



ST EDWARD'S COLLEGE

Where young men achieve



2013 ANNUAL REPORT



EDMUND RICE EDUCATION
AUSTRALIA

TABLE OF CONTENTS

Preamble	2
College Board Chair's Report	2
Principal's Report	4
Student Leadership Report	8
School Features	10
Religious Dimension and Catholic Identity	11
Curriculum	15
Student Performance in State-wide Tests	21
Workforce Composition	23
Professional Learning by Teachers	23
Student Attendance Rates	24
Student Retention Rates	25
Post-school Destinations for Students	26
Enrolment Policy	27
Anti-bullying policy	28
Student Profile	29
Student Welfare and Discipline Policies	30
Complaints and Grievances Resolution Policy	31
School Review and Development	32
Educating for Justice and Peace	32
Parent, Student and Teacher Satisfaction	35
Major Areas of Expenditure on Plant and Resources	38
Financial Information	40
Appendix: External Test Results	41

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

My initial year as Chair of the St Edward's College Board has just concluded. It was with some fear and trepidation that I accepted the nomination to Chair the Board. Firstly, my awareness of the expertise, responsibility and commitment required to fulfil the duty of Chairperson. *"Anyone can steer a ship, but only a captain can guide it."* Secondly, I was following a true Captain of immense experience, qualifications, dedication and attachment to St Edward's in one, Joe McCarthy, ex-Chair, Board member and Old Boy of the College. Thirdly, with humility that I might not be up to the task.

However, overriding and negating my concerns was my appreciation of the skills, focused commitment and dedication of two senior leaders, Dr Michael Slattery, College Principal, and Mr Mark Bonnici, Deputy Principal. When either of these two men speak, I listen. More than capably supporting the operation of the College is our Finance Manager, Mr Ron Featherston, a man of ability, knowledge and experience in the financial balancing act of controlling and managing the competing forces of income and expenditure so that the College can meet its obligations in the payment of staff salaries, maintenance and other essential services. It allows the College to provide the highest level of tuition, academic, religious, cultural and sporting opportunities that embrace, and promote the Edmund Rice Tradition. These three College leaders help ensure the standing viability and longevity of St Edward's College, Gosford.

However, because the College is a business, it must draw on the knowledge, qualifications and experience of suitable associates, that is, our Board. The College Board carries out a critical and essential role of advising and guiding the operational and financial matters of the College. Without this external input and access, the College may become insular, and possibly falter.

The College Board consists of suitably qualified volunteers in the fields of finance, law, building and construction, psychology, education, religion and social work.

This year, the College has continued its tradition of highly visible and valuable community work undertaken by its students and staff. This year, our College Captain, Lachlan Walter was publicly recognised for his commitment to Social Justice with the Order of Australia Award. Lachlan follows six other St Edward's College students in recent years who have gained the same honour. The College has also had many local, national and international sporting successes achieved and high quartile academic results throughout 2013.



The major interest for the staff and the Board this year has been the detailed input, consideration and analysis of our significant building project. Numerous hours have been consumed in consultation with staff, architects, project managers, builders and local government planning departments to ensure the successful construction of a new Performing Arts/Library facility. The enhancement and upgrade of the College facilities with this building extension is essential for the maintenance of the College reputation and standing as a premier educational facility on the Central Coast. Financing the project has meant committing the College to significant debt and debt servicing. Many hours of discussion, debate were undertaken by EREA, the College leadership and the College Board before this commitment was unanimously signed off.

Like my predecessor, I would like to single out Mrs Meagan Armstrong, Executive Assistant to the Principal, for my special thanks. Her generosity, common sense and friendship has provided a light when I was unsure of my way in protocol and procedures.

In conclusion, I ask and encourage all members of the College community, in whatever capacity, to continue to support the College emotionally, vocally and financially where possible, in all that it does.

Mr Frank Bortkevitch
College Board Chair



PRINCIPAL'S REPORT

I consider it a tremendous personal honour to lead the community at St Edward's. In this, our 60th year of operation, it is exciting to be 'the boss' at Christian Brothers East Gosford. But I recognise that leadership of the College is both distributed and shared. It is assumed by all the staff, parents and the students. It is the team that produces the wonderful array of experiences that are so strongly reflected in this edition of the College Magazine. Therefore, I congratulate 'the team' of teaching and support staff for the quality of their leadership and the spirit with which they fully support the boys and one another. Thus I congratulate the whole staff and recognise their accomplishments with the boys in 2013. I also thank Mr Mark Bonnici for his superb leadership as Deputy Principal, the hardworking College Board, Parents and Friends, Old Boys, Haven Board, EREA and parents for their belief in the provision of quality education of our boys on the Central Coast. Above all, I thank the boys for the joy they bring to me and the name of our College in the community.

"Give to the poor in handfuls". Blessed Edmund Rice

Faith in Action

The boys of St Edward's are fortunate to experience Church in action whilst enrolled at the College. Despite what is currently happening in Australia with young people and sacramental practice, we are determined to make their experience of Church a positive and engaging one whilst the boys are at school, and encourage them strongly to engage with their respective Parish. A visible sign of their faith is their lively participation in the Masses, Reconciliation, liturgies, prayer, Religious Education lessons and the Retreat life of the College. Thank you to Mr Tony Beacroft, Mr Eamonn McCauley and the Religious Education teachers for their support in this area. Also to Fr Jack Robson, Fr Jim McKeon (Old Boy), Fr Tadeusz Seremet and Fr Robert Masternak who have supported us so strongly with the sacramental life of the College. An active sign of the promotion of faith, life and culture is the boys' vigorous participation in the Waterford Social Justice programs, particularly those receiving Edmund Rice Honours for reaching 100 hours of community service in the calendar year. Thank you to Mr Pat Dell and the generous staff that support the Social Justice initiatives of the College. We also acknowledge the Christian Brothers of our community who continue to prayerfully and practically support the College in so many ways. Their presence among us is a constant reminder of that passionate commitment to the faith. I thank Br Peter Hester, Br Michael Knights, Br Stan Cusack, Br Denis Cusack and Br Michael Burton for all they do for us at Gosford. The passing of Mrs Rachel Richardson our very popular and young Science teacher, was very sad as she battled an aggressive cancer and it united us all in faith and generosity, further serving to remind us of our obligations to one another as human beings.



