



ST EDWARD'S COLLEGE

Where young men achieve



ANNUAL REPORT
2010



EDMUND RICE EDUCATION
AUSTRALIA

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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

2010 has been a year of significant change both at senior executive level and on the Board of the College. At the commencement of Term 1 we welcomed Dr Michael Slattery, newly appointed College Principal, who succeeded the retiring Br Peter Hester. At the conclusion of Term 2, Michael Walsh, long serving Deputy Principal, departed for long service leave prior to commencing retirement at the end of 2010. On behalf of the Board, I take this opportunity to again thank Michael for his enthusiasm and commitment, and to wish him well in his retirement.

In the latter months of 2009 and early 2010, Board members discussed the work load having to be shared amongst the few remaining members, Max Pittolo (Deputy Chair), Chris Milne, Dr Slattery, Shayne Silvers, David Collins and Br Paul Coster. Their input and commitment was extraordinary and the Board achieved its objectives. Later in the year with the approval of Edmund Rice Education, Board numbers were supplemented with the additions of new members Frank Bortkevitch, Scott Conners, Bernard Cumming and Scott Killalea. All four are competent and experienced men in their chosen fields who selflessly give up their valuable time to attend Board and Sub-Committee meetings, review Board meeting papers and generally provide their expertise to the benefit of the College. The Board welcomes each of them to its ranks and expresses its thanks for the commitment made by each of them.

Dr Michael Slattery is highly credentialed and experienced in all facets of education and its administration he immediately filled the Principal's role and carried on from where Br Peter Hester left off. I have no doubt as to the direction the College will take under his stewardship. I commend him to the St Edward's College family and I am certain this commendation is supported by the staff, parents and students alike. Whilst 2010 has, for Dr Slattery, been a year of consolidation and learning in his new role, the future for the College under his guidance is

exciting. It is an honour and a pleasure to work alongside him for the benefit of the College. The Board wishes Michael a long and successful career as Principal of St Edward's College and offers him in that role its total unqualified support.

It is with a great deal of pleasure we formally announced the appointment of Mr Mark Bonnici as Deputy Principal of St Edward's College, to succeed Michael Walsh. Mark has been a member of staff for 15 years and has very capably, for limited periods in the past, filled the Deputy Head position in Michael's absences. At the commencement of Term 2 2010, Mark assumed the Deputy's mantle on a permanent basis. The Board congratulates Mark, offers its support to him and wishes him every success in his new full time role.

2010, the year following the global financial crisis and its far reaching effects, along with changes to government policy and fiscal reorganisation at EREA level, the year has not been an easy one for EREA, the College Executive or the Board. Further, greater financial pressures for numerous reasons, have been placed upon the families of our students. These have required the College Executive and the Board to adopt different measures of fiscal control and levels of responsibility in an effort to contain the escalation to the cost of educating our students. Full credit for this must go to Dr Slattery, Ron Featherston, the College Business Manager, the Executive and the staff, both teaching and ancillary, without whose cooperation the implementation of these measures would not have been achieved. The Board's overarching policy in this area of governance was:-

1. To limit the annual school fee increase to a sum less than the increase in the annual education cost index increase; and
2. To do so without reducing the quality of education (including breadth of curriculum and quality of staff) and extra-curricular services by the College that are encompassed within the one inclusive annual fee.

To a large extent we have achieved that goal. Increases in school fees, have been limited to levels lower than those implemented in most Colleges in the Edmund Rice Network. The facilities and services offered by the College have not been restricted or reduced.

The Board is pleased to report the Trade Training Centre was officially opened by Mrs Deborah O'Neill, Federal Member for Robertson on 5 November, 2010. This facility was fully funded by the Commonwealth under a policy initiative, *The Education Revolution*, adopted in its first term of office. In conjunction with St Joseph's College, the centre will offer trade courses for Year 11 – 12 students in Metalwork/Engineering, Building/Construction and Commercial Cookery. The first intake of students entered the courses offered in February, 2011. The facility, built by Pluim Constructions Pty Limited, was completed within the contracted time and on budget, with no overruns. The Board offers its congratulations and thanks to the Directors of the contractors, Andrew Heenan (a former St Edward's student) and Adrian Frew.

The Board also offers it's thanks to Alex Coutts, the Architect to the College who supervised that project. It really is a state of the art facility and a credit to Alex, Andrew, Adrian and their respective teams.

Projected enrolments at the College for the 2011 academic year in Year 7 increased significantly. For the first time in many years the College has a waiting list of students. Student retention in Years 8 to 12 has stabilised. This reflects the standard and scope of education, pastoral care and ancillary services offered by the College to its students. It also reflects the standard of care provided by the teaching and support staff and the academic and sporting achievements attained by students at the College, both past and present. The Board offers its thanks to the Principal, Deputy Principal, the executive and all staff. There are simply too many of them to name individually. Every one of them without exception, gave his and her all, and all of them strive for excellence in his or her vocation. They are exceptional people, a credit to the College and the Edmund Rice Tradition within which they offer their services and expertise to the St Edward's family. They should be justifiably proud of their achievements.

