



ST EDWARD'S COLLEGE

Where young men achieve



ANNUAL REPORT
2011



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

This year has been one of deep reflection and consideration for the College Board. The membership of the Board did not change greatly but for the resignation of Scott Connors, a leader of the future. His contribution to discussion, debate and ideas was of significance. He will be difficult to replace and I thank him for his contribution during the year past. All other Board members contributed each in his/her own way to debate and ideas as they engaged at Board level. The support of the members for Dr Michael Slattery and his executive in the discharge of their duties and functions in the administration of College matters was gratefully accepted. I thank each one of the members for their commitment and input during the year.

I am pleased to state the significant contribution of the Board in producing a balanced and substantial budget, notwithstanding the many financial and other external challenges. College fee increases were limited, mainly arising from a higher new enrolment and student intake than we had contemplated. Applications for 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. In fact, student numbers bolstered by higher than expected interest across all years has seen stability in student numbers across the College generally. The higher than expected student numbers was the product of a well-directed enrolment campaign by the College Executive across our feeder schools. Strategic advertising of the College in the local press and radio media also assisted in this regard. 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 it's 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.

However when one critically examines reasons for this interest, one cannot disregard the aptitude and commitment of our teachers. They put their heart and soul into their work. They do not simply complete their allotted tasks; they give so much more than that. This is demonstrated by the results achieved by the students at all levels of academic attainment, which over recent years has greatly improved. To round off this education of the student body, one cannot forget the extra time committed by staff and other volunteers who give of their free time in organising co-curricular activities including the Waterford Project and coaching our students in their many endeavours on the sporting fields, at local, state and national levels. 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.

I take this opportunity on behalf of the Board to thank every one of the staff, parents, carers and other volunteers for their efforts. You are far too many in number to acknowledge individually so I ask each and every one of you to accept our grateful thanks and congratulations for a job well done. In conclusion, although 2011 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.

Last but not least, we thank the student body. You are a credit to the College. Whether it be in the area of academia, on the sporting field, giving of your time and assistance to those in the community less privileged than us, and generally your conduct as emerging adults in the community, you deserve our thanks and congratulations for accepting the challenge put before you by Blessed Edmund Ignatius Rice to whom we look for courage and inspiration.

Mr MJ (Joe) McCarthy
College Board Chair



STUDENT LEADERSHIP REPORT



Student Leadership has always been a strong facet of St Edward's school life, however 2011 saw a rejuvenation of the existing prefect leadership structure. This new venture was met with excitement, enthusiasm and curiosity, brewed with hints of trepidation. Regardless, true to St Edward's form, the prefects embraced this challenge and began to strategise as to how they would carry out their designated tasks.

The most dramatic of the changes was the establishment of the Prefect Tutor, led by Mrs Toomey. The purpose of this was to allow all prefects direct access to their peers during the first fifteen minutes of the school timetable. This new adaptation proved exceedingly beneficial, and was greeted with overwhelming approval from the prefects and staff.

The six portfolios chosen by the prefects were entitled: Social Justice; The Environment: Sporting and Lifestyle; Cultural and Social Events; Liturgy and Ceremonies; and Academia and Youth Connections. These portfolios allowed the prefects to focus on one area in particular to continue the holistic education St Edward's aims to provide. This system also worked very well as when an event such as an Athletics Carnival or Liturgy was being planned the Prefects from that specific portfolio were required to assist with the proceedings of the event.

The Prefects worked cooperatively and with solidarity, resulting in numerous achievements. Not only did numerous students participate in school masses, ceremonies, musicals, discos and sporting carnivals, the prefects additionally assisted in the revitalisation and promotion of recycling programs, the additions of new school supported charities, such as the Indigenous Literacy Program and the organisation of senior rings for the first time.

Leadership in relation to Social Justice continued to grow, as the number of hours tallied up and the range of activities undertaken become more elaborate and extensive as the years go on. 2011 saw an unprecedented 65 students achieve Edmund Rice Honours (100+ hours of community service), with the highest number of recipients in the current Year Twelve class.

Academia is a continually prospering facet of St Edwards, as the focus on education is placed at the forefront of the students' priorities. 2011 saw success in the ASX share competition, as well as Year 11 students organising and promoting the writing competition, spelling bees and other literacy challenges. Education is above all, the main focus at St Edward's and the changes within the school are generally embraced and met with fervour.

Due to the energy channelled into establishing the new Prefect system the Student Representative Council was postponed. The challenge set for the 2012 Prefect group is to further develop the portfolio system as well as integrating the work of the SRC and the Year 12 student leaders.

Joshua Britt
College Captain 2011

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 our self, 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 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.