“Be intent on prayer and whatever may happen will turn to good.

Cast all your cares into the arms of Divine Providence”.

Blessed Edmund Rice

Learning and Academic Excellence

In 2013 the College has experienced a continued strategic direction of leadership and learning under the guidance of the College Executive and Board. The College learning agenda was emphasised with sustained efforts to provide a vibrant learning culture through improvements in motivation and engagement in literacy and numeracy. St Edward's, like so many 21st century orientated schools, is experiencing change in its learning environment. The program *Motivating and Engaging Boys* continued throughout the year with staff engaging in professional learning groups centred around best practice. Substantial research undertaken by Deputy Principal Mr Mark Bonnici provided input for future needs and planning in 2014.

This is the fourth year of our School Improvement Plan in Learning. Learning is the central focus of our College and this can manifest itself in many forms. Learning in the academic subject areas, on the sports field, in the extra curricula activities and in personal development. Striving for improvement in these areas is also central to our focus. Individuals, including staff and students, are asked to reflect upon their achievement and to review their personal goals for improvement. As such, every person is a life-long learner and is challenged to improve academically, culturally, and personally. Our *Code for Learning* has become an entrenched practice as boys gain a respect for learning in their organisational practice, co-operation, participation, independent study and academic excellence.

The changing nature of Australia, and indeed the globe, demands that schools are places where deep learning is promoted, where thinkers and skilled practitioners are developed, and where capable, flexible and creative individuals are encouraged to thrive. New methods of teaching demand deep learning prevail. The College has responded well to these expectations with the extension of professional learning experiences for teachers, data driven analysis of NAPLAN, School Certificate and HSC results informing learning, and a direct program for motivating and engaging boys in literacy and numeracy. Improved results reflected in NAPLAN are pleasing and prove the worth of such attempts at school improvement in learning. In this way every day is a '*great day for learning*' at St Edward's. The learning agenda is important to our strategic purpose, and our results in NAPLAN, School Certificate and Higher School Certificate have improved again this year and the learning growth at St Edward's is positive.



We have placed enormous effort into TEEL, the fortnightly focus on literacy including spelling, punctuation, grammar, and writing.

Learning about our God and understanding self is as critical as any academic pursuit. At St Edward's we are aware of the reasons parents send their boy to the College and I thank Br Michael Burton for the ongoing research into reasons why parents choose St Edward's. Listed below are those reasons and I can see that they are grouped into three categories. They include the religious dimension, the learning agenda and personal development of every boy at St Edward's. As indicated by several surveys conducted by Deputy Principal Mr Mark Bonnici, parents and boys continue to reflect positively upon what is on offer at the College and the challenge to us all is to continue to provide quality enhancements to these areas into the future.

1. Academic Standards
2. Development of the Whole Person
3. Catholic Faith
5. Discipline
6. Quality Learning
7. Resources and Facilities
8. Positive Male Influence
9. Social Justice
10. Broad Curriculum.

“Have courage, the good seed will grow up in the children's hearts later on”. Blessed Edmund Rice

Pastoral Care and Personal Development

We believe that we are trying to help our young men to grow into a full sense of who they are as human beings and what they wish to become as they grow older. Being a learner means becoming a fuller human being. As such we want our boys to be prepared to participate in a complex and changing world, to be happy as individuals and commit to helping others. We want them to be courageous in the face of challenges that beset them, to be able to love themselves and others, and to be confident, self-respectful and self-disciplined. We want young men of hope and faith to be fully developed at St Edward's. We trust that God will bless us as we strive as learners to become fully human in this endeavour. My thanks is extended to Mr Paul English our Pastoral Care Co-ordinator and the Pastoral Care team for their work with our boys, and the teaching and support staff for their pastoral care of each boy.

In reflection there have been so many highlights in 2013. They include the guest speakers who addressed the College community, including Prime Minister Kevin Rudd MP, Mr Phil Glendenning Edmund Rice Foundation, Mr Jeff Croser from Edmund Rice Education Australia, and Mr Laurie Maher Mayor, Gosford City Council.



I have enjoyed visiting the classrooms regularly and observing the quality teaching in progress, the joy of learning and the hard work being carried out by the boys and their teachers. I have loved the quality liturgies and assemblies in the ERC with boys taking more of the leadership opportunity as it is afforded them. The building planning meetings for our new library, music and drama facilities, the Board Meetings at the College under the steady guidance of Mr Frank

Bortkevitch, and The Haven under Mr Peter McPherson. Some other memorable moments in the year include the leadership of the College Captain, Lachlan Walter, who was awarded the Order of Australia, the quality work of the Prefects and Portfolio leaders, the lively Swimming and Athletics Carnivals, the games of Rugby League, Rugby Union, AFL, Soccer and representative Sports throughout the year. The Mulgoa and Kings Cross Retreats, camps, excursions, Writers Forums, Competitions in English, Mathematics, Science, Debating, Public Speaking, Maximum Potential Program, Diversity Day, Edmund Rice Day celebrations, spelling bees, Tutor Volleyball competitions, the College Cup competitions, Sleep out for the Homeless, Year 12 Graduation, Discos, visits to the Haven, Walgett, Gadooga, Japanese and French exchange visits, Drama and Visual Arts evenings, Academic Assembly Awards, Founder's Day celebrations, College Board Retreat, EREA Conference, and several Old Boys' events. Life at St Edward's is reflected in the contribution of each individual to the culture of the organisation.

“If only you acquire this virtue (humility), it will always guide you safely lest your paths be ever so cross or difficult”.

Blessed Edmund Rice

Again in 2013 I spent some weeks working with the leaders of our Christian Brothers' schools and various Ministries in Kenya and Tanzania. My wife Alison devoted the time to working in the Ruben Slum School Medical Clinic specializing in ante natal care, post natal care and HIV treatment. This rich experience will remain with us for ever. We also accompanied four boys to the Philippines for an immersion to the Christian Brothers' schools and Ministries in Leyte. These boys had chosen to work in mission rather than spend their money on 'schoolies' in Queensland. I hope this becomes a tradition at St Edward's and thank College Captain Lachlan Walter, Prefect and Sports Captain Anthony Jones, Prefect Tiger Fitt and Vice-Captain Bryson Hawkins for their courage in leadership and setting a wonderful challenge for others in the future.