The Board again expresses pride in the academic and sporting achievements of the students of St Edward's College. The innovation and commitment of these young men is extraordinary.

In conclusion, although 2010 has not been without its difficulties, the St Edward's family has risen to the occasion. The Board expresses its appreciation to all associated with the College and expresses confidence in their abilities and thanks them for their unqualified support as the College progresses into the next decade.



Student Leadership Report

2010 leadership was characterised by a strong whole year group who came on board to lead the College, with little distinction between prefects and the rest of Year 12.

The year 2010 was one dedicated to delivering a holistic education, incorporating a high level of academic focus with an emphasis on literacy and numeracy throughout the school. The Year 12 class of 2010 led by example to help promote the initiative by showing a dedicated and enthusiastic attitude towards their academic study. Year 12's competed for top positions in subjects and aspired to reach their highest possible goals. Their aim was to develop a culture of appreciation for education and learning.

The theme '*attitude*' drove all Year 12 activities and relationships throughout the year. The power of a positive attitude permeated throughout all tutor groups where Year 12 students mentored the younger students, and helped them deal positively with daily issues. Tutor groups remain a strong structure through which the traditions of camaraderie and mateship are upheld across the age groups in the College. The Year 12 leadership team also used tutor groups as a platform for the many charity drives and fund-raising efforts during the year.

Year 12 students of 2010 threw their full support behind the social justice program and contributed significantly to the hundreds of hours of community service delivered by the St Edward's community.

One of the major drives of the leadership team in 2010 was to develop '*school spirit*' and a '*sense of pride*' in being a St Edward's boy. This was easily achieved in the area of sport where the senior age group achieved exceptional results in a variety of sports and younger teams and individuals followed in the proud tradition of outstanding achievements. Pride in wearing full school uniform improved over the year and was addressed as part of developing an attachment to St Edward's College.

The leadership team was committed to maintaining the spiritual ethos of the school as they came to the realisation in their final year that it was this spiritual growth and faith that underpinned the holistic education they had received from St Edward's College.

Rowan O'Mahony

College Captain 2010

SCHOOL FEATURES

Introduction

Before the early 1950's there were no secondary boys' Catholic Schools between Chatswood and Newcastle. St Edward's was founded in 1953 at the invitation of Cardinal Gilroy. It is an Independent Catholic boys College owned by the Christian Brothers and as of 2008, conducted by Edmund Rice Education Australia (EREA). 2010 saw the first lay Principal appointed to the College. The College serves the Church in the cause of Catholic Education in the Central Coast region of New South Wales.

The Christian Brothers are 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 6 October 1996, Pope John Paul II beatified Edmund Rice.

College Crest

The circle signifies God in whom we live and have our being and eternity, which is our ultimate goal. The cross signifies faith and endurance. The star signifies Mary, Star of the Sea, our guiding light. The open book with the first and last letters of the Greek alphabet signifies learning, whether it be from books or experience. The Latin motto, '*Fide ac Scientia*' means '*By Faith and Knowledge*'. Faith helps us to rely on God for his blessing and accept disappointments. Faith in ourself, one's ideals and the future is essential. Based on this faith, knowledge - or skill - in physical, mental and spiritual fields helps us to attain the ideal of the College - the Educated Christian Gentleman.

Location and Facilities

In 1953 the College boasted 72 students and in 2010 it claims 940 enrolments. St Edward's caters for boys from Year 7 to Year 12. Covering a nine hectare site on the shores of Caroline Bay, the College has three multi-purpose ovals, other



sporting facilities, a multipurpose hall/gymnasium, specialised technology and art facilities, music facilities, computer laboratories, science laboratories, Trade Training Centre and a purpose built food technology 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 receive its mandate from the Trustees of the Christian Brothers, and is responsible for advising and assisting the Principal in maintaining the governance of the College. Presently the Board consists of the Principal and nine members representing the school community. It currently operates sub-committees in Mission and Identity; Finance; Marketing and Promotion; OH&S and Compliance; and Strategic Planning.

Parents and Friends Association

The College supports and promotes the membership and activities of an enthusiastic and proactive 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

St Edward's Catholic College, East Gosford is an Independent Catholic College governed by Edmund Rice Education Australia (EREA), with a commitment to producing young men who throughout their life can recall the Catholic principles and Christian values taught to them.

These principles and values have their foundation in the Gospel teachings of Jesus Christ as presented by the Catholic Church. St Edward's is imbued with the charism of Edmund Rice, which is the inspiration for the comprehensive social justice program which brings to life the Religious Education curriculum.

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. The spiritual life of any Catholic College should have its beginnings in each home: St Edward's College is no exception.