In June 2011 the EREA Directorate sent out a panel to conduct our college renewal. This in effect was a cultural audit. After a thorough couple of days interviewing a variety of people from our college community a pleasing preliminary report was delivered. The final report contained many commendations and some recommendations for the future. Overall this process was valuable because St Edward's was deemed worthy of being a school in the Edmund Rice tradition.

Another opportunity presented itself in 2011 for our community to reflect upon the special commitment required from St Edward's to be a school in the Edmund Rice tradition. The new Charter was released and ultimately celebrated at a major assembly. This Charter contains the four touchstones that we at St Edward's must align ourselves with to be an authentic Edmund Rice College.



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 boy's 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

"We are committed to justice and peace for all, grounded in a spirituality of action and reflection that calls us to stand in solidarity with those who are marginalized"

(Charter for schools in the Edmund Rice Tradition)

'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 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, Macquarie Fields, along with many other opportunities to pursue. 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. These immersion experiences allow us to fulfill our new Charter (2011), and especially the two touchstones Gospel Spirituality and Justice and Solidarity.



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
Metals and Engineering	Photographic and Digital Media		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, Catholic Studies
English	Advanced, Standard, Extension 1 and 2 English, English Studies
Mathematics	Extension 1 and 2 Mathematics, Mathematics, General Mathematics,
Science	Physics, Chemistry, Senior Science and Biology
Human Society and Its Environment	Ancient & Modern History, Extension History, Geography, Business Studies, Legal Studies, Economics
The Arts	Music, Drama, Visual Arts and Photography
PD/H/PE	Personal Development, Health and Physical Education, Sports Coaching, Sport Lifestyle and Recreation
Language	French Continuers.
Technology	Information Processes and Technology, Industrial Technology (Timber, Metals and Multimedia), Design and Technology, Software Design, Food Technology , Engineering Studies and Industry Based Learning
Vocational Education	Retail, Construction, Construction Specialisation, Hospitality, Information Technology , Entertainment, Metals and Engineering

In 2011, St Edward's College, in conjunction with St Joseph's Catholic College on the adjoining site, offered students courses in Construction, Commercial Cookery and Metals and Engineering 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.



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 Curriculum

Religious Education at St Edward's takes on a three pronged approach encompassing Spirituality through liturgy and retreats, Social Justice through the Waterford Project and Curriculum in the classroom which is compulsory and central to the student's formation. Fortunately at St Edwards this year the Religious Education department had a staff of 21 teachers dedicated and committed to educating and forming the boys in the light of Gospel values. Every year we have teachers wanting to join the R.E. team and in 2011 we welcomed a number of staff into the junior and senior classes.

2011 saw the College undergo a School Renewal Process undertaken by our governing body Edmund Rice Education Australia. The focus of the renewal was to reflect on the ways in which we are an authentic Catholic school in the tradition of Edmund Rice. The Renewal affirmed a lot of the positive things that we are doing in the classroom and provided us with some new challenges to take us forward. This year also saw the proclamation of a revised Charter focusing on the four touchstones that underpin our educational endeavours. It has been a goal of the department to reinforce and incorporate the ideals of the touchstones that link us to the Charism of Edmund Rice.



In the junior years a lot of work has gone into developing the Year 7-10 programs and assessments to provide students with a variety of opportunities to explore and experience the Christian tradition through the person of Jesus Christ and make accessible the traditions of other religious communities. For a majority of students St Edward's is their only contact with Church so we offer a comfortable opportunity for the boys to engage in critical reflection and discussion about religion and their own sense of faith. The senior catholic Studies Course provided important opportunities for personal, spiritual and moral development as well as time to be 'silent' and reflective about their own lives.

Our year 7 students started the year with a unit on Belonging to help with their transition to secondary school followed by a study of our founder Blessed Edmund Rice, a study of the Bible: skills, Covenant people and Jesus and The Family. They provided some fine models of Blessed Edmund Rice. The boys were creative and thoughtful showing a great appreciation of Edmund's life through a variety of mediums.



In Year 8 the boys studied a variety of subjects concerning the Early Church, Sacraments of Initiation, What it means to be Catholic, Woman of Christianity, Relationships and the importance of prayer and quiet times in their lives just to mention a few.

Year 9 studied a mix of contemporary and historical subjects including the challenge of Discipleship in today's world which blended well with the Sacraments of Forgiveness and Healing, as well as a study of Mark's Gospel and the Prophets. The boys enjoyed the study of the Church through the middle ages, especially the Crusades.

