



ST EDWARD'S COLLEGE

Where young men achieve



2014 ANNUAL REPORT



EDMUND RICE EDUCATION
AUSTRALIA

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PREAMBLE

St Edward's Christian Brothers' College (the College) is registered and accredited by the Board of Studies (NSW) and is part of the system of Edmund Rice Schools. Edmund Rice Education Australia has responsibility for St Edward's and other Christian Brothers' schools across Australia.

The Annual College Report provides parents and the wider school community with fair, accurate and objective information about various aspects of College performance and development. Prior to publishing this report the College reviews its achievement of College development priorities and sets its priorities for the year to come, all of which is included in the report.

This report is a legislative requirement under the Education Amendment (Non-Government Schools Registration) Act 2004.

The information in this report is complemented by other College publications such as the College prospectus and newsletters. The prospectus is distributed to parents when asking about enrolment and the newsletters are available on the College website www.stedwards.nsw.edu.au.

COLLEGE BOARD CHAIR'S REPORT

The 2014 school year has been another busy one for St Edward's College. I imagine most parents and people in the wider community would be unfamiliar with the role and activities of an Edmund Rice College Board

The role of the St Edward's College Board is primarily to act in an advisory capacity to the Principal. St Edward's is extremely fortunate to have three senior leaders in Dr Michael Slattery, Mr Mark Bonnici and Mr Ron Featherston, whose skills, qualifications, commitment and enthusiasm ensure the efficient and effective academic, operational and financial wellbeing and success of our College.

As such the College Board's role is one of guidance, sharing experience and offering advice. The Board members bring to the College considerable knowledge and experience from a diverse range of backgrounds, industries and professions. This results in broad consideration of a range of healthy opinion and leads to advice about opportunities to be afforded to the students. This was particularly evidenced in our discussions and deliberations in relation to our current building project. We have Board members who currently work in, and are skilled in, major building and construction projects. We have banking and finance experts and a legal practitioner. These skills ensured the best and most protected outcome for the College in planning the Shanahan Learning Centre.

Your College Board members voluntarily commit their time and expertise in a collective effort to ensure the business of the College is run effectively. They also strive to cement the College's

position as a leader in the provision of secondary education on the Central Coast. I would like to acknowledge each one of them for their efforts:

Mr Max Pittolo
Mr Joe McCarthy
Mr Chris Milne
Mr David Collins
Mr Scott Killalea
Br Michael Burton
Mr Kerry Baldwin
Mr Bernard Cumming
Mrs Tracey Britt

I would also like to make special mention of Mrs Shayne Silvers who recently retired from the Board. Shayne's dignity, sincerity and genuine concern for others brought a human touch to the Board to soften some of our analytical (black and white) deliberations. I thank Shayne for her contribution over so many years.

I am pleased to confirm that St Edward's continues to be in a sound financial position even after taking on substantial debt to design, construct, fit out and equip our new multi-use facility.

The College's finances are managed very carefully by our Business Manager, Mr Ron Featherston and his team. Whilst many, if not most, Colleges have introduced significant fee increases we have managed, with Ron's guidance, to keep our increases extremely modest whilst maintaining the highest quality of teaching, facilities, sport and extra-curricular opportunities.

Our teaching staff are passionate educators who provide our students with a broad and rich curriculum for their holistic development. Their experience, passion and drive is pivotal to the College's success in teaching a love of learning, a desire to learn and a capability and confidence to learn. I should not forget the wonderful ancillary staff whose work ensures the College run like clockwork allowing teaching staff to focus on teaching.

I have been impressed with our continued relationship with the Parents and Friends Association. We would sincerely like to thank the Parents and Friends Association and the broader community for their efforts to help improve the experience of our young men at St Edward's.

In closing, and on behalf of the Board, I would like to thank everyone involved in the smooth leadership and running of the College in 2014. I would also like to make special mention of the students who continuously strive to do their best and make this College such a wonderful place.

We bid a fond farewell to our Year 12 students and those others who have satisfied leaving requirements to undertake the next phase of their life experience. We wish them well.

The Board extends its best wishes to everyone for a safe, happy and relaxing festive season and an exciting and rewarding 2015.

