



ST EDWARD'S COLLEGE

Where young men achieve



2012 ANNUAL REPORT



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

As 2012 draws to a close, it is time for me to make my Chair's Report on the closing year. This will be my final report as Board Chair, with my term of office concluding on 31 December 2012.

The past year has seen the College continue in the consolidation of both its academic achievements and sporting attainments. One can only be in awe of the efforts of all the staff and the students in considering the results attained year on year which continues to improve.

Current economic conditions and State and Federal Government reduction placed on capital grants and recurrent expenditure subsidies, have occupied much of the Board's time. Notwithstanding a shortfall in revenue projections within the current year, that gap has largely been filled by greater attention being paid to payment of current fees and recovery of past years' outstanding fee debts. The Board has taken the view that other than for those in exceptional need, parents and guardians of students attending the College have a contractual and moral obligation to pay the fees levied annually by the College for the education of attending students.

Allowance is made for those who are in real economic need, with assistance being provided to help them with payments. If adherence to such a policy was not implemented, an unfair and unbalanced situation would develop, in which those parents and guardians who honoured their commitment, would be subsidising those who simply put other financial priorities ahead of the payment of fees for their education. Also as the direct result of the implementation of this policy, the College has managed to contain fee increases over recent years at modest levels. The Board takes pride in the fact that the annual fees charged by St Edward's to educate its

students are the lowest of the private schools providing services and facilities on the Central Coast.

Even greater attention to fiscal planning will be required of the Business Manager; the Executive and the Board in future years in providing first class education services for the students. This emphasis becomes even more compelling for those reasons set out earlier in this report.

There will be a raft of far reaching changes to be implemented in the next couple of years. They will be for the benefit and the advantage of both current and future students of the College. These will be referred to in future publications by the Principal, Dr Michael Slattery, and my successor in the Chair, Mr Frank Bortkevitch. I ask your support for these changes and your support for the Principal, the Executive and the Board as these changes are implemented.

I take this opportunity to thank the College Community for the support for me in my years as Board Chair. In particular I extend my sincere thanks to Dr Slattery, the Deputy Principal Mr Mark Bonnici, the executive members and the Board Members. The assistance and support given by the Board members was generous and encouraging. If not for their unqualified input, my role would have been difficult in the extreme.

I extend to the College community my congratulations on such wonderful achievements, not only in 2012 but in previous years. I leave the leadership of the College Board in experienced and capable hands which can only auger well for its future.

It would be remiss of me to forget to expressly thank one person for her generosity in supporting me with her time, experience and accuracy. I have learned much from the Executive Assistant to the Principal, Meagan Armstrong, without whose support I doubt that I would have survived in the Chair's role. Thank you so much Meagan.

In closing I ask each and every member of the College Community to continue to generously support the College in all its endeavours on behalf of your sons, whether they are present or past students. I wish every one of you a joyful, holy and restful Christmas and a happy and prosperous 2013.

Mr MJ (Joe) McCarthy
College Board Chair



STUDENT LEADERSHIP REPORT

The 2012 School Leaders further developed the excellent work begun the previous year by College Leaders in the Student Portfolios Leadership Program. The six portfolios established in 2012 were: Culture and Social Events, Publicity and Events, Literacy and Academia, Social Justice and Leadership, Spirituality and Liturgy and Environment, Sport and Healthy Lifestyle. Through these portfolios the school leaders were responsible for the organisation, promotion and implementation of a variety of initiatives which were designed to include all members of the school community. Some of the many initiatives and responsibilities assigned to each of these portfolios are listed below.



Culture and Social Events

Prefects: Justin Henwood, Jordan McComb, Finian Neaves and Jack O'Neill

Responsibilities

- Organise Year 12 jumper & Graduation fundraising coordination
- Update cultural news and social events on website and in newsletter
- Organise representation at local Anzac Day Ceremonies

Publicity and Events

Prefects: Reejay Alingcastre, Mitchell Dimech, Luke Reynolds and Alex Whitelum

Responsibilities

- Assist with Award Night
- Assist with Red Cross promotion
- Train younger students in the ERC bio box
- Roster for assembly and Tuesday mass

Literacy and Academic

Prefects: Aaron Bezzina, Gianni Vumbaca, Jacob Webb

Responsibilities

- College Anthology of short stories/poems
- Writers Forum
- Spelling bee

Social Justice and Leadership

Prefects: Daniel George, Ben Mussalli, Alex Whitelum, Rhys Zorro

Responsibilities

- Inaugural Diversity Day
- Liaise with St Joseph's College regarding social justice issues