In Year 10 the year starts with a unit on Social Justice which involves the boys visiting St. Edmund's School for the visually impaired at Wahroonga with their R.E. teacher. The boys were blind folded at Wahroonga station and had to walk with a cane and partner to St. Edmund's. They also played Goalball and board-games with the students and learnt brail. The visit always leaves a lasting impression with the boys providing a first-hand experience of what social justice is all about. The experience brings to life what is taught in the classroom. The year 10 course also challenges the boy's values and moral understanding on a number of issues concerning relationships in their lives

The ongoing professional development of the Religious Education staff is a priority and provides a platform for improved knowledge and teaching practices. This year a number of staff had the benefit of several in-services. Staff attended in-servicing on H.S.C. Marking and Standards in Studies of Religion, HSC content and ways of approaching the new HSC style of questions for Studies of Religion, Religious diversity and Aboriginal Spirituality. Two staff members are also undertaking post graduate studies in Religious Education.

Our Social Justice program 'The Waterford Project' is the responsibility of our Social Justice Co-ordinator and is ably supported by the religious education teachers. The Religious Education staff is very supportive and does a great job encouraging and motivating the boys to fulfill their

minimum fifteen hours of compulsory community service in Years 8-11. Time in class was set aside to allow for discussion of experiences, opportunities and the filling out of evaluation sheets to ensure its success.

Liturgy and Retreats are the responsibility of our Mission and Identity Coordinator. The students have had numerous opportunities to reflect on their relationships with self and others and experience the strong liturgical traditions that have been established here at the College. The Religious Education teachers willingly attended retreats and have made prayer an important part of their lessons allowing religion to be a complete formation experience for the students no matter what level their faith development is at.

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 technological trends. The College provides over 320 desktops, 470 notebooks, 48 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 2010/11 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

Early in term two of 2011 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 2011 an across curriculum approach to teaching writing skills was continued as well as a fortnightly focus in areas of reading, spelling, punctuation and grammar was introduced. Explicit teaching of these skills across all key learning areas appears to have given rise to an improvement in results. The 2011 results 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

Year 7 student's performance in the Literacy component was once again positive when compared to boys in NSW, with reading, writing and grammar and punctuation being the strongest areas, with spelling being the weakest. The Year 9 boys performed best in writing with good improvements also gained in reading and punctuation and grammar. Spelling appears to be the area in which more improvement is still required. The growth data indicated that in Year 9 on average students were able to improve their performance at a greater rate in the areas of reading and punctuation and grammar at a greater rate than boys in similar schools when compared to their performance in 2009. The growth rate in spelling was not as evident and due to a change in the demands of the writing task no comparison was available in the writing domain. Year 7 on average had greater improvement in the areas of reading, and punctuation and grammar when compared to boys in similar schools. Like year 9 the growth in spelling was not as evident and no comparison can be made for the writing component due to the change in the demands of the writing task.

Numeracy

The overall numeracy mark for Year 7 was 12 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 13 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 2009.

Proportions of boys above the national minimum standard

Year 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
	99%	91%	96%	95%	99%
Year 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
	99.5%	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 2011 were equal to or above the State average in English, Science, Mathematics, Geography and Computing with History slightly below the State 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 60% of boys placed in bands 5 and 6 (i.e. with marks over 80%).
- 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 22 courses were between 2 and 12 marks above the state average.
- Results in a further 7 courses were either above or just below the state average.
- 75% of the marks obtained by the boys were above 70 with 33% being over 80 and 9% being over 90.
- St Edward's College rated 53 mentions in the HSC Honour Roll. The Honour Roll lists the students who gain marks of 90 or more in a course.
- Two students received the equal highest ATAR mark of 98.2
- 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 2011 were Ancient History, Business Studies, Construction Engineering Studies, English Standard, Industrial Technology, Legal Studies, Mathematics Extension 1, Mathematics Extension 2 and Music

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 2011, the College had 73 teaching staff which included a total of 66 full time and 7 part time teaching staff. In addition the College employed a total of 32 non-teaching staff. Included in these numbers is the 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 and began 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	73
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, \$31,967 was spent on professional learning by teachers throughout the year which equates to \$437 per teacher.

- Edmund Rice Education Australia offers a number of personal formation programs to teachers. In 2011 four 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. Two staff members attended a program designed to promote leadership within the context of a Catholic school, four staff members 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.
- 2011 saw the successful implementation 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.

- St Edward's is committed work to promoting a learning culture which is mutually respected by staff and students. The college engaged Professor Tim McDonald, from Edith Cowen University, Western Australia to deliver a staff development day which focused on "Developing Positive Learning Environments". The staff Development Day was followed by an information evening for parents on establishing a home environment conducive to academic success.
- One of the main focus areas for professional learning in 2011 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.
- Fifty Two staff were trained in the administering of CPR and a further 28 staff maintain a current first aid certificate through a registered training organisation.
- All teaching staff were engaged in professional development either internally or through attendance at an external professional development experience.
- 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 2011 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 81%.