I thank all the members of the community for making my leadership such a joy. Leading a school is no different to running a family. It has its unique highs and lows, including challenges as some members can be an absolute pain periodically. But overall, the positive energy I receive from members of the St Eddies family provides me with the impetus to work hard for an effective school in the Edmund Rice tradition.

“Live Jesus in our hearts-forever.” Blessed Edmund Rice

Dr Michael J. Slattery
College Principal



STUDENT LEADERSHIP REPORT

Captain's Address

College Captain: Lachlan Walter

Vice Captains: Jack Dennis and Bryson Hawkins.

The Prefects began their leadership role with an aim: to create a system to maintain **School Spirit**. This was a multi-portfolio effort and the beginnings of this were the purchasing and proclamation of the **House Cup**. This reinvigoration of the Houses and new icon is our legacy and it is our hope that it will be continued and built upon into further years. We would also like to thank Dr Slattery and Mr Gill for their direction and leadership throughout the year and Mrs Toomey for her continual support of us during the year.



Social Justice and Spirituality Portfolio

Throughout the course of the year the Social Justice and Spirituality portfolio developed a number of initiatives. The portfolio has established a weekly roster for the entire prefect group, for attendance to Tuesday morning masses at St Josephs, in an attempt to boost attendance from St Edward's. The portfolio has also, in collaboration with Mr Dell, established a fortnightly portfolio meeting with all portfolio members, from Years 10 to 12. In these meetings, social justice issues are discussed and portfolio leaders encourage participation and raise awareness in regards to many issues. This has resulted in initiatives such as groups of prefect members visiting junior religion classes, promoting the Waterford Project and offering suggestions on initiatives they can support to complete their Waterford Projects. The Social Justice and Spirituality portfolio has also assisted Mr Beacroft in the running and organisation of all liturgies and masses such as the Easter liturgy. We were also responsible for the selection and implementation of Social Justice and Spirituality initiatives that would contribute to the House Cup, such as the Waterford Program and school masses. We would like to thank Mr Dell and Mr Beacroft with assisting us in achieving our portfolio goals.

Literacy Numeracy and Academia Portfolio

The Literacy, Numeracy and Academia Portfolio aims to improve the standards of literacy, numeracy and academia within the school. We implemented and supported learning initiatives such as:

- The Spelling Bee
- Speed Numbers
- Writing Competition
- Reading Competition

This year we aimed to integrate academic success into the St Edward's House Cup. We are rewarding students for their efforts in their school work by recognising academic results such as:

- Consistent Effort
- Academic Achievements
- Outstanding Academic Achievements
- Competitions (English, Mathematics Challenge, Science Competition)

The prefect body of 2013 believes that by recognising students for their academic achievements or efforts, we are able to improve the standards of learning within schools and improve the students motivation to achieve better results at school. We would like to thank Mrs Papiex, Mrs Toomey and students who assisted us this year in our portfolio.



Sports Portfolio

In 2013 the Sport and Environment Portfolio have been successful in implementing a leadership system that can be passed down to the successful future leaders of the school. The Sport Portfolio of 2013 has achieved great success in bringing back school spirit in both the Swimming and Athletics Carnivals, where high levels of participation was achieved. We also played a key part in the integration of the School Cup system within St Edward's, which can now be passed to the future Year 12 prefect groups of St Edward's College. The Volleyball and Handball competitions has had enormous participation from the students and spirit has grown immensely since previous years. We also encouraged more student involvement in the Volleyball competition, with students umpiring and score keeping. Overall we are aware there are many initiatives that can be achieved but we believe we broadened the possibilities for future leaders and staff to further the College in regards to the Sport, Environment and Healthy Lifestyle Portfolio. We would like to thank Mr Bell, Mr Murray, Mr Tatham and Mrs Henderson for the support they have given us this year.

Cultural, Social and Publicity Events Portfolio

2013 has been a successful year for the *Cultural, Social and Publicity Event* portfolio. We set out with a few goals in mind and can proudly say we achieved all that we set out to achieve. Responsibility for acquiring Year 12 jumpers was one of our tasks. With the support of the rest of the prefects, we organised for the commemorative pullover. The disco as always is a night that makes every other Coastal school student saddened they're not a part of the St Edward's and St Joseph's community. Perhaps the biggest achievement of the entire prefect body was the introduction of the *School Cup*. We hope it will continue for years to come and become a significant part of St Edward's tradition. We would like thank Mrs Tague and students who assisted in this portfolio throughout the year and we wish the best of luck to whoever may take over the portfolio in 2014.



SCHOOL FEATURES

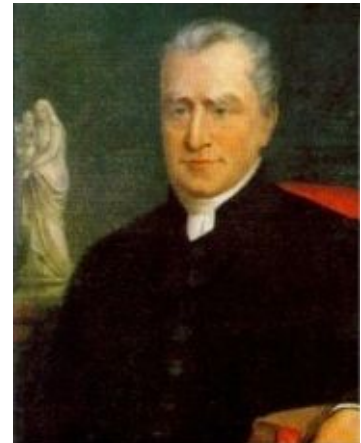
Introduction

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 students 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.

Charter for Catholic Schools in the Edmund Rice Tradition

All schools and educational entities in the Edmund Rice tradition across Australia are bound by a Charter which identifies four touchstones authentically linked with the Charism of Blessed Edmund Rice and which underpin the ministry in our schools and educational endeavours.

These touchstones help us set our direction and define our goals as, following Blessed Edmund's example, we continue to reflect and to seek to make the Gospel a living reality in our communities. Living these touchstones gives Edmund Rice Education Australia a special position in educating for liberation and possibility.

As Catholic schools in the Edmund Rice tradition, we aspire to be faithful to these four touchstones.



Liberating Education

We open hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement each person is hope-filled and free to build a better world for all.



Gospel Spirituality

We invite all people into the story of Jesus and strive to make his message of compassion, justice and peace a living reality within our community.