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 experienced by all students.

Religious Education at the College is the core element of its Catholic Life and Mission. This dimension of the College encompasses the spiritual and intellectual aspects of Christianity in the Catholic Tradition. The pursuit of personal excellence in this subject is expected. Religious education is a key learning area and by the time students leave in Year 12 they should have a clear understanding of Christianity in the Catholic Tradition.

The Religious Education Department is the largest in the College and the College is fortunate to have the skills and expertise of many teachers hailing from different curriculum backgrounds bound together by the same vision – promoting discipleship within the community.

Although an Independent school, St Edward's College staff are able to access the information and knowledge of the Catholic Schools Office's Mission Services Team. Staff in-services conducted by the Catholic Schools Office of Broken Bay have been invaluable in assisting the Staff of St Edward's to keep abreast of new initiatives in the field of religious education.

The Religious Education staff endeavour to ensure that assessment tasks have a high intellectual quality, a quality learning environment, and are significant for the students. This last factor is a challenge as the secular values of a materialistic world seem strongly at odds with a Catholic worldview and this is where the commitment and professionalism of the staff is crucial.

Many senior students choose Catholic Studies to continue their faith formation. The Catholic Studies course is designed to deepen and nurture what it means to be Catholic in today's world and explores the challenges and joy in viewing the world in a distinctly Catholic way. The Catholic Studies course has resources that are current and tailored for boys education.

In all, Religious Education at St Edward's College is a vital part of the curriculum as it promotes spiritual and academic growth for a Christ-like life.



Social Justice

'A Catholic school in the Edmund Rice tradition stands in solidarity with those who are powerless and marginalised...' (The Charter, Edmund Rice Education in Australia, 2004)

'Give to the poor in handfuls' - Blessed Edmund Rice

Social Justice is a central part of school life at St Edward's. The activities in which staff and students engage, are a practical response to the Edmund Rice ethos of providing a preferential option for the poor. As a Catholic school in the tradition of the Christian Brothers and Edmund Rice, we seek to engage every student in programs of Awareness, Advocacy and Action which will become a life-long commitment to the values of service and outreach to the marginalised in our world. The Charter (2004) outlines this commitment for Edmund Rice Schools.

The College *'Waterford Project'* is a compulsory requirement for students in Years 8-11. It requires each student to complete a minimum of 15 hours of service to others. Students can achieve this in a variety of ways, including supporting people in their own lives who are in need. As students progress at the College they are expected to develop and enhance their role in the local community and wider world. Common activities include the 40 Hour Famine, Red Cross, homeless support (soup kitchens), Caritas along with many other opportunities to pursue.

Edmund Rice Outreach is the name of the volunteer Social Justice program at the College. St Edward's seeks to support local, national and international communities in a range of ways. It is wide-ranging in nature and includes scope for staff and students to be involved in support of Yarran Pre-School, East Gosford; Mary Macs at Woy Woy; Donnison Street Outreach Centre Gosford; St Vincent de Paul Society; the Edmund Rice Centre for Justice Sydney and many others. Students can be challenged to make a practical and significant difference in the lives of others, particularly those on the margins.

St Edward's offers an immersion program designed to connect students with a range of Social Justice issues. All Year 11 students take part in a Sydney street retreat titled *'Step Out of Your Comfort Zone'*. It deals with issues of homelessness, Indigenous Australians and drug education. Other immersion opportunities include the College's ongoing relationship with the Edmund Rice Centre for Justice at Sydney whereby some senior students are given the opportunity to travel to isolated towns such as Walgett in north-western NSW, and to engage in issues of Reconciliation with our Indigenous people.



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	English	Mathematics	PD/H/PE	Australian History & Geography
Science				

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

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

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

<i>Learning Area</i>	Examples of Courses Offered
Religion	Studies in Religion, Catholic Studies
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 Continuers.
Technology	Information Processes and Technology, Industrial Technology, Design and Technology, Software Design, Food Technology and Engineering Studies.
Vocational Education	Retail, Construction, Construction Specialisation, Hospitality, Information Technology and Entertainment,

In 2010, St Edward's College, in conjunction with St Joseph's Catholic College on the adjoining site, offered students courses in Carpentry and Commercial Cookery as part of the Trade Training Centre, a facility which was funded by the Federal Government. This facility enables the Colleges to enrol students in school-based 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. Metals and Engineering will also be offered in 2011 as part of the Trade Training Centre program of study.



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 progress through 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 to help 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 340 desktops, 170 notebooks, 45 multimedia classrooms and 3 classrooms with smart boards and a digital media library throughout the campus. 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. The funding available from the Commonwealth Government in 2010 enabled the College to increase the number of computers available to the students through the introduction of laptops into many of the general teaching rooms. A range of professional development opportunities were also provided to assist 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, Guitar Groups 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 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 (eg: Industrial Technology - Timber and Graphics, Visual Arts, Photography, Drama, Music and a variety of courses using computer technology).