Attendance Rate by College Year Group

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
93.9%	92.9%	92.8%	93.2%	93.9%	94.8%

The rate at the St Edward's campus was on par with the attendance rates of recent years (93.5% in 2010, 92% in 2009, 92% in 2008, 93% in 2007) as was the rate at The Haven Education centre with the previous year's being, 2010 (77%), 2009 (79%), 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.

<u>Year 10 to Year 12 Transition</u>	<u>No of Students enrolled</u>
Year 10, 2009 (November)	137
Year 12, 2011 (November)	118
Retention Rate	86%

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 2011 are presented below.

Year 12

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

Destination	Percentage of students
University	55.5
Unknown	6.8
TAFE	4.2
Apprenticeships / Traineeships / Full-time employment	7.7
Private Colleges	4.2

Defence Force	1.7
Full Time employment	4.2
Part-time employment	5.9
Other Options	10.2

Year 11

(171 students in the year group at the start of 2011)

Destination	Percentage of students
St Edward's College (Year 12)	91.5
Other school	1
Employment / Apprenticeship	6.5
TAFE	1

Year 10

(184 students in the year group at the start of 2011)

Destination	Percentage of students
St Edward's College (Year 11)	89
Employment / Apprenticeship	4.5
Other school	5.5
Unknown	1

ENROLMENT POLICY

St Edward's College is a Catholic School in the Edmund Rice tradition. Our purpose is to promote excellence in learning and teaching in a climate of faith and pastoral care. This prompts us to embrace the teachings of Jesus and to be compassionate in our service to others in an environment where young men achieve. 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. The College does not exclude students on the basis of academic ability. Hence we are accepting of students with varied abilities and diverse learning backgrounds. As a Catholic College, our aim is to try and accommodate first of all students applying from Catholic Primary schools and Catholic boys attending Government or Non-Government primary Schools. The College welcomes and respects students from other religious traditions.

The College enrolment information and package can be obtained from the College Enrolment Secretary or an expression of interest is available on the College website – www.stedwards.nsw.edu.au (click on the 'Enrolments information' tab). Once an application has been made, an interview will be organised with a member of the College executive.

In the enrolment process, we endeavour to discern what are the parents' and sons' expectations concerning education at St Edwards; clarify the expectations we have of them and ensure that there is a compatibility of aims and expectations which can be mutually productive.

Prior to returning to Year 11 and 12 students sign an agreement where they indicate their willingness to accept responsibility for their learning and to continue their involvement in curricular and extra-curricular activities including their full participation in the Religious Education program of the College

STUDENT PROFILE

In August of 2011 there were 998 boys and 3 girls enrolled at St Edward's College, including a group of 28 at The Haven Education Centre. 3% of the student enrolment at the College campus and 86% 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	193	168	143	185	164	120	973
The Haven Education Centre	5	23	0	0	0	0	28
Total	198	191	143	189	164	120	1001

In 2011 all one hundred and eighteen (118) of the students who sat for the HSC qualification achieved this certificate, i.e. 100% of students achieved the Higher School Certificate. Fifty Two students (52) achieved a VET qualification (i.e. 44%).

Percentage of Year 12 students undertaking Vocational training	44%
Number of students studying courses as part of a School-Based-Traineeship	6
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 continued to be an important part of the Pastoral Care approach throughout 2011.

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. In 2011 parents and students were invited to participate in an online survey which included an opportunity to gain feedback about their understanding and satisfaction of the Colleges approach to dealing with bullying.

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 activities 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 2011. 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.

The College has procedures in place to ensure that complaints are dealt with and that reporting to the appropriate authorities takes place in accordance with the 'Keeping Them Safe Framework.'

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 College Strategic Plan is available from the College office and on the College website at – www.stedwards.nsw.edu.au. The following school priorities were successfully implemented in 2011.

- Consolidation of the Professional Learning Group Framework for teacher professional development.
- Establishment of the student Code for Learning through a process of student, teacher and parent consultation.
- Successful marketing strategies, leading to an increase in enrolments.
- Consolidation of funding for the Haven Education Centre for the next two years.
- Extension of the Social Justice program into new outreaches.
- Successful completion of the Edmund Rice Education Cultural Review process.
- Strong academic growth, in particular in the area of literacy.
- Consolidation of the student leadership portfolios.
- Continued roll out of Information and Communication Technologies across the school.
- Graduation of the first trainees through the Trade Training Centre.
- Expansion of subjects offered in senior classes delivered in conjunction with St Joseph's College.

During 2011, the College invited parents to complete an online survey, to provide feedback to the college about the following domains: The Spiritual and Religious context of the College, Pastoral Care, Learning and Teaching, Administration and Communication, and Extra Curricular activities. The results of these surveys provided excellent feedback which was analysed by the Executive and teaching staff and has informed the strategic priorities over the coming years.