Inclusive Community

Our community is accepting and welcoming, fostering right relationships and committed to the common good.



Justice and Solidarity

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 marginalised and the Earth itself.

Each school and educational entity within Edmund Rice Education Australia is called to be authentic to The Charter. The Charter aims to inspire school communities to foster energetically the vision of a charismatic leader, Blessed Edmund Rice, in the Spirit of Christ and the educational mission of the Catholic Church. The formulation of the Charter was the result of consultation and collaboration by Edmund Rice Education Australia with the schools and educational entities throughout Australia.

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.

This Year, 10 students will be attending the Catholic Youth Festival in Melbourne. This is the first occasion that this festival has been held and it is impressive that these students volunteered to attend. Also this year four students committed to missionary work in the Philippines in lieu of some other end of Year 12 popular location. This is a trend that we at the College hope to foster in the future.

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. Mass is available each Tuesday if a student wishes to attend. 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 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 endeavours 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. Some of these students are trained to be catechists and help teach religion at East Gosford Public School. The Catholic Studies course has resources that are current and tailored for boys education.

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

Social Justice

"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 20 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 student's progress at the College they are expected to develop and enhance their role in the local community and wider world. Common activities include the Kings 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 Board of Studies stage 5 Record of School Achievement (RoSA). 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 1 and 2
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
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 Services, Construction, Construction Specialisation, Hospitality, Information Technology , Entertainment, Metals and Engineering, Sport Coaching

In 2013, St Edward's College, 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 Edward's 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 2014 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 boys' 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 HSC 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, Mr Beattie and Mr Bradley are also undertaking post graduate studies in Masters of 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 twenty 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).

St Edward's College is a registered Trade Training Centre. As part of the initiative students are able to access traineeships in Construction and Metal and Engineering. These traineeships allow them to develop essential on the job training in their chosen field while completing their Higher School Certificate. In 2013 students participated in Construction traineeships.

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 Visual Arts, Drama, Languages and Numeracy

The Extension program saw 60 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, apprenticeships, traineeships, undergraduate university options and alternate pathways to possible careers, St Edward's has a full-time Career Adviser/Vocational Education Coordinator.

The career office is well equipped with a variety of brochures, literature and publications on careers, university degrees, TAFE courses and private college information. The careers adviser is available during recess and lunch to discuss these options and students are able to gain access at these times. Individual appointments with the Career Adviser are also available and can be arranged during class time and after school, if parents wish to attend.



Students are assessed in Year 9 using the Holland's Self Directed Search. The SDS provides a guide for students in their educational and career planning process and helps them to explore possible occupations or to simply help in the career discovery process. Follow up interviews are held with the students prior to subject selection for Year 11 which occurs in term 2 of Year 10.

Visits by Newcastle University, Defence Force Recruiting, Police and other workplace organisations are arranged in school 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 University open days held at the Central Coast Campus Ourimbah (University, TAFE and Community College) and at the Callaghan Campus of Newcastle University.

Our understanding of career in the 21st century has changed dramatically. The definition of Career can now be described as *Lifelong Learning*. The need to embrace this concept and to have a genuine respect for what lies ahead is paramount for our students as they follow the transition highway to further education, training and employment. They are not just simply travelling along that highway but creating it as they go.

Warwick Baines
Careers Adviser / VET Coordinator

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 2013 the camps attended by students at the College included:

Year 7: 3 days Active Education Morisset

Year 8: Great Aussie Bush Camp Karuah

Year 9: Great Aussie Bush Camp Karuah

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

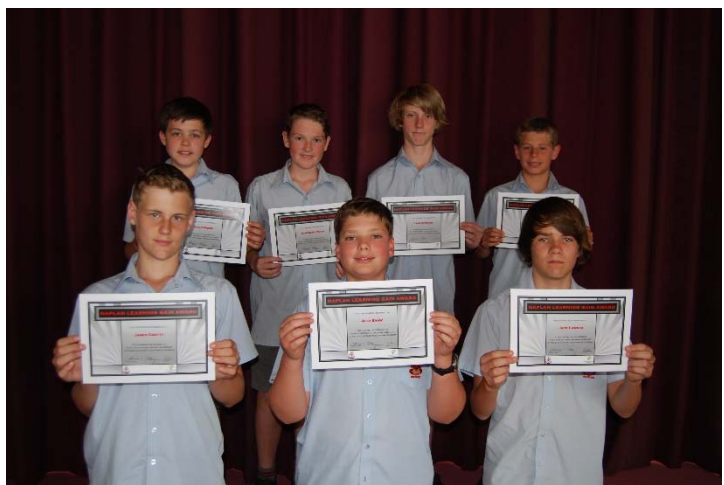
Early in term two of 2013 the boys in Years 7 and 9 sat for NAPLAN. This is an Australia-wide assessment in Literacy and Numeracy. The Year 9 results more accurately reflect the efforts of the teachers at the College to address these two areas, with programs being put in place based on the areas of strength and weakness diagnosed by the Year 7 results of this group of students. During 2013 a range of cross curriculum approaches to teaching writing skills was continued as well as a continuing a range of strategies to improve reading, spelling, punctuation and grammar. Explicit teaching of these skills across all key learning areas appears to have given rise to an improvement in results. The 2013 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 students' 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, however there is still room for improvement. The Year 9 boys' results were very pleasing. Students performed best in writing while in reading spelling, grammar and punctuation the results were either slightly better or equal to boys in the state.

The growth data for Year 7 indicated that on average students improvement in results in comparison to Year 5 was better than boys across the state in all areas of literacy. The growth data indicated that in Year 9, students were able to improve their performance in comparison to Year 7 in writing to a greater extent than in reading, spelling, punctuation and grammar. This can be largely contributable to the extensive work that has been completed across every Key Learning Area in improving students writing skills.



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. The growth data indicated that both in Year 7 on average students' growth rate was higher than the average Numeracy score for boys in across the state when compared to their performance in 2010. Whereas in Year 9 it was slightly lower.

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 32 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.
- 69% of the marks obtained by the boys were above 70 with 30% being over 80 and 7% being over 90.