Spirituality and Liturgy

Prefects: Reejay Alingcastre, Matthew Dawson, Daniel George, Ben Mussalli

Responsibilities

- Attend Tuesday mass at St Joseph's College
- Publicise/encourage attendance at Tuesday mass
- Organize Friday assembly prayer book

Environment, Sport and Healthy Lifestyle

Prefects: James Biles, Jackson Dewar, Patrick Jones, Frankie Webber

Responsibilities

- Promotion and provision of assistance at the College Swimming and Athletics Carnival
- Take 3 clean-up
- House relays/tug of war at lunch break
- Movember
- Display lists of all students in each house/colour

Rhys Zorro the College Captain must also be acknowledged as being a recipient of the Order of Australia Medal for his contribution to raising awareness and work in the area of Social Justice.

College Leaders 2012



SCHOOL FEATURES

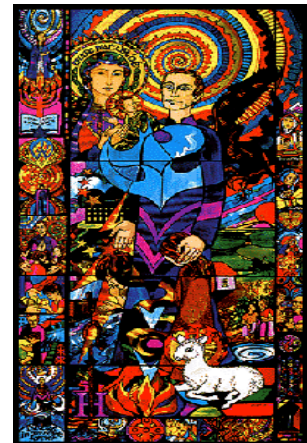
Introduction

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 2012 it claims 993 enrolments including students enrolled at the Haven Education Centre. 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. As a Catholic school in the Edmund Rice tradition, we aspire to be faithful the four touchstones outlined in the Charter. These touchstones being: Liberating Education, Inclusive Community, Gospel Spirituality and Justice and Solidarity. 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.

The Council and Board of Edmund Rice Education Australia (EREA) invited all member schools to send delegates to the inaugural EREA Congress. This was a significant milestone in the history of EREA. The congress aimed to learn from the past five years of existence, engage in the present and envision the future. The duration of the congress was three days and increased the already strong bonds between the EREA colleges and annexes Australia wide. St Edward's were fortunate to be able to send four delegates to the congress.

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 King's 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:

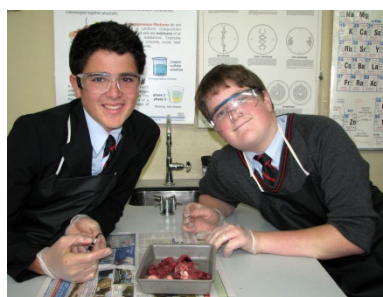
Food Technology	Commerce	Industrial Technology-Timber	Design & Technology
Visual Arts	Construction	Graphics Technology	Information Software & Technology
Music	French	Drama	Industrial Technology – Metal
Metals and Engineering	Photographic and Digital Media		Physical Activity and Sports Studies

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, Applied Mathematics
Science	Physics, Chemistry, Senior Science and Biology
Human Society and	Ancient & Modern History, Extension History, Geography, Business Studies,

Its Environment	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 2012, St Edward's College, in conjunction offered students courses in Construction, and Metals and Engineering as part of the Trade Training Centre, a facility which was funded by the Federal Government. This facility enables the College 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.

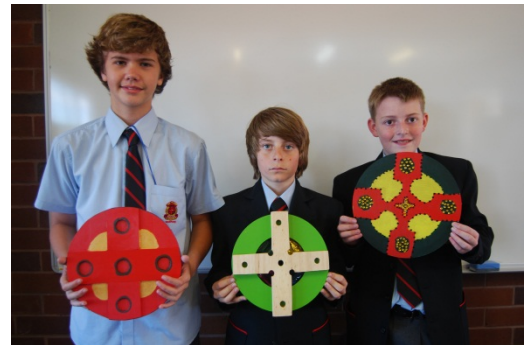
The College provides a comprehensive exam support service. Each year the College organises for a number of students to make application for special provisions so they may have access to exam support in the Higher School Certificate. When students qualify, they may have a reader, a writer or perhaps extra 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 2012 we welcomed a number of staff into the junior and senior classes.

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. There have been efforts to explore the possibility of project based learning to be incorporated into some of the units of work next year.

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 Coordinator 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 three 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. 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.

Primary School Enrichment Programs

The College offered enrichment and extension opportunities for students from the six Catholic feeder schools. The enrichment program was offered to students in Year 4 and Year 5 in Creative Writing, Science, Visual Arts, and Numeracy.

The Extension program saw 96 gifted students extended in their understanding and experience in four Key Learning Areas. These programs were led by members of staff from the College. Feedback from participating students was positive and support from participating schools was strong.