Students were also given the opportunity to complete an online survey or be involved in focus groups led by senior students. This process was designed to provide the Executive and teachers with a student perspective about a range of areas including, teaching and learning, the curriculum, pastoral care and extra-curricular activities. Students were also given the opportunity to provide input into the establishment of the St Edward's Code for learning.

It is the intention of the college Executive to conduct these online surveys and student focus groups periodically, to provide feedback and as a measure of school improvement in various domains in the college. A report on the results from the survey, are available on the college website.

EDUCATING FOR JUSTICE AND PEACE

Respectful and Responsible Behaviour

The following are examples of whole school programs that were conducted during 2011 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.
- 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 2011 in the following manner.

- An Aboriginal Liaison Officer continued working throughout 2011. Her role is to liaise with Indigenous students and their families both at our main campus and the Haven Education centre, as well as work with teachers and students in raising awareness about Aboriginal spirituality and culture.
- 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.

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 Year 12.

Students were involved in various fundraising activities throughout 2011 eg:

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

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 and Kings Cross
Visits to the local nursing home and hospital	Edmund Rice Camps	
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, Iraq, Pacific Calling Partnerships and climate change.

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.

The Easter Appeal and Waterford Project coordinated in Religious Education classes and the topic of Social Justice is taught in year 10 Religious Education

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

During 2011, the College invited parents to complete an online survey, to provide feedback to the college about the following domains: The Spiritual and Religious context of the College, Pastoral Care, Learning and Teaching, Administration and Communication, and Extra Curricular activities. Students were also given the opportunity to complete an online survey or be involved in focus groups led by senior students. This process was designed to provide the Executive and teachers with a student perspective about a range of areas including, faith development, teaching and learning, the curriculum, pastoral care, home learning and extra-curricular activities. The parents and student responses to these surveys are summarised below.

Parents

Spiritual and Religious Dimension

The overall feedback was very positive, with a very strong endorsement by parents of the promotion of Catholic teachings, the retreat program, the Religious Education curriculum, the Waterford Project and the positive examples of prayer provided through Masses and Liturgies.

Pastoral Care

Parents provided an across the board affirmation of the Pastoral Care program. The data strongly indicated that parents believe St Edward's to be a school where a sense of pride and self-worth is established in boys. St Edward's is seen by parents and their son's to be a safe place where teachers and students care about each other. The expectations about student behaviour are high and the rules and consequences are clear and generally enforced in a consistent manner using a restorative approach. It was evident through parent responses that the College needs to be more proactive in promoting the processes implemented to deal with bullying.

Teaching and Learning

The feedback received from parents in this domain affirmed a number of areas as well as provided some critique to inform future practice.

The professionalism of staff, resourcing, breadth of curriculum and the promotion of a wide range of academic and social endeavours was commented on very favourably by parents. The teachers at St Edward's are recognised by parents as being caring and committed teachers who encourage achievement and who provide a positive and engaging learning environment.

Parents indicated that they would like greater assistance from teachers in how to better assist their sons with their learning, time management, home study and reading.

Administration and Communication

Parents commented favourably on the smooth operation of the campus and the provision of information regarding activities and events through the various communication channels. Parents are pleased with the willingness of staff to communicate with them when difficulties arise with their son's.

It is evident from the feedback from parents that a review of the frequency and style of reporting student progress needs to be reviewed. This review has been scheduled to be conducted in 2012.

Extra-Curricular Activities

Parents are very supportive of the range of extra-curricular opportunities for students at the college. In particular the outdoor education program is considered by parents to provide a very positive experience, supplementing the all-round education provided by the college. Parents are also supportive of the continuation and expansion of opportunities for interaction with the neighbouring St Joseph's College.



Students

It is evident from the survey results that students believe St Edward's to be a college which promotes a positive learning culture, in a climate of support for all and where expectations regarding behaviour are clear and of a high standard. Students expressed pride in being a student of the college and were able to express a clear understanding of the role of their education in preparing them for life beyond school.

Student responses were quite enlightening in many areas and have provided input into the type of professional development undertakings planned in 2012. Students indicated that they would appreciate more specific feedback about their performance and that at times greater assistance in the form of scaffolding would assist their learning.

Student's responses to questions associated with home study, time management, completion of work and application to academic success is in contradiction to what both parents and staff would perceive to be a reality.

Students commented positively on the range of extra-curricular activities offered at the college.

Teachers

The Professional Learning Group Framework for professional development, faculty meetings, staff meetings, staff development days and support staff meetings provide regular opportunities for staff to provide feedback regarding commendations and recommendations for continued improvement.



Feedback from teachers regarding the development of a collaborative learning community through the Professional Learning Group framework continued to be very positive throughout 2011. Teachers appreciated the opportunity to focus discussions on best practice in teaching and learning. Teachers willingly shared their experience and modelled good teaching.

