdom over many years. The Board extends its best wishes to you in retirement.

The Haven

The Haven, an annexe of St Edward's College, was established some six years ago in close co-operation between the Principal of St Edward's, Br Jeff Regan and the Provincial Leadership team of the Trustees of the Christian Brothers, to provide education programs in a controlled environment for a maximum of fifteen students who have difficulties in coping with education demands in mainstream education. The dedication of staff at the Haven, particularly Chris Kokegei, his wife Wendy and Peter Brown have worked in a difficult environment and performed to the optimum, producing results from their students of the highest order. It must be remembered that the Haven staff were ably supported by Br Peter, Br Paul Coster and Michael Walsh who gave of their time and experience unselfishly. The Board acknowledges and thanks all mentioned above for their commitment and the results they have, and undoubtedly will continue, to achieve. The Board also expresses its gratitude to the Broken Bay Diocese, local business community, Star of the Sea Parish Terrigal, Christian Brothers and St Edward's for the significant financial contribution each has made to the continuing operation of the Haven. The Board also gratefully acknowledges the time, effort and contribution of the members of the Management Committee, who each gives generously of their time to the Haven.

The Staff and Students of St Edward's

The Board is proud of its staff, both teaching and non-teaching and the results that they have achieved in 2009. They are a diligent, dedicated group, whose results in both the academic and sporting achievements of the student body speak for itself. It is the staff in support of the principal and executive who have made and continue to make St Edward's an outstanding educational establishment.

The students must also be commended. Whilst there is no doubt they are the beneficiaries of the bounty bestowed upon them by; (i) their parents and guardians; (ii) the staff and executive of the College; and (iii) the non teaching staff and the broader St Edward's community, each of them has no small part to play in giving of their best endeavours, to achieve those goals each of them aspires to. They are to be congratulated also for their behaviour and public persona which sets them apart from others.

Future Developments at St Edward's

In 2009, with consolidation in mind, the Board, having taken the advice of the Building Committee did not plan or embark upon any extensive building or rebuilding in the College precinct.

A new five year strategic plan will be developed by the College during 2010. Following due process a draft will be made available at the College and on its website for comment and input by those interested in doing so. Given the condition of college buildings and sporting fields the Board took the view there is no necessity for significant expenditure on infrastructure, save and except for such cost over-runs which the College would be responsible for, in excess of the Commonwealth Grant, in developing the Trade Training Centre. The cost of ongoing maintenance significant though it may be, is of course an ongoing expenditure to ensure that the buildings and fields within the college precinct are properly maintained.

The Board

The Board in 2009 is fewer in number than in previous years. It has had difficulty in recruiting new members. A Board position itself, whilst having worthwhile objects and achieving, if I may say so, beneficial results for the College, can be quite time consuming. In 2009 the Board comprised the following members:

MJ (Joe) McCarthy	Chair
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Br Peter Hester	College Principal
Max Pittolo	Deputy Chair
Shayne Silvers	Ordinary member
Chris Milne	Ordinary member
David Collins	Ordinary member
Peter Lucas	Ordinary member

It would be ideal in 2010 if the number of serving members could be increased to nine, with particular emphasis on recruitment being directed to interested persons who have experience in:

- i. Financial accounting
- ii. Business structures
- iii. Secondary education
- iv. Tertiary education

It is also of some importance that membership numbers and recruitment of new Board members be addressed in the short term. The Board lost the services of Peter Lucas, an experienced and well respected member. He sustained a sudden debilitating illness in late 2009. He has given notice he will not return to the Board. The Board extends its best wishes to Peter and hopes he makes a quick and full recovery.

Conclusion

The Board looks forward to 2010 in a spirit of optimism. Its object is to see St Edward's produce an excellent standard of education for the whole man and to send our young men into the world with skills that will make them leaders in every field of endeavour. The Board acknowledges the contribution of all members of the College community and seeks their continued support of the College to make St Edward's the College we all wish it to be.



MJ McCarthy
Chair



Dr Michael Slattery
Principal

STUDENT LEADERSHIP REPORT

The 2009 school year has been a very successful one especially in the areas of leadership, justice and education. As in recent years, the relationship between older and younger students has remained strong and has promoted the important theme of mateship. This relationship was greatly enhanced by the Year 12 prefect body spending a day with the Year 7 boys. Other Year 12 functions that have involved the whole school community have developed relationships across the Year groups and created a healthy school environment.