Students who demonstrate talent in a 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 experience over four years, developing higher order skills 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 NATIONWIDE TESTS

NAPLAN - National Assessment Program Literacy and Numeracy

In early term two of 2010 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. During 2010 a literacy team was established to focus on the areas of reading, spelling, punctuation and grammar and in particular writing. Explicit teaching of these skills across all key learning areas appears to have given rise to an improvement in results. The 2010 results for the first time provide data on improvement in student performance from each student's previous attempt at NAPLAN two years prior. This growth data provides the College with feedback regarding the success of programs implemented in Literacy and Numeracy from Year 7 to Year 9.

Literacy

The overall literacy mark for Year 7 was 6 above average for boys in NSW with reading and writing being the strongest areas and grammar and punctuation the weakest. In Year 9 the overall literacy mark was 18 above NSW boys' average with reading and punctuation and grammar emerging as the strongest area and strong improvement also in the area of writing. The growth data indicated that in Year 9 on average students were able to improve their performance at a greater rate in all areas of Literacy from their performance in 2008 than boys in similar schools. Year 7 on average improved on average in all areas at a greater rate than boys in similar schools except for punctuation and grammar when compared to their 2008 results.

Numeracy

The overall numeracy mark for Year 7 was 13 above average when compared to boys in NSW. All areas that were part of this assessment were above average. In Year 9 the overall numeracy mark was 22 above the NSW boys' average with the students' knowledge in all areas quite good. The growth data indicated that both in Year 9 and Year 7 on average were able to improve their performance at a greater rate in Numeracy than boys in similar schools when compared to their performance in 2008.

Proportions of boys above the national minimum standard

Year 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
	96%	90%	91%	95%	98%
Year 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
	97%	97%	95%	91%	99%

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 2010 were equal to or above the State average in English, Science, Mathematics, Geography and Computing with History slightly below the State average.

- In Mathematics, Science and Computing Skills the percentage of boys with marks in bands 5 and 6 (i.e. marks over 80%) were above state average. The English result was equal to the state average and History and Geography were slightly below the average.
- In all courses except History 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 66% of boys placed in bands 5 and 6 (i.e. with marks over 80%), and no boys placed in band 1 & 2.

Those interested in how the students' performance compared 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 College presented students for 29 courses with the majority of students gaining access to their preferred tertiary course on the first round of offers.

- Results in 8 courses were between 2 and 14 marks above the state average.
- Results in a further 10 courses were either above or just below the state average.
- 74% of the marks obtained by the boys were above 70 with 33% being over 80 and 6% being over 90.
- St Edward's College rated 31 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 ATAR mark of 97.2
- St Edward's College 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 2010 were Business Studies, Engineering Studies, Food Technology, Legal Studies, Mathematics General, Music and PD/H/PE.

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 2010, the College had 70 teaching staff which included a total of 65 full time and 5 part time teaching staff. In addition the College employed a total of 27 non-teaching staff. Included in these numbers are staff at the Haven Education Centre where 4 teaching staff (2 in full time equivalent terms) and 2 teachers' aides were employed. An Aboriginal Liaison Officer was appointed at the end of the year to begin working at St Edward's and the Haven Education Centre at the start of 2011. As evidenced in the following table, all teaching staff have a teaching qualification 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	70
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, \$29,300 was spent on professional learning by teachers throughout the year which equates to \$417 per teacher.

- Edmund Rice Education Australia offers a number of personal formation programs to teachers. In 2010 two of the College new staff members attended one of these courses which is designed to induct new teachers into the teachings and Charism of schools conducted in the traditions of Edmund Rice. One staff member attended a program designed to promote leadership within the context of a Catholic school. One staff member attended a conference which provides teachers with the opportunity to reflect on their life thus far and plan for the future. Another ten 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.
- 2010 saw the establishment of Professional Learning Groups (PLG's) as a model for teacher professional development. The aim of the PLG's is to bring teachers together in small groups to discuss effective strategies to improve the learning of students. This process was begun in term 4 and is planned to continue over the next three years.
- St Edward's hosted St Peter's Catholic College Tuggerah, MacKillop College Warnervale and St Joseph's College East Gosford, for a staff development day featuring Professor Stephen Dinham as the keynote speaker. The focus of this day was Quality Teaching and Professional Learning for Student Achievement.
- One of the main focus areas for professional learning in 2010 was the integration of the ICT facilities of the College into the classroom. Staff attended a range of professional

development workshops conducted at the school as well as presentations at whole staff meetings designed to focus on this area.

- Twenty-seven staff were trained in the administering of CPR. All staff have current emergency care training and eighteen staff have first aid certificates.
- Forty-six teachers attended in excess of eighty full day in-service 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 had recently become available.
- A number of teachers also attended local subject network meetings and annual conferences in their curriculum area and were part of examination committees or advisory committees.
- Fourteen teachers were involved in marking of HSC examinations across a variety of courses.