- St Edward's College rated 47 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 99.75
- 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 2013 were Industrial Business Studies, Drama, English Extension 11, General Mathematics, Mathematics Extension 1, Technology, Legal Studies, Metal and Engineering PD/H/PE, 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 2013, the College had 76 teaching staff which included a total of 68 full time and 8 part time teaching staff. In addition the College employed a total of 46 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. 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	76
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, \$50,800 was spent on professional learning by teachers throughout the year which equates to \$705 per teacher.

- Edmund Rice Education Australia offers a number of personal formation programs to teachers. In 2013 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, three 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.

- 2013 saw an ongoing commitment to 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.
- Nine staff members attended a two day workshop conducted by the Association of Independent Schools on Differentiation. These staff members were then responsible for facilitating Professional Learning Groups with other teaching staff on Differentiation.
- St Edward's is committed to work on promoting a learning culture which is mutually respected by staff and students. The College engaged Professor Geoff Masters Chairman of the Australian Council for Educational Research to facilitate a day on the National School Improvement Tool. A major component of this presentation was the importance of Differentiation in teaching and learning. This day was held in conjunction with teaching staff from St Joseph's College East Gosford.
- Associate Lecturer in Education at Newcastle University, David Roy was also engaged to facilitate this day on Differentiation.
- One of the main focus areas for professional learning in 2013 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.
- A leadership succession program was initiated in 2013. Staff interested in pursuing a leadership role in the future were identified and a range of Professional Development opportunities were planned, which will continue into the future.
- 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 two 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 93.1%. 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 66%.

Attendance Rate by College Year Group

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
93.8%	93.3%	92.3%	91.1%	94.0%	94.8%

The rate at the St Edward's campus was on par with the attendance rates of recent years (93.2% 2012, 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 decline in comparison to recent year's being, 2012 86%, 2011 (81%), 2010 (77%), 2009 (79%), 2008 (46%) and 2007 (60%).

The Management of Student Non-Attendance

St Edward's initiates a range of strategies to restore and maintain regular school attendance. These include:

- Sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Early telephone contact with parents is one means of achieving this.
- Resolution of attendance difficulties may require a range of additional school based strategies including:
 - Student and parent interviews
 - Reviewing the appropriateness of the student's educational program
 - Development of a school-based attendance improvement plan
 - Referral to the school counsellor or outside agency
 - Support from school based personnel

If a range of school based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the EREA Director of Regional Support Eastern Region, who then advises the Catholic Education Commission, NSW. The CEC, NSW manages the process of informing NSW DET. Police officers are authorised to act as attendance officers under Section 122 of the *Education Act (1990)*.

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, 2011 (December)	164
Year 12, 2013 (December)	132
Retention Rate	80.5%

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 2013 are presented below.

Year 12

(132 students in the year group at the conclusion of the HSC in 2013)

Destination	Percentage of students
University	62.2%
Unknown	12.1%
TAFE	9%
Private College	3.8%
Apprenticeships / Traineeships / Full-time employment	5.3%
Part-time employment	7.6%

Year 11

(128 students in the year group at the start of 2013)

Destination	Percentage of students
St Edward's College (Year 12)	93%
Other school	4.7%
Employment/ Apprenticeship	2.3%

Year 10

(166 students in the year group at the start of 2013)

Destination	Percentage of students
St Edward's College (Year 11)	90.4%
Employment/ Apprenticeship	1.8%
Other school	5.4%
TAFE	1.2%
Returning Overseas	1.2%

ENROLMENT POLICY

St Edward's College is a Catholic School inspired by our Catholic ethos and our Edmund Rice tradition. Our purpose is to promote excellence in learning and teaching in a climate of faith and pastoral care. St Edward's College community is committed to social justice and service, quality education, individual and community growth. The Values, Vision and Mission of St Edward's guide the strategic directions of the College into the future. These strategic directions are expressed in the touchstones of Justice and Solidarity, Inclusive Community, Liberating Education and Gospel Spirituality.

To fulfil our mission to young men, St Edward's College gives emphasis to a genuine spiritual life that is built on joy, compassion and hope. The education St Edward's provides is built on the cornerstone of Christ, the tradition of the Church in education, the Charism of Blessed Edmund Rice and the continuing power of the Holy Spirit. Religious education, faith development experiences and social justice experiences are fundamental components of a St Edward's education.

St Edward's provides a curriculum attentive to the needs of each person. The teaching and learning experiences at St Edward's aim to be relevant, authentic, dynamic and creative. All members of St Edward's are expected to work to the best of their ability to realise their potential and to strive for individual excellence. St Edward's provides a sound learning culture that enables students to experience success within a safe and healthy environment. St Edward's is a place where ordinary boys achieve extraordinary things.

Students sign an agreement where they indicate their willingness to accept responsibility for their learning and involvement in curricular and extra-curricular activities including their full participation in the Religious Education program of the College

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 Registrar.

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.



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 2013 there were 998 boys and 6 girls enrolled at St Edward's College, including a group of 28 at The Haven Education Centre. 2.7% of the student enrolment at the College campus and 50% 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	192	168	191	165	128	132	976
The Haven Education Centre	3	25	0	0	0	0	28
Total	195	193	191	165	128	132	1004

In 2013 all one hundred and thirty two (132) of the students who sat for the HSC qualification achieved this certificate, i.e. 100% of students achieved the Higher School Certificate. Forty Six students (46) achieved a VET qualification (i.e. 35%).

Percentage of Year 12 students undertaking Vocational training	35%
Number of students studying courses as part of a School-Based-Traineeship	3
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 2013.

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. Student surveys which are conducted twice a year provide valuable information to the College Pastoral team and Executive, assisting in ongoing management of bullying in a proactive manner.

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 absent from school continued to be successfully implemented in 2013. 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. The policy provides a clear indication of which member of staff is to be contacted when areas of concern arise. 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 College 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 2013.