The Leadership Group has coordinated the efforts of Year 12 in contributing to the Social Justice programs of the College through retreats and raising money for certain charities thus continuing the tradition of recent years. This has encouraged a sense of justice throughout the College and has given the younger boys a better understanding of the world around them and the values that are important to embrace. This experience has, above all, helped our own Year 12 students discover what truly matters for themselves.

Year 12 was a competitive year by nature and this was reflected in our sporting and educational achievements. The senior year led the school in continuing the fine sporting tradition of the College with many successes. High standards of education were the aim throughout the year with the mentality of “meeting the challenge” consistently echoed. These two aspects created a sense of us achieving our goals, something we hope will continue throughout the years to come with other groups as they move into leadership positions at St Edward’s College.

*Nathan Gow
College Captain
September 2009*

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 Congregation of Christian Brothers and part of Edmund Rice Education Australia. The College serves the Church in the cause of Catholic Education in the Central Coast region of New South Wales and caters for boys from Year 7 to Year 12.

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 6th October 1996, Pope John Paul II beatified Edmund Rice.

Location and Facilities

Covering a nine hectare site on the shores of Caroline Bay St Edward’s 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. In 2009 St Edwards’ application

to add a Trade Training Centre to its current facilities was approved by the Commonwealth Government thus enabling a further broadening of the curriculum offered to the boys.

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.

At regular times throughout the year, the celebration of the Eucharist 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. The College, through this program, continues the work of the Founder of the Christian Brothers, Edmund Rice, to help the marginalised in our society. In recent years the College has endeavoured to support those parents who are less well off but seek a Catholic education for their son. A number of scholarships are offered to these parents as well as fee reductions and the waiver of fees from time to time. For the past six years The Haven Education Centre has supported boys and girls who find attendance at their local school, both Government and Non-Government, difficult. Quite a number of these families struggle financially and the annual financial commitment from St Edward's College is significant.

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:

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

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 Its Environment	Ancient & Modern History, Extension History, Geography, Business Studies and Legal Studies
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

Vocational Education | Technology, Software Design, Food Technology and Engineering Studies.
Retail, Construction, Hospitality, Information Technology and Entertainment

From 2010 St Edward's College, in conjunction with St Joseph's Catholic College on the adjoining site, will be offering students courses in Carpentry, Metal Fabrication and Commercial Cookery as part of the Trade Training Centre, a facility that was established at both Colleges during 2009. This facility enables the Colleges to enrol students in school-based apprenticeships and traineeships (SBATs). Students in SBATs complete trade training both at school and on-the-job while attending school to study courses leading to the HSC. By the end of Year 12 these students have made significant progress to a trade qualification while also completing the HSC credential.

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, Creative Arts and Language areas) in the 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 Edward's 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 College provides a comprehensive exam support service. Each year the College 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 Catholic 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 350 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 the Music rooms. The funding available from the Commonwealth Government in 2009 enabled the College to increase the number of computers available to the students as well as improve the ability of teachers to incorporate computers and other technology into their lessons.

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. The vast majority of 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

NAPLAN

(National Assessment Program Literacy and Numeracy)

In early term two of 2009 the boys in Years 7 and 9 sat for NAPLAN. This is an Australia-wide assessment in literacy and numeracy. 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 Year 7 results of this group of students. Since 2007 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 6 above average for boys in NSW with spelling and reading being the strongest areas and writing the weakest. In Year 9 the overall literacy mark was 16 above NSW boys' average with reading emerging as the strongest area.

Numeracy

The overall numeracy mark for Year 7 was 6 below average when compared to boys in NSW. All areas that were part of this assessment were below average. In Year 9 the overall numeracy mark was 30 above the NSW boys' average with the students' knowledge in all areas quite good.

Proportions of boys above the national minimum standard

Year 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
	98%	95%	95%	93%	100%
Year 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
	99%	96%	96%	95%	97%

Those interested in how the students' performance compares with performance in other schools across Australia will find this information in the Appendix located at the end of this report.

School Certificate

The results in the School Certificate Exams for 2009 were close to the State average for all courses with Science, Mathematics and Computing slightly above average and English, History and Geography slightly below average.