STUDENT ATTENDANCE RATES

The average attendance rate for boys at the St Edward's campus from Year 7 to Year 12 during the 2010 school year was 93.5%. This varied from year group to year group as indicated in the table below. The average attendance rate for the boys and girls at The Haven Education Centre was 77%.

Attendance Rate by College Year Group

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
94.4%	93.7%	92.7%	92.1%	93.3%	94.6%

The rate at the St Edward's campus was similar to that of recent years (92% in 2009, 92% in 2008, 93% in 2007) while the rate at The Haven was on par with the previous year, 2009 (79%) and higher than in 2008 (46%) and 2007 (60%). In an effort to improve the attendance at the St Edward's campus, from early in 2009 parents whose sons were either absent from school without explanation or arrived after roll call were sent a text message advising them of this fact.

The Management of Student Non-Attendance

- Each day, after student attendance is recorded, SMS messaging is used to advise the family of a student's unexplained 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, 2008 (November)	153
Year 12, 2010 (November)	109
Retention Rate	71%

Of the 44 students who left between November 2008 (i.e. after the School Certificate) and before the HSC exams in 2010, 67% went to work and/or TAFE (virtually all to apprenticeships), 31% moved to another school, and the destination of 2% was not disclosed. The retention rate for the past four years has been in the range of 62% to 68% with the 2010 retention rate being the highest in a number of years. The number of boys leaving at the end of Year 10 and prior to the completion of Year 12 who commenced employment mainly apprenticeships was substantially higher than for previous years.

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 2010 are presented below.

Year 12

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

Destination	Percentage of students
University	57.5
Unknown	14.5
TAFE	2
Apprenticeships / Traineeships / Full-time employment	15
Part-time employment	11

Year 11

(133 students in the year group at the start of 2010)

Destination	Percentage of students
St Edward's College (Year 12)	93.5
Other school	2.5
Employment / Apprenticeship	2.5
TAFE	1.5

Year 10

(191 students in the year group at the start of 2010)

Destination	Percentage of students
St Edward's College (Year 11)	88
Employment / Apprenticeship	4
Other school	8
Unknown	0

ENROLMENT POLICY

The College 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 2010 there were 941 boys and 4 girls enrolled at St Edward's College, including a group of 17 at The Haven Education Centre. 3% of the student enrolment at the College campus and 77% of the student enrolment at The Haven Education Centre included 'students with disabilities'.

Year	7	8	9	10	11	12	Total
St Edward's Campus	168	145	188	189	129	109	928
The Haven Education Centre	8	9	0	0	0	0	17
Total	176	154	188	189	129	109	945

In 2010 all one hundred and eight (108) of the students who sat for the HSC qualification achieved this certificate, i.e. 100% of students achieved the Higher School Certificate. Thirty one students (31) achieved a VET qualification (i.e. 28.5%).

Percentage of Year 12 students undertaking Vocational training	28.5%
Number of students studying courses as part of a School-Based-Traineeship	0
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 a series of '*negative levels*' and given appropriate 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.

Recent changes to this policy ensures that boys who are moving through the '*positive levels*' are engaging in service activities as well as demonstrating positive behaviour in the classroom and playground. The restorative justice approach to discipline was introduced in 2007 and continues to be an important part of the Pastoral Care approach throughout 2010.

The following initiatives have been introduced over the last four years:

Anti-Bullying Program - the College 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 then 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.

The SMS messaging system introduced in 2009 to notify parents when boys are late or absent from school continued to be successfully implemented in 2010. This initiative proved popular

with parents. Attendance is recorded electronically and enables the College to track students who are absent or who arrive late and who leave early. Parents are contacted if student absences are still unexplained two weeks after the student is away from the College.

During 2010 all staff of the College were in-serviced on the '*Keeping Them Safe Framework*' in child protection 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 themselves 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

SCHOOL REVIEW AND DEVELOPMENT

The following school priorities for 2010 were successfully implemented.

- Completion of the Strategic Plan for 2011-2013.
- Introduction of a model of Professional Development of staff which focuses on issues associated with Motivating and Engaging Boys through Professional Learning Groups.
- The College intranet used by students and teachers (EdNet) continued to be developed throughout the year.
- Implementation of the Student Representative Council.
- Successful implementation of Stage 5 Construction with the introduction of Stage 5 Metals and Engineering in 2011.
- Five students successfully began traineeships in Construction with a further 12 planned for Construction and Metals and Engineering in 2011.
- Successful planning for the implementation of a senior class in Economics with neighbouring St Joseph's Catholic College.

- Effective implementation of whole school strategies in Literacy by a team of teachers working across all Key Learning Areas.
- Continuing the implementation of Restorative Justice practices with students.