- Consolidation of the Professional Learning Group Framework for teacher professional development and the commencement of a pilot program titled Professional Learning Partnerships. This program aims to adopt some of the key recommendations from the Great Teaching Inspired Learning Paper
- Ongoing development of Individual Teacher Professional Learning Profiles.
- Introduction of processes to provide effective professional development opportunities for support staff.
- Successful planning of the Performing Arts / Library Building program for commencement of work in December 2013.
- Continued growth of the Primary Enrichment Program
- Ongoing review of Policy statements completed.
- Planning and implementation of activities to celebrate 60 years of the College.
- Improved communication with families through the ongoing development of the parent portal, Facebook and greater use of emails by staff.
- Consolidation of the student leadership portfolios into junior years
- Continued roll out of Information and Communication Technologies across the school.
- Implementation of recommendations from parent body to the College's Academic Reporting processes.
- Introduction of a Leadership succession program.
- Planning for the implementation of the National Curriculum.
- Further implementation of the Iwise Professional management system.



EDUCATING FOR JUSTICE AND PEACE

Respectful and Responsible Behaviour

The following are examples of whole school programs that were conducted during 2013 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.
- A Diversity Day assembly was once again conducted. This assembly invited a range of members from the Gosford and wider community to discuss with students the concept of accepting people for their many gifts and talents regardless of their race, religion, sexual orientation, socio-economic status and beliefs.
- 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 the following manner throughout 2013.

- 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.
- Regular meetings and excursions were organised with Indigenous students, including an overnight camp to a Indigenous Sacred Sites.
- Career education and career path guidance is discussed with 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.
- Initiatives related to the *Dare to Lead Program* were continued in 2013.
- 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 2013 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 Edmund'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 the Salvation Army as part of the annual Christmas Hamper Appeal.

The Easter Appeal and Waterford Project are 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 Cultural Diversity day was celebrated. This day focus on the promotion of principles of inclusivity of all members of the community, regardless of race, religious beliefs, sexual orientation and cultural background.

A new cross KLA resource package on asylum seekers was shared and integrated into various aspects of the Curriculum.

PARENT, STUDENT AND TEACHER SATISFACTION

The College invites parents to complete an online survey, to provide feedback on the following domains: The Spiritual and Religious context of the College, Pastoral Care, Teaching and Learning, Administration and Communication, and Extra Curricular activities. Students were 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. Staff were also asked to complete an online survey based on the National School Improvement Tool 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 in this domain of the College was very positive. The College received a very strong endorsement by parents of the promotion of Catholic teachings, the retreat program, the Religious Education curriculum, the Mass and Liturgical celebrations 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 as in previous years 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 were very strong in their support of the College providing a safe and secure environment. Parents also reported 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 but that ongoing information needs to be communicated to parents on the ways in which bullying may be reported to members of the Pastoral Care team

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.

Parents indicated quite strongly their support of the College's endeavours to promote high academic standards. It is evident from the feedback that parents are pleased with their son's progress and that the range of subjects, extra-curricular activities, social justice program and religious and social domains provide for the varying range of talents and abilities of students attending the College.



The teaching staff at St Edward's is generally held in high regard by the parents. The survey results indicated that parents believe that teachers are professional, committed and enthusiastic about improving their son's academic outcomes. Parents 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. The results do also suggest that teachers are encouraged to continue to develop ways of providing individual feedback to students to assist in their learning.

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 College needs to continue to develop means of providing parents with helpful information about their son's progress in all aspects of their learning.

Extra-Curricular Activities

Parents continue to be 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 indicated quite strong support 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. The majority of students identify with the importance of the prayer and liturgical life of the College and of the role the Religious Education Curriculum in encouraging them to follow the example of

Jesus in leading a good life. 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 believe St Edward's is a safe and secure school in which teachers and students develop positive relationships and care about each other. Students indicate a great awareness about the high standards of behaviour expected and believe that these standards are clearly explained. Most students agree that the rules and consequences relating to behaviour management are enforced in a consistent manner.

Students indicate quite strongly that teachers at St Edward's motivate them to attain a high academic standard and that they are provided with the necessary assistance when they experience difficulty. Students agree that teachers provide them with a range of assessment strategies which allow them to demonstrate their understanding in a variety of ways.

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

Student 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. Student responses also suggested that further means of providing individual feedback regarding their learning need to be explored.

Students very strongly indicated that more opportunities be provided for social interaction with neighbouring St Joseph's College.



Teachers

Feedback from teachers report that an explicit improvement agenda to improve the learning outcomes for students is clearly articulated and that targets for achievement have been identified and communicated to teachers, parents and students. Staff are united in their commitment to improve the quality of their teaching and learning throughout the school and to ensuring that all students of varying abilities are catered for.

Staff identify with the increasing importance of using a range assessment tools to monitor school-wide achievement and progress in areas such as literacy, numeracy, cross-curricular skills and attributes, and levels of student resilience, wellbeing, and social and emotional

development to inform their teaching. Teachers are of the opinion that the school has developed a systematic approach for the collection of a range of data to this end. The need for further professional development and appropriate time being set aside for in depth staff discussion of the data and related strategies for improvement is supported by the majority of staff.

Teachers strongly believe that St Edward's has an explicit, coherent, sequenced plan for curriculum delivery across the years of school which makes clear what (and when) teachers should teach and students should learn. Teachers agree that school curriculum includes a strong focus on the development of cross-curricular skills and attributes such as literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical behaviour and intercultural understanding.

Teachers indicate quite strongly that they are regularly informed of the latest research on effective teaching practices and that clear expectations are established concerning the use of effective teaching strategies throughout the school. The majority of teachers support the idea of leading teachers becoming more actively involved in a process of providing ongoing feedback on classroom practices.

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

The following items incurred major expenses in 2013.