- In Mathematics and Science the percentage of boys with marks in bands 5 and 6 (i.e. marks over 80%) was above state average. The English result was 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 with marks 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 69% of boys placed in bands 5 and 6 (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 the Appendix 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 29 courses with the majority of students gaining access to their preferred tertiary course on the first round of offers.

- Results in 11 courses were between 2 and 12 marks above the state average.
- Results in a further 8 courses were either above or just below the state average.
- 75% of the marks obtained by the boys were above 70 with 27% being over 80 and 3% being over 90.
- St Edward's rated 15 mentions in the HSC Honour Roll. The Honour Roll lists the students who gain marks of 90 or more in a course.
- The dux of the College gained a UAI mark of 97.5.
- 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 2009 included Industrial Technology, Studies of Religion, PD/H/PE, Food Technology, Hospitality, Legal Studies, Music, Design and Technology.
- 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.

WORKFORCE COMPOSITION

In 2009 the College had 68 teaching staff, 6 of whom were part time, which was equivalent to a total of 65.3 'full time' teaching staff. In addition the College employed a total of 35 non-teaching staff (a total of 27.6 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. There were no indigenous staff employed by the College in 2009. As is evident from the following table, 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	68
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, \$28,800 was spent on professional learning by teachers throughout the year which equates to \$420 per teacher.

- Each year Edmund Rice Education Australia offers a number of personal formation programs to teachers. In 2009 eight of the College staff attended a variety of these programs aimed at enhancing leadership skills within the framework of *The Charter*. Another two staff attended a program for experienced teachers where they were able to reflect on their life thus far and plan for the future. Another ten or so teachers attended the College retreats for senior students, an experience which allows staff time to reflect on social justice issues and the overall spiritual development.
- Three staff members spent four days working with the local aboriginal students at Walgett to gain a better understanding of the conditions facing Indigenous people and, in particular, the young people in these communities.
- At the start of 2008 all teaching staff were provided with a notebook computer. One of the main focus areas for professional learning in 2009 was learning how to better utilise the ICT facilities of the College in the classroom. This included the introduction of EdNet, a platform enabling teachers to post course outlines and other resources on the College intranet for students to access in and out of class. This will continue to be developed during 2010.
- Twenty-eight staff were trained in the administering of CPR. All staff have current emergency care training and eighteen staff have first aid certificates.
- Forty-two teachers attended a total of one hundred or more full day inservice courses during 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.
- Twelve teachers were involved in the marking of HSC examinations across a variety of courses.

STUDENT ATTENDANCE RATES

The average attendance rate for boys at the St Edward's site from Year 7 to Year 10 during the 2009 school year was 92%. This varied from year group to year group as shown in the table below. The average attendance rate for the boys and girls at The Haven Education Centre was 78%.

Attendance Rate by College Year Group

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
93.6%	91.5%	92.3%	90.3%	92.7%	85.3%

The rate at the St Edward's site was similar to that of recent years (92% in 2008, 93% in 2007 and 94% in 2006) while the rate at The Haven was higher than in 2007 (60%) and 2008 (46%). In an effort to improve the attendance at the St Edward's site, from early in 2009 parents whose sons

were either absent from school without explanation or arrived after roll call have been sent a text message advising them of this fact.

The Management of Student Non-Attendance

- Each day, after attendance is taken, SMS messaging is used to advise the family of a student's absence on that day.
- After three days of absence the Tutor teacher contacts the family to ascertain the reason for the absence.
- On their return from an absence students bring a note from the family explaining the reason for the absence. If an explanation is not forthcoming a default letter is generated every Wednesday for the two weeks previous, and the family is asked to explain the absence and/or call the Administration Coordinator.

STUDENT 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, 2007 (November)	153
Year 12, 2009 (November)	101
Retention Rate	64%

Of the 52 students who left between November 2007 (i.e. after the School Certificate) and before the HSC exams in 2009, 50% went to work and/or TAFE (virtually all to apprenticeships), 46% moved to another school, and the destination of 4% was not disclosed. The retention rate for the past four years has been in the range of 62% to 68% with 2009 again fitting this range. In past years approximately two-thirds of boys who left at the end of Year 10 commenced employment, mainly in apprenticeships. This proportion was less in 2009, possibly due to the reduced employment opportunities arising from the financial crisis.

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 2009 are presented below.