Mr Frank Bortkevitch
College Board Chair



PRINCIPAL'S REPORT

Pope John Paul II said "We are not guardians of a museum, but cultivators of the garden of life"

2014 has been an exciting and challenging time for the leaders of the College. Apart from the normal rudiments and busy schedule of offerings on the College Calendar, we have undergone a full and rigorous Board of Studies Inspection at both campuses and have erected a magnificent resource called the Shanahan Learning Centre. It houses a 1000 square metre Library and Resource Centre, a 200 seat tiered Theatre, Cafeteria, Music, Drama and Staff facilities, together with Careers, Maintenance, Curriculum, and Social Justice office spaces.

As leader of learning, and Principal of St Edward's College and our Annexe known as The Haven, I have two major strategic goals that underpin the College, providing an atmosphere where we attempt to truly serve the needs of each person by providing learning experiences that are authentic, relevant, dynamic and relative. Liberating people is invitational and often is dependent upon the acceptance of that invitation. Opening the eyes and ears of people in our Christian community is incumbent upon us and an expectation of the Gospel message. Ultimately our EREA Charter expects us to serve the needs of every person and offer sound learning experiences for all.

As a Catholic school in the tradition of Edmund Rice we have a strong emphasis on contemporary expressions of prayer, liturgy, and Retreats which dovetails into a dynamic and creative Religious Education program. Above all, we determine that the place of God and belief in the works of Jesus, and the message of Scripture is central to learning. Similarly we ensure

that the *charism* of our Founder Blessed Edmund Rice is also central to the development and enrichment of our spirituality and development of our faith. Through committed leadership of our staff and support from our local clergy, we continue to provide contemporary experiences of our faith as we guide the young men and women in our charge at St Edward's College and The Haven into maturity within the Church.

The practical and prayerful support extended to us by the Gosford Christian Brothers' Community is extraordinary. The Brothers (Br Peter Hester, Br Michael Knights, Br Stan Cusack, Br Denis Cusack and Br Michael Burton) are an active presence to our boys and assist us with ensuring that wonderful 'presence' of the religious order responsible for founding our school. Thank you also 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. Social Justice is a feature and real point of difference in our school.

Within a framework of *spirituality* and learning, it is vitally important to have a strong '*learning culture*' and environment within the College for the ongoing development and improvement of students, staff and parents. The boys have become accustomed to the mantra that '*every day is a great day for learning*'. This learning may be found in the academic subjects the students undertake, learning about themselves as human beings, or about their understanding of their faith. It may be simply learning from their mistakes, or indeed from their successes. Through the Waterford Social Justice projects, they learn about the world we live in, and our obligation to the poor and disadvantaged.

The *learning* agenda is critical to our strategic purpose, and our results in NAPLAN, ROSA and Higher School Certificate have been pleasing. 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. Our professional development days with staff have all been attributed to improving teaching and learning in the classroom. The College staff is committed to motivating and engaging the students in their care

and are active in data analysis, differentiation, numeracy and literacy initiatives, professional learning opportunities and professional development. In accordance with best practice throughout the world, staff meetings have become professional development experiences where best teaching and learning practice is shared. This has recently expanded to a



succession program for potential leaders. The School Improvement Agenda has been embraced and continues to serve the needs of the student and adult members of our College community. Our staff has shared best practice with one another through the Professional Learning Groups established three years ago. We have had expert assistance from our academic partners and mentors developing teaching programs that *Motivate and Engage Boys* as part of the learning agenda at the College. Integral to the ongoing School Improvement Agenda, we again invited the whole community (parents, staff and students) to participate in an on-line survey which questioned several domains within the College. These included: spiritual and religious, pastoral care, teaching and learning, administration and communication, and extra curricula activities.

Our boys at St Edward's are also encouraged to participate fully in sport and activities. We believe it is an integral part of their learning and development. It complements and balances the classroom work and extra curricula programs on offer to every boy. Our boys generally enjoy their sports and activities program. Many go on to represent the College which is a great honour. Others go on to represent the Diocese, State or the nation in their chosen sport and many are listed in this magazine.