A staff development day in term 3 provided an opportunity for staff to reflect on and discuss the student and parent data and provide feedback on the challenges evident in the data. These discussions provided a platform for the introduction of initiatives associated with home study and revision techniques, as well as a need for further support to parents on ways in which they can assist their son's in their learning.

In reviewing 2011, teachers mostly commented on the need for continued professional development in the integration of Information and Communication Technologies into their teaching. This has been established as a priority for 2012.

MAJOR AREAS OF EXPENDITURE ON PLANT AND RESOURCES

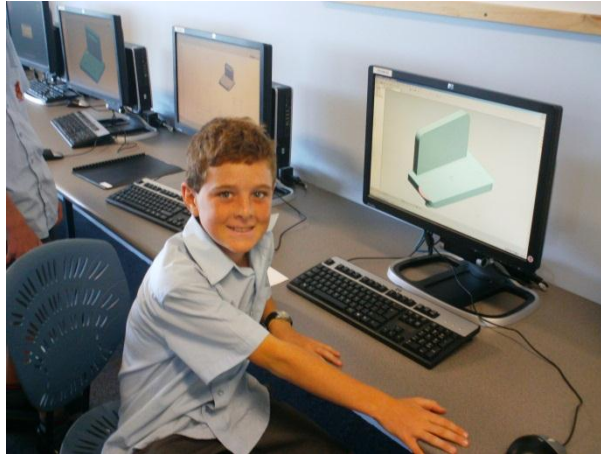
During 2011 the College completed the following major projects:

- Completed stage 3 of Cyber Locks in the College
- Installed new lockers in the Quad.
- Resurfaced verandas outside Rooms 1, 2 & 3
- Completed Air-conditioning in the foyer of the Edmund Rice Centre
- Installed shelving in the Sport storeroom
- Installed new Holland blinds in Rooms 22,23,24,25
- Purchased outdoor Tables and seats for Quad.
- Installed handrails and modified steps to Main Floor of Edmund Rice Centre
- Built a Bus Parking bay on the car park
- Installed 3 new disabled car parks near the Music room.