Year 12

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

Destination	Percentage of students
University	51
Unknown	19
TAFE	13
Apprenticeships / Traineeships / Full-time employment	11
Part-time employment	6

Year 11

(128 students in the year group at the start of 2009)

Destination	Percentage of students
St Edward's College (Year 12)	87
Other school	5
Employment / Apprenticeship	4
TAFE	4

Year 10

(168 students in the year group at the start of 2009)

Destination	Percentage of students
St Edward's College (Year 11)	77
Employment / Apprenticeship	12
Other school	9
Unknown	2

ENROLMENT POLICY

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.

STUDENT PROFILE

In August of 2009 there were 933 boys and 2 girls enrolled at St Edward's College, including a group of 15 at The Haven Education Centre. 3% of the student enrolment at the College campus and 85% 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	149	193	191	163	123	101	920
The Haven Education Centre	2	13	0	0	0	0	15
Total	151	206	191	163	123	101	935

In 2009 all ninety-seven of the students who sat for the HSC qualification achieved this certificate, i.e. 100% of students achieved the Higher School Certificate. Thirty-seven students achieved a VET qualification (i.e. 38%) and two students studied courses as part of a School-Based-Traineeship.

Percentage of Year 12 students undertaking Vocational training	38%
Number of students studying courses as part of a School-Based-Traineeship	2
Percentage of Year 12 students who achieved the Higher School Certificate credential	100%

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 '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 time-out 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 2009. 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 since 2007.

The following initiatives were introduced in 2007 and continued in 2008 and 2009.

- 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 bullying surveys conducted with all year groups from 7 to 10 are reviewed annually and 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 a variety of group programs to better address the anxiety of some boys and assist others to better manage their anger.
- The College worked 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.

During 2009 the College introduced an SMS messaging approach to notifying parents when boys are late to school or absent. This initiative proved popular with parents. 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. These contracts, also containing information additional to welfare, are 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. 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. In 2009 additional detail about the informal and formal resolution process was included in the policy.

SCHOOL REVIEW AND DEVELOPMENT

The following school priorities for 2009 were successfully implemented.

- Priorities flowing from the Strategic Plan for the College
 - Preparation for registration and accreditation by the Board of Studies (something that occurs every 5 years) was completed in early 2009. In June of 2009 the Board of Studies inspected the College. The inspection report was very positive and the College has been given registration and accreditation for a further five years (2010 – 2014)
 - The College intranet used by students and teachers (EdNet) was launched and upgraded throughout the year
 - A group of staff developed a model for student leadership covering all years from Year 7 to Year 12 for implementation in 2010

- The VET course in Construction was offered to boys in Year 9 and a class will commence in 2010 in Year 10 as a further way of promoting School Based Apprenticeships to the boys
- A planning group of teachers was formed and a start made on improving the literacy skills of the boys by targeting the literacy skills of each subject area and actively teaching and assessing the master of these skills
- Continuing the implementation of Restorative Justice practices with students
- Development of a College Master Plan for facilities – this was completed in 2009 under the supervision a sub-committee of the College Board

The priorities for 2010 were established towards the end of the 2009 year. They include the following:

- Development of the Strategic Plan for 2011 – 2013
- Raising the awareness of the students to environmental issues
- Continuing the rollout of computers and other technology obtained using funding from the Commonwealth Government
- Introducing a student leadership structure that includes students from Years 7 to 12
- Examination of various models of performance review for staff
- Incorporating effective, research-supported teaching practices into the classroom, especially those that improve the literacy skills of the students
- Further examination of issues around technology: the advantages of Interactive Whiteboards, evaluation of the rollout of laptops to classrooms, further expansion of EdNet
- Completion of the Metalwork classroom and launch of School Based Apprenticeships in the Metalwork and Hospitality to complement those already existing in the Construction area
- Evaluate and extend, if possible, the interaction between St Edward's College and St Joseph's Catholic College (the girls school on the adjoining site)

EDUCATING FOR JUSTICE AND PEACE

Respectful and Responsible Behaviour

The following are examples of whole school programs that were conducted during 2009 that encourage appropriate behaviour from students.

- 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
- Continuation of the successful recycling program for paper and appropriate drink containers using different receptacles for recyclable products both in the classroom and in the playground
- 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
- Boys who have completed more than 100 hours of community service over the year were acknowledged at Awards Night with and "Edmund Rice Honours" Award
- As part of the Year 11 and Year 12 retreats visiting speakers presented counter-cultural views to the boys

Aboriginal and Torres Strait Islander Education Policy

In 2009 Edmund Rice Education Australia published its Aboriginal and Torres Strait Islander Education Policy. The College will be considering the implementation of this policy in 2010 as part of its strategic plan development. At present the College is addressing the following aspects of the policy.