An executive member from Edmund Rice Education Australia assisted the College in the development of the Strategic Plan using a values based approach. This process involved consultation with staff, parents, students and the College Board. A reference group was established to analyse the feedback obtained through the consultation process and to develop the values and key areas to guide the strategic directions of the College. The key values of Respect and Commitment were identified along with the five pillars of Identity, Learning, Leadership, Partnerships and Stewardship. The College Strategic Plan is available from the College office and on the College website at – www.stedwards.nsw.edu.au

EDUCATING FOR JUSTICE AND PEACE

Respectful and Responsible Behaviour

The following are examples of whole school programs that were conducted during 2010 that encourage appropriate behaviour from students.

The College continued to implement a Restorative Justice approach when dealing with issues associated with pastoral care and discipline. This approach encourages students to take responsibility for their behaviour by acknowledging the consequences of their actions and the importance of being respectful of others.

A Student Representative Council was inaugurated in 2010. This student body role acts as a voice for all students in identifying student issues that arise.

The vertical tutor system provides an opportunity for senior students to model appropriate behaviour. The vertical tutor system also provides a platform for students to develop positive relationships with members of the school community from all year groups.

All Year 7 students participate in the Rock and Water program. This program is designed to promote amongst the student body the importance of developing respectful relationships with others.

There was a continuation of the recycling program for paper and appropriate drink containers using different receptacles for recyclable products both in the classroom and in the playground.

Each weekly assembly begins with an Acknowledgement of Country and two verses of the National Anthem.

Constant emphasis on the 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 an '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

Edmund Rice Education Australia published its Aboriginal and Torres Strait Islander Education Policy in 2009. The College implemented aspects of this policy in 2010 in the following manner.

An Aboriginal Liaison Officer was employed towards the end of 2010.

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.

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.

The Haven Education Centre had students' work exhibited in an Aboriginal Art display at the Gosford Regional Art Gallery.

Involvement in Service Learning 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 or support for community institutions. It is optional for Years 7 and 12.

Students were involved in various fundraising activities throughout 2010 eg:

Easter Appeal	Operation Christmas Child	Red Shield Appeal
Caritas K's	Shelter for the homeless	40 hour famine
Overseas Christian Brothers' ministries, e.g. The Philippines		The Haven Education Centre

Students continue to be involved in a number of activities in the local and wider community eg:

Clean Up Australia	Youth off the Streets	Visits to Macquarie Fields
Visits to the local nursing home	Edmund Rice Camps	And Kings Cross
Support of the local soup kitchen and homeless facility	Walgett Immersion Experience	



Curriculum Class Based Activities

Each Year 10 class visited St Edmund's School at Wahroonga – a school educating students with disabilities.

Talks were provided to Year 10 to 12 on social justice issues at various times throughout the year. Topics included - Islam and asylum seekers.

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 Hampers - 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 Easter Appeal and Waterford Project coordinated in Religious Education classes.

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

Parents, students and teachers were involved in the process of developing the College Strategic Plan (2011 – 2013). This process provided these groups with the opportunity to comment on areas of the school in which they believe are working well, as well as issues that the school will face into the future. The following information identifies some of the common areas identified in this process.

Parents

The areas of the school in which parents spoke most favourably included: The positive relationships developed between teachers, students and parents; the active Social Justice program conducted by the College; the Restorative Justice approach to dealing with pastoral care matters; the spiritual dimension of the College; the excellent range and professional delivery of curricular and extra-curricular activities; and the facilities and resources available to students.

Parents identified a range of issues facing the College into the future. Some of these issues included the impact of the increased leaving age; the increasing expectations on the school to deal with issues associated changing family structure; increased mental illness amongst teenagers; and more challenging behaviours of young people.

The College has addressed these issues in a proactive manner. The introduction of the Trade Training Centre along with increasing access to TVET courses through TAFE provide a greater range of educational opportunities for students who are looking for alternative pathways to complete their HSC. The College has two Counsellors, a College Chaplain, a Pastoral Care Coordinator and six Year Coordinators whose main role is to deal with the pastoral issues that may arise with students in our care.

Students

The feedback obtained from students provided an excellent insight into what they believe to be good about the school. Common areas in which the students comment favourably includes: The excellent range of academic, sporting and creative opportunities, the positive relationships that teachers establish with students, the social justice program, the camps, retreats, facilities and resources available.

The areas identified by students as issues to be considered for the future were: the increase in cyber bullying in society, the school's reaction to environmental issues and the increasing costs of education.

The College has attempted to address these issues in the following ways. Students have the opportunity to report any forms of bullying through an electronic bully box as well as student surveys. The College has an environment committee which works with students on issues such as recycling. The College has recently installed more water tanks to increase the water storage capacity. The College Board and Executive are aware of the impact of rising school fees on families and have minimised any increases over recent years.