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 and each year the program is assessed and reviewed. 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. Students who choose the PD/H/PE course for the Higher School Certificate are able to extend on their experiences in a three day expedition which also develops navigation and first aid skills.

In 2012 the camps attended by students at the college included:

Year 7: 3 days Active Education Morisset

Year 8: 3 days YMCA Yarramundi

Year 9: 3 days Barrington Outdoor Adventure Camp

Year 10: 5 days Active Learning Initiatives, Jindabyne and Snowy Mountains

Year 11 (PD/H/PE- Expedition) 3 Days- Myall Lakes National Park



STUDENT PERFORMANCE IN NATIONWIDE TESTS

NAPLAN - National Assessment Program Literacy and Numeracy

Early in term two of 2012 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 2012 an across curriculum approach to teaching writing skills was continued as well as a fortnightly focus in areas of reading, spelling, punctuation and grammar extended upon. Explicit teaching of these skills across all key learning areas appears to have given rise to an improvement in results. The 2012 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, while in spelling students performed above the average for boys in the state there is still room for improvement. The Year 9 boys were very pleasing. Students performed best in writing with excellent improvements also gained in reading, spelling and punctuation and grammar. The growth data indicated that in Year 9 on average students were able to improve their performance in all areas of reading spelling, punctuation and grammar at a greater rate than boys in similar schools when compared to their performance in 2010. 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 area of reading. The growth in spelling, punctuation and grammar 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 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 slightly below the NSW boys' average with the students' indicating an area for improvement. The growth data indicated that both in Year 7 and Year 9 on average students growth rate was slightly lower in Numeracy than boys in similar schools when compared to their performance in 2010.

Proportions of boys above the national minimum standard

Year 9	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
	98%	97%	96%	99%	98%

Year 7	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
	98%	94%	93%	98%	100%

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.

Higher School Certificate

As the only boys' non-selective secondary Catholic college in the Central Coast region, St Edward's College presented students for 33 courses with the majority of students gaining access to their preferred tertiary course on the first round of offers.

- Results in 20 courses were above the state average.
- Results in the remaining courses were either equal to or slightly below state average.
- 74% of the marks obtained by the boys were above 70 with 31% being over 80 and 4% being over 90.
- St Edward's College rated 34 mentions in the HSC Honour Roll. The Honour Roll lists the students who gain marks of 90 or more in a course.
- The highest ATAR received was 96.25
- 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 2012 were Construction, Engineering Studies, English Advanced, English Extension 1, English Extension 2, Entertainment, History Extension, Industrial Technology, Legal Studies, Mathematics, Mathematics Extension 1, Mathematics Extension 2, Metals and Engineering, Music, PD/H/PE, Physics, Retail Services, Senior Science, Studies of Religion and Visual Arts.



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 2012, the College had 74 teaching staff which included a total of 66 full time and 8 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 also continued to work at St Edward's and The Haven one day a week. 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	74
2	Number of teachers who are graduates from a higher education institution but lack formal teacher education qualifications	0
3	Number of teachers without qualifications as described in '1' or '2' but with successful teaching experience or appropriate knowledge relevant to the teaching context	0

PROFESSIONAL LEARNING BY TEACHERS

In total, \$53,563 was spent on professional learning by teachers throughout the year which equates to \$734 per teacher.

- Edmund Rice Education Australia offers a number of personal formation programs to teachers. In 2012 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, two staff members attended a conference which provides teachers with the opportunity to reflect on their life thus far and plan for the future. Another twelve 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.
- 2012 saw the consolidation 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. Evaluations that were conducted throughout the year provided excellent feedback for continued improvement of the model.
- St Edward's is committed work to promoting a learning culture which is mutually respected by staff and students. The college engaged Dr Ian Lillico, founder of the Boys Forward Institute to deliver a staff development day which focused on Boys and their Well Being. The Staff Development Day was followed by an information evening for parents which provided many practical strategies for parents and teachers to use to better engage boys to improve their functional literacy and grow into fine young adults.
- One of the main focus areas for professional learning in 2012 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.



- Seventy Two staff were trained in the administering of CPR and a further 33 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.
- Twenty One teachers were involved in marking of HSC examinations across a variety of courses.
- All teachers completed a Professional Learning Profile which will assist in the planning of Professional Learning at the College over the next few years.

STUDENT ATTENDANCE RATES

The average attendance rate for boys at the St Edward's campus from Year 7 to Year 12 during the 2012 school year was 93.2%. 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 86%.