- Acknowledgement of Country occurs prior to major assemblies or celebrations.
- Reconciliation Week is acknowledged annually at a weekly assembly and the topic of reconciliation is studied during Religious Education classes.

- A group of students and staff visited Walgett for four days prior to Easter for the past three years to experience first-hand the conditions facing the aboriginal people and the work the local school is doing to educate the primary aged children.
- Boys visit Macquarie Fields on a weekly basis to play sport with young people from the area.
- Career education and career path guidance is provided to Aboriginal and Torres Strait Islander boys as part of our normal approach to this area.
- Aboriginal and Torres Strait Islander perspectives are actively taught within the curriculum in Visual Arts, History and Geography, English, Religion, Drama, Technology and PD/H/PE.

Involvement in Community Service Activities

Each student in Years 8 to 11 was involved in the *Waterford Project* where, in 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 2009

- Project Compassion
- Caritas K's
- Overseas Christian Brothers' ministries, e.g. The Philippines
- Tsunami appeal
- 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
- Visits to the local nursing home
- Support of the local soup kitchen and homeless facility
- 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 visited St Edmund's School at Wahroonga – a school educating students with disabilities.
- 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.
- Year 11 Drama students presented a simulation on homelessness at the annual Easter liturgy.

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, STUDENT AND TEACHER SATISFACTION

Parent Satisfaction

In 2009, all families were offered the opportunity to give the College feedback on their level of satisfaction with 111 parents choosing to do so – this was twice the number of responses when compared to 2008. 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 4.2.

- *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, the social justice program and the facilities of the College.
- 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. These areas were the same as those mentioned in previous years.

Both these issues were addressed towards the end of 2009 with the interaction with St Joseph's the main change. In the last two terms St Edward's and St Joseph's organised additional contact between the two schools to ensure the boys and girls were mixing on a daily basis in at least three Year groups. Boys in Years 11 and 12 had the option of having lunch at St Joseph's from Monday to Thursday while the girls in Years 7 to 10 at St Joseph's came over to St Edward's for lunch on one day each week.

The College is aware that access to lockers is an issue for many boys and, during 2009, has been investigating ways of providing access to lockers during the day for the boys in the junior years. In 2010 the majority of boys in the junior years will have more access to lockers than they had during 2009.

Student Satisfaction

Over the past three years there has been a consistent result from the boys when asked about the aspects of the College they liked and those they would like to change

- *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.
- The two areas the boys *would change about the school* include the lack of interaction with St Joseph's Catholic College, the girl's school on the adjacent site, and the limited access to lockers. As mentioned above, the College addressed the former issue in the last two terms of 2009 and will address the latter issue from the start of 2010.
- When asked *what things the teachers could do to help them learn better*, the boys had two main suggestions: continue to be approachable and friendly and vary what happens in lessons. The boys are looking for teachers to use of technology and videos and engage the boys in practical, hands-on activities. During 2009 a number of rooms have been set up to be more ICT friendly to enable teachers to better use technology in an effort to improve the learning outcomes for the students.

Teacher Satisfaction

Feedback during 2009 from teachers reinforced that the following areas are working well within the College.

- Maintenance of the physical environment of the school
- The level of professional interaction among staff
- The social interaction among staff
- The time available for teachers to focus on the 'core business' of teaching the boys
- The Social Justice program with its emphasis on teaching the boys values for life
- 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
- The sense of compassion towards individual students and staff and their families
- The diversity of the counselling programs available to students

Areas for improvement included the following.

- Provision of constructive feedback to staff
- Improvement in communication between the various subject departments in the College
- Providing opportunities for long-term staff to become refreshed in their role as teachers
- The promotion of educational structures which encourage the excellence of all with a stronger focus on academic endeavour
- Providing opportunities for the development of more collaborative teaching approaches

MAJOR AREAS OF EXPENDITURE ON PLANT AND RESOURCES

During 2009 the College completed the following major projects.