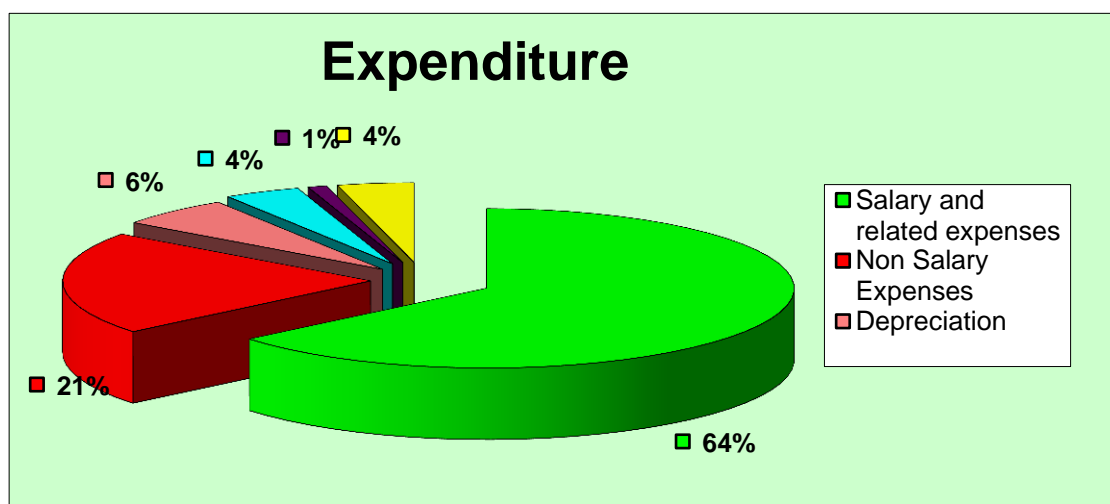
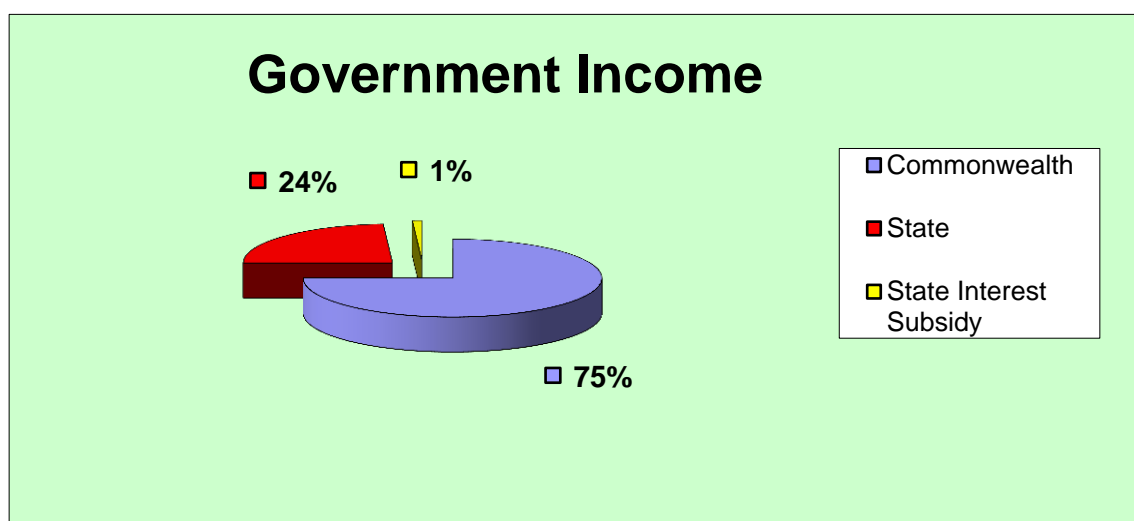
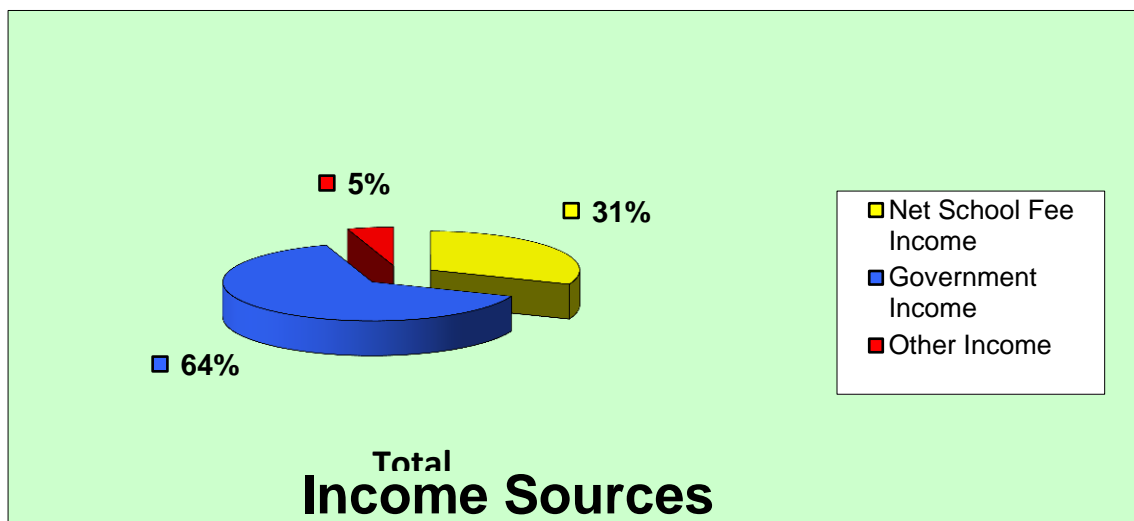
In the Information Technology area, grants from the Commonwealth Government's Digital Education Revolution was completed, 200 new computer devices were placed around the College as outlined below:

- 26 Notebooks were installed in Food Technology room.
- 32 Notebooks were installed in Science Laboratories
- 26 Notebooks were installed in Drama Room
- 16 Notebooks were installed in Art Room
- 32 Notebooks were installed in Room 32
- 26 Notebooks were installed in Room 18
- 32 Notebooks were installed in Room 02
- 10 IPADS for Learning support

The College continued to upgrade the availability of Information and Communication Technologies by installing 3 additional data projectors in classrooms so that all fixed classrooms now have these technologies available.



FINANCIAL INFORMATION



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 boy's only mark.

**National Assessment Program Literacy and Numeracy
Year 7**

Course	Averages	2008	2009	2010	2011
Reading	School Average	547	544	552	548
	State Average	539	538	544	539
	Similar Schools	547	551	560	552
Writing	School Average	532	523	532	533
	State Average	521	517	518	512
	Similar Schools	545	543	549	541
Spelling	School Average	543	550	546	542
	State Average	540	542	544	538
	Similar Schools	545	547	554	543
Grammar and Punctuation	School Average	536	537	528	538
	State Average	525	532	527	529
	Similar Schools	541	551	551	544
Numeracy	School Average	563	551	570	568
	State Average	561	557	557	556
	Similar Schools	555	553	563	556

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

Test Item	Averages	2010	2011
Reading	School Average	57	46
	State Average	56	44
Writing	School Average	39	NA
	State Average	35	NA
Spelling	School Average	61	45
	State Average	54	43
Grammar & Punctuation	School Average	22	28
	State Average	35	32
Numeracy	School Average	80	65
	State Average	61	46