Attendance Rate by College Year Group

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
94.2%	92.8%	92.7%	91.8%	93.5%	94.0%

The rate at the St Edward's campus was on par with the attendance rates of recent years (93.8% 2011, 93.5% in 2010, 92% in 2009, 92% in 2008, 93% in 2007) with the rate at The Haven Education centre showing a pleasing increase in comparison to previous year's being, 2011 (81%), 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, 2010 (November)	166
Year 12, 2012 (November)	148
Retention Rate	89%

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

(148 students in the year group at the conclusion of the HSC in 2012)

Destination	Percentage of students
University	36.5%
Unknown	17.6%
TAFE	11.5%
Private College	8%
Apprenticeships / Traineeships / Full-time employment	13.5%
Part-time employment	11.5%

Year 11

(156 students in the year group at the start of 2012)

Destination	Percentage of students
St Edward's College (Year 12)	90.5%
Other school	2.5%
Employment/ Apprenticeship	5.7%
TAFE	1.3%

Year 10

(141 students in the year group at the start of 2012)

Destination	Percentage of students
St Edward's College (Year 11)	88%
Employment/ Apprenticeship	3.5%
Other school	7.1%
Unknown	1.4%

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

ANTI-BULLYING POLICY

The information below is an extract from the St Edward's Pastoral Care Policy outlining the College's approach to dealing with bullying.

Bullying Introduction



Bullying is defined as "any action or implied action, such as threats of violence, intended to cause fear or distress". In the words of students at St. Edwards College "it is giving someone a hard time for no specific or apparent reason".

Such bullying can be emotional, verbal and/or physical. It can be subtle or obvious, and can occur once or over a period of time. Whatever form the bullying takes it utilises the illegitimate use of power in order to hurt others. Examples of bullying are threats of violence, actual physical violence or intimidation, verbal malice, exclusion of the victim and harassment (including sexual or racial). It also includes electronic bullying, outside the College hours. Students may be skilled in bullying behaviours such as fighting, manipulating or intimidating. Others may be skilled in those behaviours associated with being a victim, such as attention seeking, over sensitivity and the inability to have their needs met. In both categories students are often inadequate in the socially desirable behaviours, such as negotiating differences, dealing with conflict, responding to failure, responding appropriately to stressful situations, to rejection, peer pressure and anger.

This policy is designed in response to the understanding that bullying has painful consequences for the victim and also subsequently for the classroom environment and the Colleges learning culture. This is because a student's feeling of safety and their ability to learn is affected by the power struggles within the school environment. This Policy acknowledges that early



intervention to address bullying behaviours may reduce the incidence of anti-social behaviours in adulthood.

Research has shown that taking two important steps can reduce bullying:

- Creating an active, practical policy;
- Openly discussing bullying (silence and secrecy nurture bullying).

The Proactive Process

- Staff will actively supervise students in all school activities.
- The College's attitude to bullies will be communicated to boys on a regular basis through College Assemblies.
- The rights and responsibilities of the College Community are published and supported.
- Students are urged to report bullying to the appropriate people. This can be verbally or by using the College email: bullying@stedwards.nsw.edu.au
- The College also surveys various year groups regarding bullying throughout the year.

Reporting Bullying Behaviour

Students report the behaviour to the tutor, another teacher, directly to a member of the Pastoral Care Team or through the College web site.

When bullying is reported the following may occur:

- Peer conferencing between the victim, support person/s, the bully/bullies and supporting teacher.
- Follow up by the supporting teacher.
- Contact with the parents of the victim and the bully.
- If the bullying is repeated, intervention by Pastoral Care Coordinator



Conclusion

One of the main aims of St. Edward's College is to ensure that all members of the College Community feel valued. Productive and enjoyable relationships will flow from this and will acknowledge the individual differences of each member. In particular we endeavour to encourage all to respect the spiritual, educational, mental, emotional and physical well-being of others. Our Pastoral Care Policy is based on the inherent goodness of each student. This will require a high degree of self-respect and self-discipline.

STUDENT PROFILE

In August of 2012 there were 991 boys and 2 girls enrolled at St Edward's College, including a group of 25 at The Haven Education Centre. 3% of the student enrolment at the College campus and 76% 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	169	194	166	144	147	148	968
The Haven Education Centre	2	23	0	0	0	0	25
Total	171	217	166	144	147	148	993

In 2012 all one hundred and forty eight (148) of the students who sat for the HSC qualification achieved this certificate, i.e. 100% of students achieved the Higher School Certificate. Seventy four students (74) achieved a VET qualification (i.e. 50%).

Percentage of Year 12 students undertaking Vocational training	50%
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. Students are required to receive endorsement from each of their teachers that

they are satisfactorily meeting the expectations set out in the College's Code for Learning. The restorative justice approach to discipline was introduced in 2007 and continued to be an important part of the Pastoral Care approach throughout 2012.