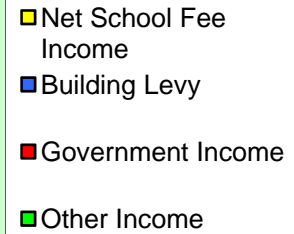
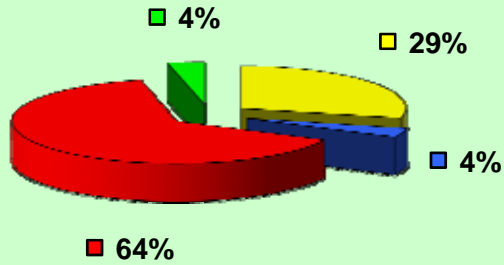
- The upgrading of the key system in the College continued – ultimately this will lead to improved security.
- The chalkboards in the five Science laboratories were replaced with whiteboards.
- The guttering was replaced on the shelter shed.
- The concrete slab that supports the recycling and rubbish bins was extended.
- The electrical power supply to the library was upgraded.
- The air conditioning in the Information Technology server room was upgraded.
- The refurbishment of areas of the Dean Building was commenced to enable the construction of the Trade Training Centre to be carried out in early 2010.

In the Information Technology area funds from the Commonwealth Government's Digital Education Revolution enabled 156 new computer devices to be placed around the College as outlined below.

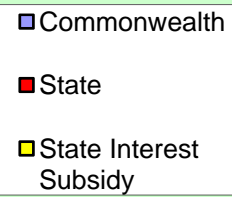
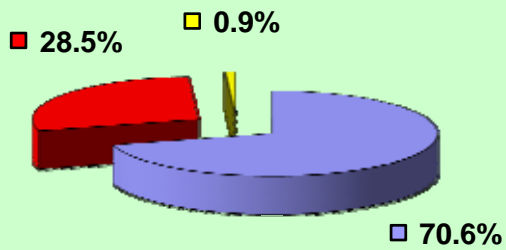
- 30 Desktop computers were added to the library learning area.
- The two Music rooms were fitted out as Music laboratories with 56 Desktop computers.
- 30 Notebooks were placed in a classroom for use by for senior PD/H/PE and Sports, Lifestyle and Recreation students.
- 24 Notebooks were made available in the senior study room.
- 22 Desktop computers were relocated to the new Visual Arts rooms in the Dean Building.
- There was a complete upgrade of the network switching and wireless infrastructure, to ensure the college has the capacity for the next round of Government funding which will include the introduction of 300 additional notebooks or desktops. The new network consists of a 10 gigabit core backbone with the ability to provide gigabit to the desktop and power over Ethernet to every port. The wireless infrastructure now covers 98% of the college learning spaces and has been upgrade to provide faster access to college resources via leveraging the wireless N technologies.

FINANCIAL INFORMATION

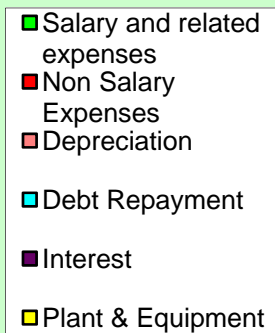
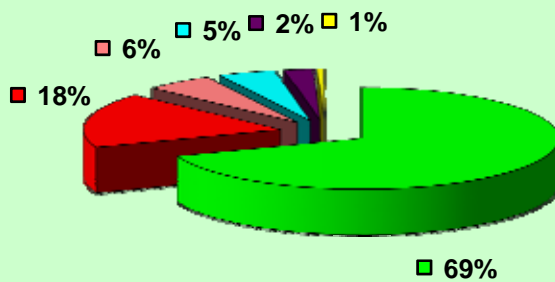
Income Sources



Government Income



Expenditure



APPENDIX: 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 ‘State Average’ mark is a boys’ only mark.

National Assessment Program Literacy and Numeracy
Year 7

Course	Averages	2008	2009			
Reading	School Average	547	544			
	State Average	539	538			
	Similar Schools	547	551			
Writing	School Average	532	523			
	State Average	521	517			
	Similar Schools	545	543			
Spelling	School Average	543	550			
	State Average	540	542			
	Similar Schools	545	547			
Grammar and Punctuation	School Average	536	537			
	State Average	525	532			
	Similar Schools	541	551			
Numeracy	School Average	563	551			
	State Average	561	557			
	Similar Schools	555	553			

Year 9

The ‘State Average’ mark is a boys’ only mark.