Year 9

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

Course	Averages	2008	2009	2010	2011
Reading	School Average	600	599	595	592
	State Average	581	577	572	581
	Similar Schools	590	591	588	591
Writing	School Average	563	561	566	576
	State Average	552	548	547	546
	Similar Schools	582	580	585	584
Spelling	School Average	577	587	587	583
	State Average	576	576	578	579
	Similar Schools	585	585	585	589
Grammar and Punctuation	School Average	584	581	591	584
	State Average	568	568	572	570
	Similar Schools	583	586	596	586
Numeracy	School Average	613	632	622	612
	State Average	597	602	600	599
	Similar Schools	593	600	600	595

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

Test Item	Averages	2010	2011
Reading	School Average	52	47
	State Average	35	42
Writing	School Average	34	NA
	State Average	25	NA
Spelling	School Average	40	30
	State Average	37	36
Grammar & Punctuation	School Average	54	44
	State Average	44	37
Numeracy	School Average	55	58
	State Average	38	40

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	2011
English Literacy	School Average	75	75	78	77	78	78
	State Average	74	74	77	77	76	77
Mathematics	School Average	69	70	74	72	75	72
	State Average	68	69	71	71	72	71
Science	School Average	73	73	76	76	77	77
	State Average	73	73	74	75	77	75
History	School Average	66	68	71	70	67	70
	State Average	71	72	71	72	70	72
Geography	School Average	74	76	75	72	74	72
	State Average	74	75	74	72	72	72
Computing Skills	School Average	82	79	82	83	82	81
	State Average	81	80	81	82	79	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	2011
Ancient History	School Average	73	75	72	70	67	72	78
	State Average	74	75	72	72	73	73	73
Biology	School Average	73	69	75	73	68	74	70
	State Average	74	72	73	73	73	73	73
Business Studies	School Average	71	75	72	72	76	78	79
	State Average	69	71	70	72	74	74	73
Chemistry	School Average	61	65	79	77	70	71	71
	State Average	73	74	75	75	75	74	75
Drama	School Average	70	70	78	70	80	75	76
	State Average	75	76	76	78	78	77	77
Design and Technology	School Average	73		76		79	73	
	State Average	71		73		75	75	

Engineering Studies	School Average		72	77	76		79	78
	State Average		73	72	73		75	75
English (Standard)	School Average	69	69	68	70	68	67	70
	State Average	65	65	65	66	65	64	65
English (Advanced)	School Average	75	76	77	75	76	77	80
	State Average	78	77	79	79	79	81	80
English Extension 1 (mark out of 50)	School Average	39	34	39	34	33	35	35
	State Average	40	39	39	40	39	40	40
English Extension 2 (mark out of 50)	School Average	37		47	37			42
	State Average	40		39	40			39
Food Technology	School Average	70	71	75	77	78	78	74
	State Average	71	73	69	73	74	70	72
Geography	School Average	72	70					
	State Average	75	77					
Industrial Technology	School Average	86	78	78	83	81	84	83
	State Average	72	73	73	72	72	71	72
Information Processes and Technology	School Average	76	73	77	77	76	74	68
	State Average	72	72	73	71	73	73	71
Legal Studies	School Average		78	77	75	81	77	78
	State Average		74	74	75	74	73	74
General Mathematics	School Average	77	73	77	73	71	73	72
	State Average	71	68	71	70	70	72	69
Mathematics	School Average	70	71	79	73	75	75	79
	State Average	73	73	75	76	75	76	77
Mathematics Extension 1 (mark out of 50)	School Average	34	29	40	36	38	42	85
	State Average	38	38	39	40	40	40	81
Mathematics Extension 2	School Average	77	64	74	80	62	73	87
	State Average	81	79	81	83	83	83	84
Modern History	School Average	79	76	77		70	72	77
	State Average	77	75	75		76	75	75

History Extension 1 (mark out of 50)	School Average	42	33	24	32	29	27	41
	State Average	34	36	38	38	38	38	39
Music 1	School Average	85	85	80	79	89	85	89
	State Average	79	78	79	79	80	80	80
Personal Development, Health and Physical Education	School Average	76	80	78	74	78	76	77
	State Average	74	73	73	73	72	75	74
Physics	School Average	74	75	77	74	74	73	78
	State Average	74	75	73	73	75	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	40
	State Average	38	38	38	38	39	38	38
Visual Arts	School Average	80	82	83	82	79	78	79
	State Average	79	80	80	81	80	79	78
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	72
	State Average	69	70	72	72	70	73	67
Hospitality Examination	School Average	76	72	74	74	75	75	79
	State Average	71	75	71	74	75	76	76
Entertainment Industry Examination	School Average				70			76
	State Average				74			71
Retail Services Examination	School Average	79	80	83		75		68
	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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