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

Integration of the Code for Learning into the level system.

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 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 to notify parents when boys are late or absent from school continued to be successfully implemented in 2012. 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. Listed below are some of the school priorities which were successfully implemented in 2012.

- Consolidation of the Professional Learning Group Framework for teacher professional development.
- Development of Individual Teacher Professional Learning Profiles.
- Successful marketing strategies, leading to an increase in enrolments.
- Growth of the Primary Enrichment Program
- Review of Policy statements completed.
- Development of the Independent Study Guidelines for students and parents.
- Integration of the Code for Learning into the Pastoral Care System
- Improved communication with families through the ongoing development of the parent portal, Facebook and greater use of emails by staff.
- Strong academic growth, in particular in the area of literacy.
- Consolidation of the student leadership portfolios into junior years
- Continued roll out of Information and Communication Technologies across the school.

EDUCATING FOR JUSTICE AND PEACE

Respectful and Responsible Behaviour

The following are examples of whole school programs that were conducted during 2012 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.

- 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 and it was continued in 2012.

- An Aboriginal Liaison Officer continued working throughout 2012. 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 discussed with 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.
- *Dare to Lead* project was conducted in 2012.
- The college is seeking to develop visual reconciliation signs around the college.



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 2012 eg:

- Easter Appeal
- Coast Shelter
- Christmas Hampers
- Overseas Christian Brothers' Ministries eg The Philippines
- Operation Christmas Child
- Shelter for the Homeless
- The Haven Education Centre
- Red Shield Appeal
- 40 Hr Famine
- Legacy

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

- Clean Up Australia
- Visits to the local nursing home and hospital
- Youth off the Streets
- Walgett Immersion experience
- Edmund Rice Camps
- Visits to Macquarie Fields and King Cross
- Support of the local soup kitchen and homeless facility

Curriculum Class Based Activities

Each Year 10 class visited St Edmund's School at Wahroonga – a school educating students with disabilities. St Edward's students reciprocated by performing a drum concert at our school

Talks were provided to Year 10 to 12 on social justice issues at various times throughout the year. Topics included – homelessness, social justice and politics as well as asylum seekers

The students in the Year 10 Drama class visited four Primary schools to present a dramatic production around the theme of bullying.

Christmas Hampers - Hampers containing food and gifts were presented to Coast Shelter and Raintree retreat 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.

A new cross KLA resource package on asylum seekers was shared and will be followed up in 2013.

PARENT, STUDENT AND TEACHER SATISFACTION

The College invites 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. 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. Feedback from staff is gained in a variety of ways. All teachers are provided with an opportunity to be involved in evaluation groups on the professional learning model for teachers and a random selection of staff are asked to complete an online survey to gauge feedback in a range of domains in the College. The results from these evaluation processes 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, and the Social Justice Program.

Pastoral Care

Parents reported a high level of satisfaction with the level of Pastoral Care offered students at St Edward's. 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 and that teachers and students care about and respect each other.

Parents indicated that 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 has continued to improve on dealing with bullying in a proactive manner and provides sufficient mechanisms for parents and students to report 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 commented favourably on the introduction of the Parent Portal as a means of engaging with their son's on school life. They continue to indicate that they would like greater assistance from teachers on 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. The introduction of Facebook, the Parent Portal and the updated website allow parents to access information about the college more readily.

It is evident from the feedback from parents that the frequency and style of reporting student progress needs to be reviewed. This review was conducted in 2012 leading to the introduction of teacher comments on reports and an interim report for Year 11 in 2013.

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 in Years 7-10 is considered by parents to provide a very positive experience, supplementing the all-round education provided by the college. Parents indicated their belief that St Edward's provides many avenues for their son's interests and abilities to be developed. 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 that the Religious and Spiritual dimensions of the College, challenges them to contribute to society in a positive way. In particular the Social Justice Program raises their awareness about the many issues facing those in society which are less fortunate.

A large majority of students report to being happy at school and believe St Edward's to be a safe and secure school where bullying is dealt with in a prompt and proactive manner. Students believe that the relationships they develop with their teachers and peers are very positive and that matters of discipline are generally dealt with in an effective and consistent manner.



Students indicate quite strongly that staff at St Edward's promote 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.

Students commented positively on the range of extra-curricular activities offered at the college and the enjoyable and challenging nature of the experiences offered in the Outdoor Education program.

Student's responses to questions associated with home study, time management and completion of work, indicate a there is a need to provide assistance at an earlier age in these areas of College life.