Course	Averages	2008	2009			
Reading	School Average	600	599			
	State Average	581	577			
	Similar Schools	590	591			
Writing	School Average	563	561			
	State Average	552	548			
	Similar Schools	582	580			
Spelling	School Average	577	587			
	State Average	576	576			
	Similar Schools	585	585			
Grammar and Punctuation	School Average	584	581			
	State Average	568	568			
	Similar Schools	583	586			
Numeracy	School Average	613	632			
	State Average	597	602			
	Similar Schools	593	600			

English Language and Literacy Assessment (ELLA)

NAPLAN replaced this assessment from 2008. The numbers in the table are percentages.
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	2005	2006	2007	2008	2009
English Literacy	School Average	74	75	75	78	77
	State Average	73	74	74	77	77
Mathematics	School Average	73	69	70	74	72
	State Average	71	68	69	71	71
Science	School Average	75	73	73	76	76
	State Average	75	73	73	74	75
History	School Average	70	66	68	71	70
	State Average	74	71	72	71	72
Geography	School Average	70	74	76	75	72
	State Average	73	74	75	74	72
Computing Skills	School Average		82	79	82	83
	State Average		81	80	81	82

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	2005	2006	2007	2008	2009
Ancient History	School Average	73	75	72	70	67
	State Average	74	75	72	72	73
Biology	School Average	73	69	75	73	68
	State Average	74	72	73	73	73
Business Studies	School Average	71	75	72	72	76
	State Average	69	71	70	72	74
Chemistry	School Average	61	65	79	77	70
	State Average	73	74	75	75	75
Drama	School Average	70	70	78	70	80
	State Average	75	76	76	78	78
Design and Technology	School Average	73		76		79
	State Average	71		73		75
Engineering Studies	School Average		72	77	76	
	State Average		73	72	73	
English (Standard)	School Average	69	69	68	70	68
	State Average	65	65	65	66	65
English (Advanced)	School Average	75	76	77	75	76
	State Average	78	77	79	79	79
English Extension 1 (mark out of 50)	School Average	39	34	39	34	33
	State Average	40	39	39	40	39
English Extension 2 (mark out of 50)	School Average	37		47	37	
	State Average	40		39	40	
Food Technology	School Average	70	71	75	77	78
	State Average	71	73	69	73	74
Geography	School Average	72	70			
	State Average	75	77			
Industrial Technology	School Average	86	78	78	83	81
	State Average	72	73	73	72	72
Information Processes and Technology	School Average	76	73	77	77	76
	State Average	72	72	73	71	73
Legal Studies	School Average		78	77	75	81
	State Average		74	74	75	74
General Mathematics	School Average	77	73	77	73	71
	State Average	71	68	71	70	70

Mathematics	School Average	70	71	79	73	75
	State Average	73	73	75	76	75
Mathematics Extension 1 (mark out of 50)	School Average	34	29	40	36	38
	State Average	38	38	39	40	40
Mathematics Extension 2	School Average	77	64	74	80	62
	State Average	81	79	81	83	83
Modern History	School Average	79	76	77		70
	State Average	77	75	75		76
History Extension 1 (mark out of 50)	School Average	42	33	24	32	29
	State Average	34	36	38	38	38
Music 1	School Average	85	85	80	79	89
	State Average	79	78	79	79	80
Personal Development, Health and Physical Education	School Average	76	80	78	74	78
	State Average	74	73	73	73	72
Physics	School Average	74	75	77	74	74
	State Average	74	75	73	73	75
Senior Science	School Average	75	71	76		
	State Average	74	74	75		
Software Design and Development	School Average	73	71		70	
	State Average	74	74		75	
Studies of Religion (mark out of 50)	School Average	40	41	40	40	39
	State Average	38	38	38	38	39
Visual Arts	School Average	80	82	83	82	79
	State Average	79	80	80	81	80
French Beginners	School Average	62				87
	State Average	73				74
French Continuers	School Average	63	73	72	79	83
	State Average	78	81	80	82	80
Construction Examination	School Average	74	78	80	74	72
	State Average	69	70	72	72	70
Hospitality Examination	School Average	76	72	74	74	75
	State Average	71	75	71	74	75
Entertainment Industry Examination	School Average				70	
	State Average				74	
Retail Services Examination	School Average	79	80	83		75
	State Average	74	77	75		74
Information Technology Examination	School Average	70	65	73	77	
	State Average	68	66	69	72	