Teachers

The common areas of the school that staff commented favourably include: the range of curricular and extra-curricular opportunities available to students, the excellent facilities and resources available, the positive relationships that are established between staff and students, the Social Justice and Religious Education program, the positive approach to pastoral care and the professionalism of their colleagues.

The common areas identified by staff as issues to be considered for the future were: the introduction of the National Curriculum, continued professional development in effectively engaging boys in their learning and information and communication technologies and the maintenance of a Christian Brothers identity with the diminishing numbers of Christian Brothers involved with the school.

The College addressed these issues in 2010 in the following way: provision of professional development opportunities for staff in the areas of the National Curriculum and the integration of Information Communication Technologies in the classroom; the implementation of a professional development framework which provides opportunities for teachers to reflect on effective 21st century teaching pedagogy. An Executive position of Mission and Identity Coordinator was established. The primary role of this position is to ensure that the identity of the Christian Brothers remains alive in the school.

MAJOR AREAS OF EXPENDITURE ON PLANT AND RESOURCES

During 2010 the College completed the following major projects:

- Installed addressable fire detectors for Science Labs 11,12,13
- Purchase of a new zero turn Ride on mower
- Resurfaced verandahs outside Science and Library
- Air-conditioned foyer of the Edmund Rice Centre
- Installed shelving in Edmund Rice Centre storeroom
- Upgraded electrical mains coming into the College
- Installed 3 interactive whiteboards in rooms 11, 29, and Library
- Completed refurbishment of Visual Art rooms and construction of Trade Training Centre including installation of Fire Detection in the Dean building

In the Information Technology area, funds from the Commonwealth Government's *Digital Education Revolution* enabled 150 new computer devices to be placed around the College as outlined below:

- 32 Notebooks were installed in an English specialty room.
- 32 Notebooks were installed in the Library
- 32 Notebooks were installed in Science Laboratories
- 24 Notebooks were installed in a Languages room
- 24 Notebooks were installed in a Human Society and it's Environment room
- 6 Notebooks are to be used as replacements for devices which are being repaired.

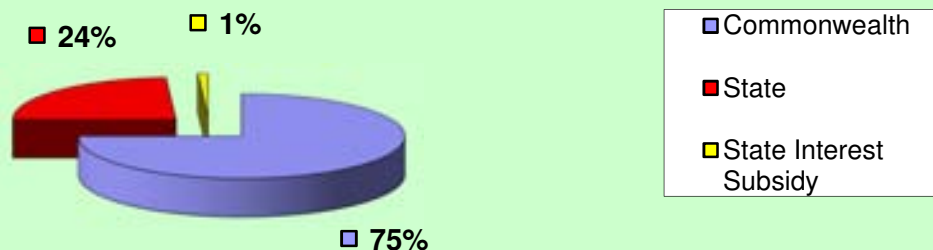
The College continued to upgrade the availability of Information and Communication Technologies by installing 8 additional data projectors in classrooms so that all fixed classrooms now have these technologies available; replacing 32 desktop computers in a computer lab, upgrading 70 staff notebooks and 8 printers.

FINANCIAL INFORMATION

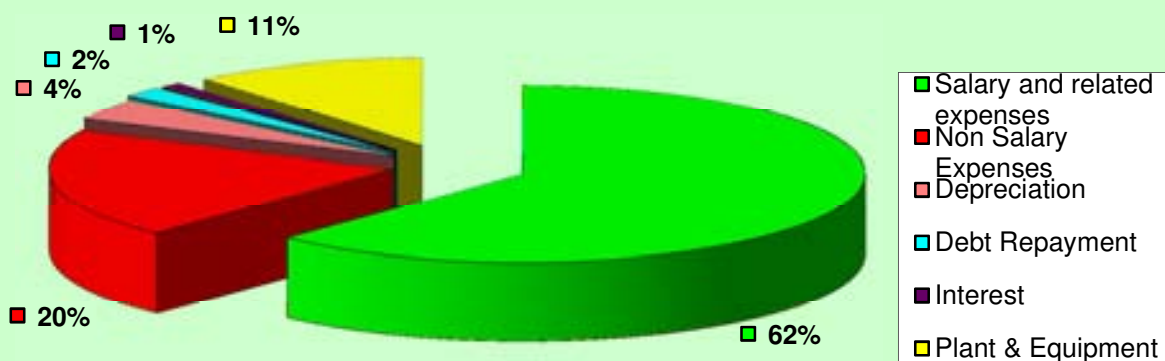
Income Sources



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	2010
Reading	School Average	547	544	552
	State Average	539	538	544
	Similar Schools	547	551	560
Writing	School Average	532	523	532
	State Average	521	517	518
	Similar Schools	545	543	549
Spelling	School Average	543	550	546
	State Average	540	542	544
	Similar Schools	545	547	554
Grammar and Punctuation	School Average	536	537	528
	State Average	525	532	527
	Similar Schools	541	551	551
Numeracy	School Average	563	551	570
	State Average	561	557	557
	Similar Schools	555	553	563