It is a privilege to educate the boys and to observe their *leadership* growth from little boys in Year 7 to men in Year 12. It is pleasing to see the maturity levels change as the boys grow up and become young men. I believe they are fortunate to have an environment rich in support from their parents, and diverse in opportunity at the College. We continue to challenge the boys to remain friendly, respectful of self and others, and active in sport, visual and creative arts, music, cultural and community endeavours. They have a safe environment at school, ably supported by their teachers, pastoral care team and counsellors. In the main they are compassionate and generous to those less fortunate. We accentuate the positive with them in a spirit of social justice and restorative behaviour. In terms of student leadership, the new College Portfolio system for prefects was a highlight of progressive student leadership at St



Edward's. The College Prefects have enjoyed a year of collaborative leadership practice under the example of College Captain Kirt Anthony, and Vice Captains Dean Bonnici and Paul Shlager. The portfolios have been a huge success and have encouraged many junior boys to get involved in leadership initiatives in the school. It is also commendable that so many boys have achieved Gold Awards, Merit certificates and Principal Awards throughout the year.

We liberate and serve the needs of the parents with an invitation to dialogue with us on the educational journey of their children. They utilise information technology through the Parent Portal, website and Facebook to see and understand the work in the classroom. They participate actively in parent information sessions on spirituality, boys' education, raising your teenager, motivating and engaging boys, drugs and alcohol, texting and social media and a

myriad of other topics pertinent to the learning of their son and daughter. They participate in the vibrant liturgies and prayer evenings on offer at the College. They are encouraged to be active in the learning of their children. Our counselling service provides outreach to those who need it. They also engage in the social justice programs and often join their children in serving the needs of the poor.

So we continue to tend to the *Garden of Life* for the boys and girls, the staff and the parents. The College Board, Parents and Friends, EREA, clergy, staff, parents and students make up the wonderful garden of life that is St Edward's College community. I feel privileged to be a part of that garden.

Dr Michael J. Slattery
College Principal

STUDENT LEADERSHIP REPORT

Kirt Anthony (College Captain)

Through Faith and Knowledge, for the last six years these words have been embroidered on our chest, Monday to Friday, week in week out. They have embodied everything that we have accomplished as the students of St Edward's College. Together as a cohort we have experienced high school in all its glory and come out the other side as fine young men with memories and a sense of mateship that will no doubt last us a lifetime.



I've always sat back and listened to previous captains and vice captains make these speeches and wondered how they were able to cram all the significant and note-worthy moments that they shared together throughout their half dozen years into just under five minutes of speaking. However, it's only recently that I realise this inability to sum up what it truly means to be an Eddies boy, comes from the fact that these significant moments and events are happening to us constantly. This unspoken bond that the boys in the black and red share is the essence that makes this school the unique place that we stand in today. It is in the air that we breathe here at the College and is part of our everyday experience that can be seen in all areas of school life from the social justice inspired lunchtime trips to the Haven Education Centre at Terrigal or Mary Mac's at Woy Woy, to the way Mr Streeting is able to bring the competitive spirit of the Olympics into a Health prac game of touch football.

To pick a defining moment of the experiences that I have been blessed with at this school is impossible, however few draw close to what I believe to be moments that will resonate within

me for years to come. My cutting from the Year 7 touch footy team by the ruthless Mr McCauley showed me how unforgiving high school can be, but the sight of paper cups filled with water being launched at the infamous DJ Antman when he asked us to pick up pieces of rubbish midway through one of the discos instilled in me that in times of despair the Eddies boys band together. So gentlemen, as we depart today it is up to you now to carry on the legacy that was previously left to us and continue on your journey that is high school whilst always remembering and reflecting upon the rich tradition of learning and growth here at St Edward's.

Gentlemen, I think it's important to realise and appreciate the tireless work and sacrifice our parents have made to firstly put us into this outstanding environment but then continue to love and support us through our time here and beyond. As we grow older we begin to appreciate more and more what our parents have done for us and what they continue to do on a regular basis that helps us get through each day. No amount of well wishes or thanks could compensate them for the hours of their lives they have spent making life easier for us. For me, it was Mum sitting up at night to help me finish off that geography assignment and Dad waking up at the crack of dawn to drop me off somewhere so I could go and compete in sporting events and do things that I love. It's up to us to be the young men that make them proud and show them how much we really appreciate what they do for us.