- Leaf screen the demountable
- Window washer was purchased for cleaning staff
- Floor scrubbing machine purchased for cleaning the art rooms.
- Room 10 converted to dry Science Lab
- Turning circle for car park established
- New utility purchased for the College
- Blinds installed in rooms 38, 39 & 40.
- Upgrade of air- conditioning unit in the canteen
- General painting around the Campus and in class rooms
- Commencement of work on the Performing Arts and Library

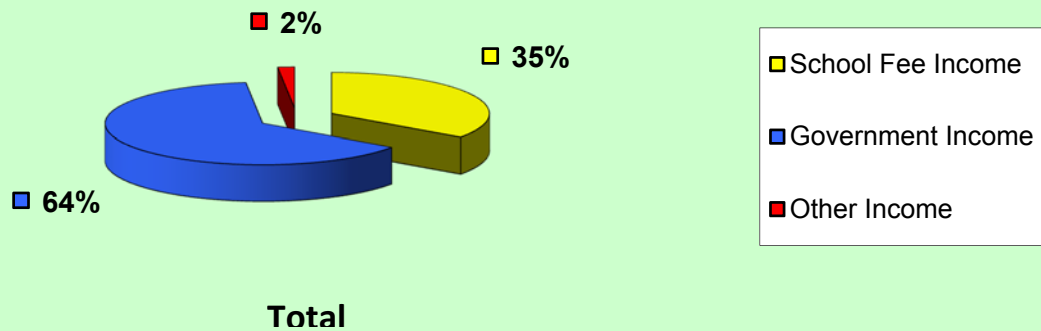
In the Information Technology area, additional funds were allocated to the installation of new devices and upgrades in the following areas:

- Replacement of 25 projectors in classrooms
- Replacement of 64 student notebooks in the Library and PDHPE
- Installation of new printing solution which allows *Follow Me* printing for student and staff.
- Upgrade to Haven Education servers, smart boards and staff notebooks
- Introduction of two display screens for meetings and functions in the ERC.

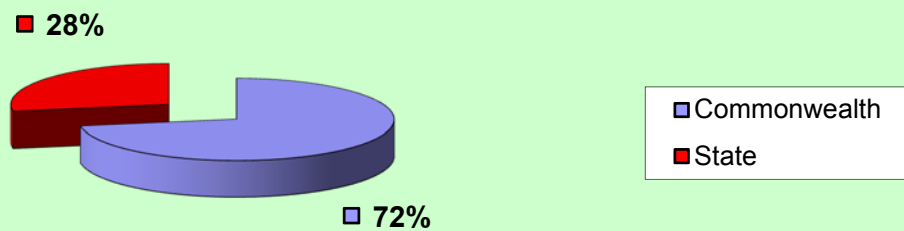


FINANCIAL INFORMATION

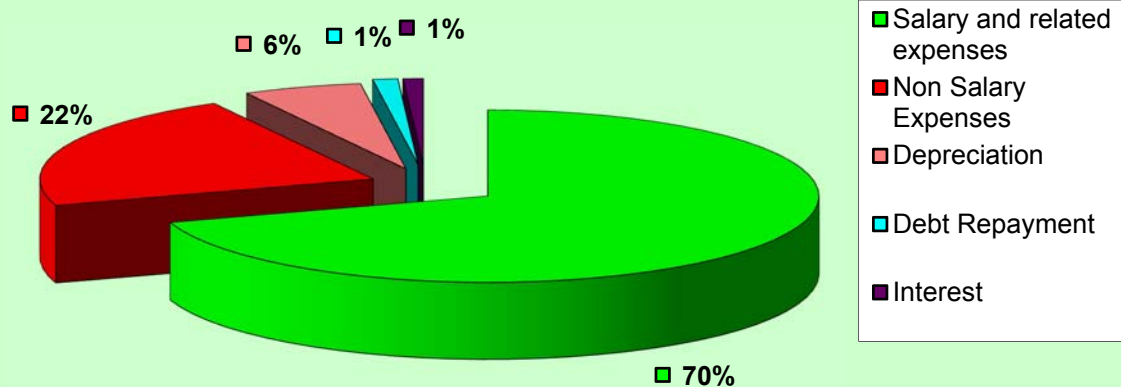
Income Sources



Government Income



Expenditure



APPENDIX: EXTERNAL TEST RESULTS

The following tables show how the students at the College have performed on each of the external tests over the past five years. The 'State Average' mark is a boy's only mark.

National Assessment Program Literacy and Numeracy

Year 7

The 'State Average' mark is a boy's only mark.

Course	Averages	2008	2009	2010	2011	2012	2013
Reading	School Average	547	544	552	548	553	551
	State Average	539	538	544	539	541	541
	Similar Schools	547	551	560	552	551	550
Writing	School Average	532	523	532	533	523	523
	State Average	521	517	518	512	504	517
	Similar Schools	545	543	549	541	527	529
Spelling	School Average	543	550	546	542	549	552
	State Average	540	542	544	538	547	549
	Similar Schools	545	547	554	543	548	556
Grammar and Punctuation	School Average	536	537	528	538	550	544
	State Average	525	532	527	529	542	535
	Similar Schools	541	551	551	544	558	548
Numeracy	School Average	563	551	570	568	553	561
	State Average	561	557	557	556	552	542
	Similar Schools	555	553	563	556	548	552

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

Test Item	Averages	2010	2011	2012	2013
Reading	School Average	57	46	55	58
	State Average	56	44	51	52
Writing	School Average	39	NA	NA	36
	State Average	35	NA	NA	21
Spelling	School Average	61	45	51	63
	State Average	54	43	54	62
Grammar & Punctuation	School Average	22	28	37	42
	State Average	35	32	41	35
Numeracy	School Average	80	65	38	55
	State Average	61	46	46	48

Year 9

The 'State Average' mark is a boy's only mark.

Course	Averages	2008	2009	2010	2011	2012	2013
Reading	School Average	600	599	595	592	587	581
	State Average	581	577	572	581	572	580
	Similar Schools	590	591	588	591	589	592
Writing	School Average	563	561	566	576	577	566
	State Average	552	548	547	546	536	554
	Similar Schools	582	580	585	584	569	568
Spelling	School Average	577	587	587	583	584	583
	State Average	576	576	578	579	576	583
	Similar Schools	585	585	585	589	588	592
Grammar and Punctuation	School Average	584	581	591	584	586	570
	State Average	568	568	572	570	569	573
	Similar Schools	583	586	596	586	588	590
Numeracy	School Average	613	632	622	612	598	596
	State Average	597	602	600	599	601	584
	Similar Schools	593	600	600	595	597	596