In the open ended section of the survey, students very strongly indicated that more opportunities be provided for social interaction with St Joseph's college.

TEACHERS

Feedback from teachers regarding the development of a collaborative learning community through the Professional Learning Group framework continued to be very positive throughout 2012. Teachers appreciated the opportunity to focus discussions on best practice in teaching and learning. Teachers willingly shared their experience and modelled good teaching. Some staff suggest that more opportunity be created for staff to provide feedback and that greater action is seen to be taken on this feedback.

Staff report that high expectations and a collective commitment to academic excellence has been established for teachers and students.

Staff report that the agenda regarding school improvement is clearly and explicitly articulated and that teachers strive towards providing teaching and learning experiences that are authentic, relevant, dynamic and creative. Teachers share a commitment to improving the quality of teaching and learning, but would be appreciative of more time being allocated to allow teachers to collaboratively plan differentiated teaching approaches.

Staff are very supportive of the Social Justice Program and its role in encouraging a lifelong awareness of the poor and marginalised.



MAJOR AREAS OF EXPENDITURE ON PLANT AND RESOURCES

- During 2012 the College completed the following major projects:
- Major Reconstruction of College Ovals, including new irrigation system.
- Refurbish rooms 14 & 15 to make 2 senior computer labs.
- Refurbish room 26 from computer lab to GLA
- Refurbish AV room for GLA and area for Entertainment
- Re-carpet rooms 22,23,24,25
- Install fans in gym ERC
- Resurface asphalt on driveway at front entrance to college.
- Resurface ramp in ERC.
- Replace concrete area near TAS.
- Purchase new BBQ
- Purchase new Scrubber for ERC floor.
- Sand and finish Stage Floor ERC.
- Purchase new motor and winch for Curtain in ERC
- Update line markings on surface of ERC.
- General painting around the campus.

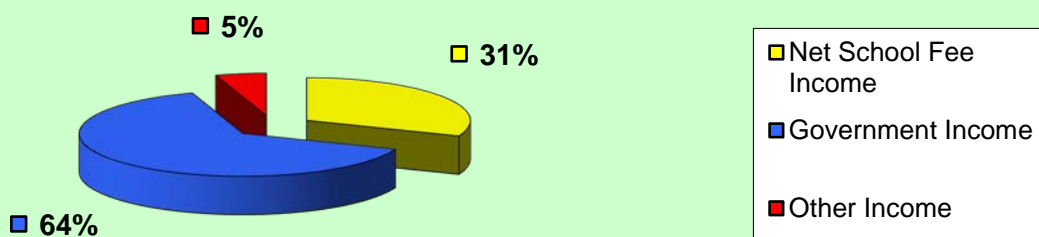
In the Information Technology area, additional funds were allocated to the installation of new devices and upgrades in the following areas:

- 32 IPADS to learning support for Year 7 classrooms
- Replacement of a number of projectors
- Installation of new server and storage systems to accommodate addition needs for multimedia projects.



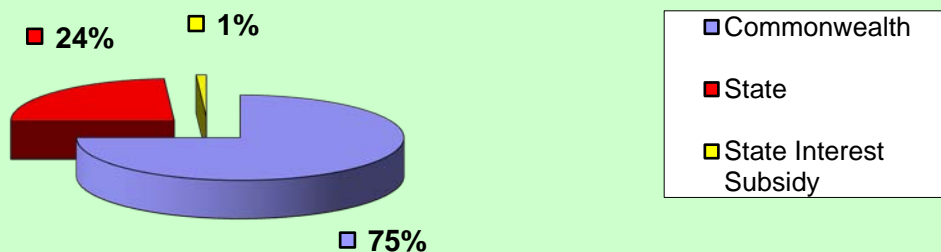
FINANCIAL INFORMATION

Income Sources

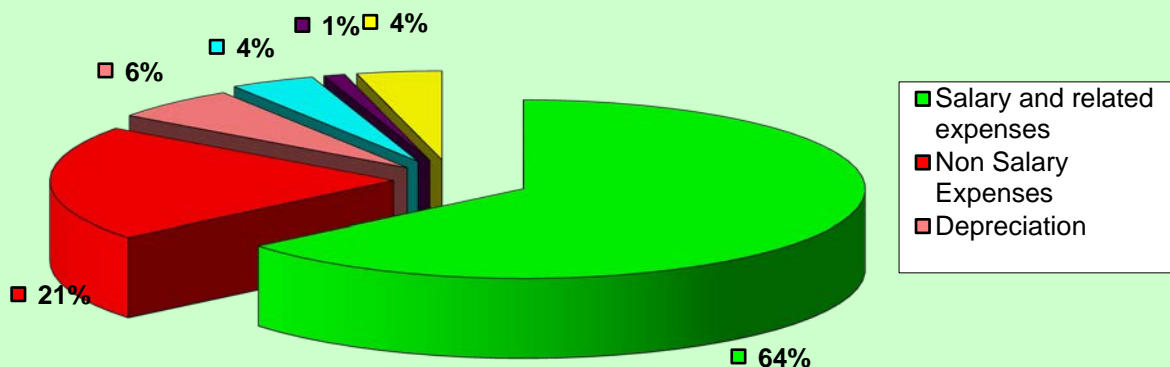


Total Income:

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 boy's only mark.

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

Course	Averages	2008	2009	2010	2011	2012
Reading	School Average	547	544	552	548	553
	State Average	539	538	544	539	541
	Similar Schools	547	551	560	552	551
Writing	School Average	532	523	532	533	523
	State Average	521	517	518	512	504
	Similar Schools	545	543	549	541	527
Spelling	School Average	543	550	546	542	549
	State Average	540	542	544	538	547
	Similar Schools	545	547	554	543	548
Grammar and Punctuation	School Average	536	537	528	538	550
	State Average	525	532	527	529	542
	Similar Schools	541	551	551	544	558
Numeracy	School Average	563	551	570	568	553
	State Average	561	557	557	556	552
	Similar Schools	555	553	563	556	548

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

Test Item	Averages	2010	2011	2012
Reading	School Average	57	46	55
	State Average	56	44	51
Writing	School Average	39	NA	NA
	State Average	35	NA	NA
Spelling	School Average	61	45	51
	State Average	54	43	54
Grammar & Punctuation	School Average	22	28	37
	State Average	35	32	41
Numeracy	School Average	80	65	38
	State Average	61	46	46

Year 9

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

Course	Averages	2008	2009	2010	2011	2012
Reading	School Average	600	599	595	592	587
	State Average	581	577	572	581	572
	Similar Schools	590	591	588	591	589
Writing	School Average	563	561	566	576	577
	State Average	552	548	547	546	536
	Similar Schools	582	580	585	584	569
Spelling	School Average	577	587	587	583	584
	State Average	576	576	578	579	576
	Similar Schools	585	585	585	589	588
Grammar and Punctuation	School Average	584	581	591	584	586
	State Average	568	568	572	570	569
	Similar Schools	583	586	596	586	588
Numeracy	School Average	613	632	622	612	598
	State Average	597	602	600	599	601
	Similar Schools	593	600	600	595	597

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

Test Item	Averages	2010	2011	2012
Reading	School Average	52	47	29
	State Average	35	42	26
Writing	School Average	34	NA	NA
	State Average	25	NA	NA
Spelling	School Average	40	30	34
	State Average	37	36	31
Grammar & Punctuation	School Average	54	44	56
	State Average	44	37	39
Numeracy	School Average	55	58	26
	State Average	38	40	41

Record of Achievement

The table below represents the distribution of grades in each subject studied until the end of year 10. The 'State Average' grade includes all students in NSW i.e. both boys and girls. Distribution of grades is represented as a percentage which has been rounded to the nearest decimal.

Course	Averages	A	B	C	D	E
English (200hrs)	School Average	25	19	32	22	3
	State Average	12	27	36	17	6
Mathematics (200hrs)	School Average	13	21	42	24	0
	State Average	14	23	31	7	1
Science (200hrs)	School Average	16	19	34	23	8
	State Average	13	23	34	19	8
Australian History (100hrs)	School Average	7	19	54	14	6
	State Average	13	23	34	19	9
Australian Geography (100hrs)	School Average	8	19	53	17	4
	State Average	13	24	34	19	8
Commerce (100hrs)	School Average	0	0	100	0	0
	State Average	19	32	32	11	5
Commerce (200hrs)	School Average	22	44	28	6	0
	State Average	27	32	26	10	4
French (200hrs)	School Average	33	25	33	8	0
	State Average	37	30	23	9	2
Food Technology (200hrs)	School Average	16	16	32	16	20
	State Average	18	27	31	15	7
Graphics Technology (200hrs)	School Average	13	27	53	7	0
	State Average	22	27	31	13	7
Industrial Technology Timber (100hrs)	School Average	0	0	100	0	0
	State Average	9	26	38	19	8
Industrial Technology Timber (200hrs)	School Average	24	27	29	20	0
	State Average	12	26	35	17	8
Information & Software Technology (100hrs)	School Average	0	0	100	0	0
	State Average	16	29	32	15	9
Information & Software Technology (200hrs)	School Average	25	31	33	11	0
	State Average	23	27	29	14	7