Similarly, to the talented and respected staff that operate in all areas and faculties of the College, for all the resources you provide us with on a daily basis, the lessons you have taught us over the years are irreplaceable. The dedication and enthusiasm you show every single day of every single year is a true testament to your character and I personally am so grateful for all the teachers that I have had the pleasure of associating with throughout my time here. Your class and professionalism continue to inspire students to improve and you provide them with exceptional standards of education and training. A special thank you to Mr Beattie, Mr McCauley, Mrs Taylor and Mrs Titheradge for playing a part in nurturing our year group.

To the Prefects and the class of 2014 - we made it! A few bumps and bruises along the way, but it just shows how we can always bounce back in fine form. It has been my utmost honour and pleasure to have lead such a gifted and unique group of students which I am so fortunate to call my mates. Every single one of you has made my time here unforgettable and I hope to look back on these days with all of you and share the fond memories that we forged here together for the rest of our lives.



On 29 January, 2009, the class of 2014 walked into the gates of St Edward's College as 149 individual boys. After farewelling a few, and welcoming all that joined us throughout our journey, we have arrived at today. Today we will walk out of those black gates, not as 121 individuals, but as one group of young men. The men of St Edward's College, forever the black and red.

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 2014 it claims 1005 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; WH&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.

One of the highlights of 2014 was the choice by four Year 12 students to accompany our Principal, Dr Slattery, to Africa to participate in missionary work after the completion of their HSC exams. This type of commitment and example is characteristic of the generous culture that Year 12 possesses. We hope to continue to foster this type of service activity at the College 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. Recently priests from the surrounding parishes have been visiting classes regularly to assist teachers with their teaching of religion. Liturgical celebrations are provided by the teachers of the College and the 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, parents 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 students progress at the College they are expected to develop and enhance their role in the

local community and wider world. Students can be challenged to make a practical and significant difference in the lives of others, particularly those on the margins. Examples of local engagement include Coast Shelter and St Edmund's School, Wahroonga.

Since 2013, Dr Michael Slattery has led groups of Year 12 students to Kenya and The Philippines, exploring social justice in poverty stricken areas of our world. Engagement with the Christian Brothers has been a feature of these overseas immersions.



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. In 2014 a group of students and teachers travelled to Uluru to explore the spiritual heart of Indigenous Australia.

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 2014, St Edward's College continued to offer 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 as a result of a specific learning problem, physical disability, behavioural or emotional disorder. Students are largely assisted within the classroom with a focus on improving literacy and numeracy skills. In addition, there are some programs offered which involve smaller groupings in more intensive, short term settings. For example, in Year 7 we are able to target a number of students with low literacy levels to work independently and online at home using Lexia software. This resource allows boys to work individually, through mastery learning to improve their skills. Students are also encouraged to seek individual assistance from staff on a needs basis. All students are monitored regularly as they progress through school and additional forms of assistance are offered as needs emerge and appropriate resources become available.

For students who need additional support, we also promote Homework Help before school. This occurs three mornings a week from 8am in the College Library. This gives students an opportunity to utilise the computers, print off work, use interactive software to improve their literacy skills, gain assistance in completing set tasks or just catch up on homework.

Another comprehensive support provided to eligible students for common assessment tasks is the use of Disability Provisions. If students qualify, they may have access to either a reader, writer and/or extra time to complete exams and assessments. This ensures that all students have equal access to realising their potential under test conditions. This role is ongoing and particularly important to those students sitting BOSTES assessments during their Higher School Certificate. Each year where applicable, the College organises for a number of these students to make application to BOSTES for a range of provisions so that individuals may have fair access to exam support.

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 23 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.



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.

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, 55 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 2014 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 2014 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 2 of 2014, students 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 2014, a range of cross curriculum approaches to teaching writing skills was continued as well as 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 2014 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 reading while in writing, 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 all areas of literacy with significant growth indicated in reading. This can be largely attributable 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 above the NSW boys' average. The growth data indicated that in Year 9, on average, students' growth rate was higher than the average Numeracy score for boys across the state when compared to their performance in 2012.

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 30 courses with the majority of students gaining access to their preferred tertiary course on the first round of offers.