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

Test Item	Averages	2010	2011	2012	2013
Reading	School Average	52	47	29	33
	State Average	35	42	26	41
Writing	School Average	34	NA	NA	36
	State Average	25	NA	NA	21
Spelling	School Average	40	30	34	43
	State Average	37	36	31	45
Grammar & Punctuation	School Average	54	44	56	39
	State Average	44	37	39	33
Numeracy	School Average	55	58	26	28
	State Average	38	40	41	45

Record of School Achievement

The table below represents the distribution of grades in each subject studied until the end of Year 10 in 2013. 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	18	30	37	14	1
	State Average	12	26	37	17	6
Mathematics (200hrs)	School Average	10	15	60	16	0
	State Average	13	24	35	19	8
Science (200hrs)	School Average	18	17	41	21	3
	State Average	13	24	35	19	8
Australian History (100hrs)	School Average	8	14	47	24	7
	State Average	13	24	34	19	8
Australian Geography (100hrs)	School Average	6	22	58	14	1
	State Average	13	25	35	19	8
French (200hrs)	School Average	15	50	30	5	0
	State Average	37	30	23	8	2
Food Technology (200hrs)	School Average	20	28	30	15	8
	State Average	17	28	31	15	8
Industrial Technology Timber (100hrs)	School Average	0	0	100	0	0
	State Average	10	26	39	17	8
Industrial Technology Timber (200hrs)	School Average	9	27	47	18	0
	State Average	11	26	36	17	8
Information & Software Technology (100hrs)	School Average	0	0	50	50	0
	State Average	14	27	33	16	9
Information & Software Technology (200hrs)	School Average	18	23	41	18	0
	State Average	22	28	28	14	7
Drama (200hrs)	School Average	29	36	36	0	0
	State Average	27	33	27	9	4
Music (200hrs)	School Average	16	40	40	4	0
	State Average	27	33	27	9	4
Photographic & Digital Media (200hrs)	School Average	27	25	41	2	5
	State Average	20	30	27	13	8

Visual Arts (200hrs)	School Average	47	29	18	0	6
	State Average	26	32	27	10	5
Personal Development, Health and Physical Education (200hrs)	School Average	20	20	44	14	3
	State Average	14	30	35	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	2013
Ancient History	School Average	73	75	72	70	67	72	78	70	72
	State Average	74	75	72	72	73	73	73	69	72
Biology	School Average	73	69	75	73	68	74	70	72	73
	State Average	74	72	73	73	73	73	73	72	74
Business Studies	School Average	71	75	72	72	76	78	79	74	75
	State Average	69	71	70	72	74	74	73	74	74
Chemistry	School Average	61	65	79	77	70	71	71	75	77
	State Average	73	74	75	75	75	74	75	76	76
Drama	School Average	70	70	78	70	80	75	76	74	77
	State Average	75	76	76	78	78	77	77	78	78
Economics	School Average									77
	State Average									74
Engineering Studies	School Average		72	77	76		79	78	78	74
	State Average		73	72	73		75	75	75	74
English (Standard)	School Average	69	69	68	70	68	67	70	72	68
	State Average	65	65	65	66	65	64	65	68	65
English (Advanced)	School Average	75	76	77	75	76	77	80	82	75
	State Average	78	77	79	79	79	81	80	80	79
English Extension 1 (mark out of 50)	School Average	39	34	39	34	33	35	35	39	38
	State Average	40	39	39	40	39	40	40	40	40
English Extension 2 (mark out of 50)	School Average	37		47	37			42	40	40
	State Average	40		39	40			39	39	39

Food Technology	School Average	70	71	75	77	78	78	74	77	72
	State Average	71	73	69	73	74	70	72	74	71
Geography	School Average	72	70							
	State Average	75	77							
Industrial Technology	School Average	86	78	78	83	81	84	83	80	80
	State Average	72	73	73	72	72	71	72	71	72
Information Processes and Technology	School Average	76	73	77	77	76	74	68	69	76
	State Average	72	72	73	71	73	73	71	71	74
Legal Studies	School Average		78	77	75	81	77	78	77	81
	State Average		74	74	75	74	73	74	74	75
General Mathematics	School Average	77	73	77	73	71	73	72	71	72
	State Average	71	68	71	70	70	72	69	69	67
Mathematics	School Average	70	71	79	73	75	75	79	77	78
	State Average	73	73	75	76	75	76	77	75	77
Mathematics Extension 1	School Average	34	29	40	36	38	42	85	79	76
	State Average	38	38	39	40	40	40	81	81	80
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	73
	State Average	77	75	75		76	75	75	76	76
History Extension 1 (mark out of 50)	School Average	42	33	24	32	29	27	41	36	31
	State Average	34	36	38	38	38	38	39	37	38
Music 1	School Average	85	85	80	79	89	85	89	87	81
	State Average	79	78	79	79	80	80	80	80	80
Personal Development, Health and Physical Education	School Average	76	80	78	74	78	76	77	75	76
	State Average	74	73	73	73	72	75	74	73	71
Physics	School Average	74	75	77	74	74	73	78	76	71
	State Average	74	75	73	73	75	75	75	74	74
Senior Science	School Average	75	71	76					78	73

	State Average	74	74	75					75	74
Software Design and Development	School Average	73	71		70					73
	State Average	74	74		75					74
Studies of Religion (mark out of 50)	School Average	40	41	40	40	39	38	40	39	41
	State Average	38	38	38	38	39	38	38	37	38
Visual Arts	School Average	80	82	83	82	79	78	79	80	82
	State Average	79	80	80	81	80	79	78	79	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	72
	State Average	69	70	72	72	70	73	67	68	70
Hospitality Examination	School Average	76	72	74	74	75	75	79	74	75
	State Average	71	75	71	74	75	76	76	76	76
Entertainment Industry Examination	School Average				70			76	69	67
	State Average				74			71	70	70
Retail Services Examination	School Average	79	80	83		75		68	78	79
	State Average	74	77	75		74			72	74
Information Technology Examination	School Average	70	65	73	77					
	State Average	68	66	69	72					
Metals and Engineering	School Average									74
	State Average									67



13 Frederick Street
East Gosford 2250
New South Wales

P: 02 4321 6400
F: 02 4324 7955
E: info@stedwards.nsw.edu.au
www.stedwards.nsw.edu.au