Drama (200hrs)	School Average	50	50	0	0	0
	State Average	25	33	28	9	4
Music (200hrs)	School Average	21	21	47	11	0
	State Average	25	31	26	11	5
Photographic & Digital Media (200hrs)	School Average	0	0	100	0	0
	State Average	21	29	28	13	7
Visual Arts (200hrs)	School Average	19	31	46	4	0
	State Average	24	31	28	11	5
Personal Development, Health and Physical Education (200hrs)	School Average	16	23	34	23	4
	State Average	14	29	36	14	6

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	2012
Ancient History	School Average	73	75	72	70	67	72	78	70
	State Average	74	75	72	72	73	73	73	69
Biology	School Average	73	69	75	73	68	74	70	72
	State Average	74	72	73	73	73	73	73	72
Business Studies	School Average	71	75	72	72	76	78	79	74
	State Average	69	71	70	72	74	74	73	74
Chemistry	School Average	61	65	79	77	70	71	71	75
	State Average	73	74	75	75	75	74	75	76
Drama	School Average	70	70	78	70	80	75	76	74
	State Average	75	76	76	78	78	77	77	78
Design and Technology	School Average	73		76		79	73		
	State Average	71		73		75	75		
Engineering Studies	School Average		72	77	76		79	78	78
	State Average		73	72	73		75	75	75
English (Standard)	School Average	69	69	68	70	68	67	70	72
	State Average	65	65	65	66	65	64	65	68

English (Advanced)	School Average	75	76	77	75	76	77	80	82
	State Average	78	77	79	79	79	81	80	80
English Extension 1 (mark out of 50)	School Average	39	34	39	34	33	35	35	39
	State Average	40	39	39	40	39	40	40	40
English Extension 2 (mark out of 50)	School Average	37		47	37			42	40
	State Average	40		39	40			39	39
Food Technology	School Average	70	71	75	77	78	78	74	77
	State Average	71	73	69	73	74	70	72	74
Geography	School Average	72	70						
	State Average	75	77						
Industrial Technology	School Average	86	78	78	83	81	84	83	80
	State Average	72	73	73	72	72	71	72	71
Information Processes and Technology	School Average	76	73	77	77	76	74	68	69
	State Average	72	72	73	71	73	73	71	71
Legal Studies	School Average		78	77	75	81	77	78	77
	State Average		74	74	75	74	73	74	74
General Mathematics	School Average	77	73	77	73	71	73	72	71
	State Average	71	68	71	70	70	72	69	69
Mathematics	School Average	70	71	79	73	75	75	79	77
	State Average	73	73	75	76	75	76	77	75
Mathematics Extension 1 (mark out of 50)	School Average	34	29	40	36	38	42	85	79
	State Average	38	38	39	40	40	40	81	81
Mathematics Extension 2	School Average	77	64	74	80	62	73	87	73
	State Average	81	79	81	83	83	83	84	83
Modern History	School Average	79	76	77		70	72	77	74
	State Average	77	75	75		76	75	75	76
History Extension 1 (mark out of 50)	School Average	42	33	24	32	29	27	41	36
	State Average	34	36	38	38	38	38	39	37
Music 1	School Average	85	85	80	79	89	85	89	87
	State Average	79	78	79	79	80	80	80	80

Personal Development, Health and Physical Education	School Average	76	80	78	74	78	76	77	75
	State Average	74	73	73	73	72	75	74	73
Physics	School Average	74	75	77	74	74	73	78	76
	State Average	74	75	73	73	75	75	75	74
Senior Science	School Average	75	71	76					78
	State Average	74	74	75					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	39
	State Average	38	38	38	38	39	38	38	37
Visual Arts	School Average	80	82	83	82	79	78	79	80
	State Average	79	80	80	81	80	79	78	79
French Beginners	School Average	62				87			
	State Average	73				74			
French Continuers	School Average	63	73	72	79	83	68		78
	State Average	78	81	80	82	80	81		82
Construction Examination	School Average	74	78	80	74	72	73	72	70
	State Average	69	70	72	72	70	73	67	68
Hospitality Examination	School Average	76	72	74	74	75	75	79	74
	State Average	71	75	71	74	75	76	76	76
Entertainment Industry Examination	School Average				70			76	69
	State Average				74			71	70
Retail Services Examination	School Average	79	80	83		75		68	78
	State Average	74	77	75		74			72
Information Technology Examination	School Average	70	65	73	77				
	State Average	68	66	69	72				



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