Year 7 Growth Data (Average Growth in performance in comparison to year 5)

Test Item	Averages	2010
Reading	School Average	57
	State Average	56
Writing	School Average	39
	State Average	35
Spelling	School Average	61
	State Average	54
Grammar & Punctuation	School Average	22
	State Average	35
Numeracy	School Average	80
	State Average	61

Year 9

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

Course	Averages	2008	2009	2010
Reading	School Average	600	599	595
	State Average	581	577	572
	Similar Schools	590	591	588
Writing	School Average	563	561	566
	State Average	552	548	547
	Similar Schools	582	580	585
Spelling	School Average	577	587	587
	State Average	576	576	578
	Similar Schools	585	585	585
Grammar and Punctuation	School Average	584	581	591
	State Average	568	568	572
	Similar Schools	583	586	596
Numeracy	School Average	613	632	622
	State Average	597	602	600
	Similar Schools	593	600	600

Year 9 Growth Data (Average growth in performance in comparison to Year 7)

Test Item	Averages	2010
Reading	School Average	52
	State Average	35
Writing	School Average	34
	State Average	25
Spelling	School Average	40
	State Average	37
Grammar & Punctuation	School Average	54
	State Average	44
Numeracy	School Average	55
	State Average	38

School Certificate

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

Course	Averages	2006	2007	2008	2009	2010
English Literacy	School Average	75	75	78	77	78
	State Average	74	74	77	77	76
Mathematics	School Average	69	70	74	72	75
	State Average	68	69	71	71	72
Science	School Average	73	73	76	76	77
	State Average	73	73	74	75	77
History	School Average	66	68	71	70	67
	State Average	71	72	71	72	70
Geography	School Average	74	76	75	72	74
	State Average	74	75	74	72	72
Computing Skills	School Average	82	79	82	83	82
	State Average	81	80	81	82	79

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	2010
Ancient History	School Average	73	75	72	70	67	72
	State Average	74	75	72	72	73	73
Biology	School Average	73	69	75	73	68	74
	State Average	74	72	73	73	73	73
Business Studies	School Average	71	75	72	72	76	78
	State Average	69	71	70	72	74	74
Chemistry	School Average	61	65	79	77	70	71
	State Average	73	74	75	75	75	74
Drama	School Average	70	70	78	70	80	75
	State Average	75	76	76	78	78	77
Design and Technology	School Average	73		76		79	73

	State Average	71		73		75	75
Engineering Studies	School Average		72	77	76		79
	State Average		73	72	73		75
English (Standard)	School Average	69	69	68	70	68	67
	State Average	65	65	65	66	65	64
English (Advanced)	School Average	75	76	77	75	76	77
	State Average	78	77	79	79	79	81
English Extension 1 (mark out of 50)	School Average	39	34	39	34	33	35
	State Average	40	39	39	40	39	40
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	78
	State Average	71	73	69	73	74	70
Geography	School Average	72	70				
	State Average	75	77				
Industrial Technology	School Average	86	78	78	83	81	84
	State Average	72	73	73	72	72	71
Information Processes and Technology	School Average	76	73	77	77	76	74
	State Average	72	72	73	71	73	73
Legal Studies	School Average		78	77	75	81	77
	State Average		74	74	75	74	73
General Mathematics	School Average	77	73	77	73	71	73
	State Average	71	68	71	70	70	72
Mathematics	School Average	70	71	79	73	75	75
	State Average	73	73	75	76	75	76
Mathematics Extension 1 (mark out of 50)	School Average	34	29	40	36	38	42
	State Average	38	38	39	40	40	40
Mathematics Extension 2	School Average	77	64	74	80	62	73
	State Average	81	79	81	83	83	83
Modern History	School Average	79	76	77		70	72
	State Average	77	75	75		76	75

History Extension 1 (mark out of 50)	School Average	42	33	24	32	29	27
	State Average	34	36	38	38	38	38
Music 1	School Average	85	85	80	79	89	85
	State Average	79	78	79	79	80	80
Personal Development, Health and Physical Education	School Average	76	80	78	74	78	76
	State Average	74	73	73	73	72	75
Physics	School Average	74	75	77	74	74	73
	State Average	74	75	73	73	75	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	38
	State Average	38	38	38	38	39	38
Visual Arts	School Average	80	82	83	82	79	78
	State Average	79	80	80	81	80	79
French Beginners	School Average	62				87	
	State Average	73				74	
French Continuers	School Average	63	73	72	79	83	68
	State Average	78	81	80	82	80	81
Construction Examination	School Average	74	78	80	74	72	73
	State Average	69	70	72	72	70	73
Hospitality Examination	School Average	76	72	74	74	75	75
	State Average	71	75	71	74	75	76
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		



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