- Results in 8 courses were above the state average.
- Results in the remaining courses were either equal to or slightly below state average.
- 71% of the marks obtained by the boys were above 70 with 33% being over 80 and 3% being over 90.
- St Edward's College rated 20 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 97.5
- 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 were typical of what could be expected.
- Other areas of particular strength in 2014 were Construction, French Continuers, Information Processes and Technology, Industrial Technology, Mathematics General, Metals and Engineering and Music

Those interested in how the students' performance compares with performance across NSW will find this information in Appendix I, located at the end of this report.

WORKFORCE COMPOSITION

In 2014, the College had 76 teaching staff which included a total of 70 full time and 6 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 (3 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	Teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	76
2	A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0

PROFESSIONAL LEARNING BY TEACHERS

In total, \$39,406 was spent on professional learning by teachers throughout the year which equates to approximately \$520 per teacher.

- Edmund Rice Education Australia offers a number of personal formation programs to teachers. In 2014, three of the College's new staff members attended one of these courses which is designed to induct new teachers into the teachings and Charism of schools conducted in the traditions of Edmund Rice. One staff member attended a program designed to promote leadership within the context of a Catholic school, 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.
- A team of teachers piloted the Professional Learning Partnership Framework. These teachers facilitated workshops with staff on familiarisation with the Australian Professional Teaching Standards. These standards will form the basis of goal setting and professional learning in 2015 for all teachers.
- Professional Learning Groups continued to focus on developing strategies for differentiating in teaching and assessment.
- An ongoing commitment was made by staff to develop quality teaching strategies which integrated the use of ICT into the Curriculum.
- A leadership succession program was continued in 2014. 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.



STUDENT ATTENDANCE RATES

The average attendance rate for boys at the St Edward's campus from Year 7 to Year 12 during the 2014 school year was 94.2%. This varied from year group to year group as indicated in the

table below. The average attendance rate for the boys and girls at The Haven Education Centre was 65%.

Attendance Rate by College Year Group

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
94.8%	93.6%	93.1%	93.2%	94.5%	96.2%

The rate at the St Edward's campus was on par with the attendance rates of recent years (2013 93.1%, 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, 2013 66%, 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
 - Advice sought from local home school liaison officer

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 Department of Education and Communities (DEC). 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, 2012 (December)	143
Year 12, 2014 (December)	118
Retention Rate	82.5%

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 2014 are presented below.

Year 12

(119 students in the year group at the conclusion of the HSC in 2014)

Destination	Percentage of students
University	58.5%
Unknown	7%
TAFE	2.5%
Private College	4%
Apprenticeships / Traineeships / Full-time employment	18%
Part-time employment	10%

Year 11

(159 students in the year group at the start of 2014)

Destination	Percentage of students
St Edward's College (Year 12)	88.7%
Other school	6.2%
Employment/ Apprenticeship	5.1%

Year 10

(185 students in the year group at the start of 2014)

Destination	Percentage of students
St Edward's College (Year 11)	95.1%
Employment/ Apprenticeship	0%
Other school	4.4%
TAFE	0%
Overseas	0.5%

ENROLMENT POLICY

As a Catholic College, our aim is to first try and accommodate students applying from Catholic Primary Schools. However, students from other Non-Government and Government Schools are welcome as well. We value our association with parents and their sons from Christian denominations other than Catholic.

St Edward's College Gosford does not exclude students on the basis of academic ability therefore accepting students with varied abilities and diverse learning backgrounds. We are committed to the enrolment of students with disabilities who are likely to benefit from the inclusive model which we operate. Once an application for enrolment has been made, an interview will be organised with the Principal, the Assistant Principal or a member of the College Executive.

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

Priorities of Enrolment Policy

- The College's foundation in the traditions and teachings of the Catholic Church is fundamental to its existence. There is a programmed system of Religious Education instruction in the Catholic faith as well as provision for experiences that assist students to explore their spirituality culminating in the senior retreat programme.
- The College endeavours to be a living Christian Community through the way in which we treat each other and develop positive relationships through our programmes and practices. A programme of Christian Service through a Social Justice Programme operates through Years 7 to 12.

- It is appropriate to infuse all study wherever possible with insights provided by Catholic teachings and values so that knowledge, culture and faith are integrated.
- The College welcomes and respects students from other Christian traditions and it is our experience that these students are quite comfortable with the Religious ethos of the College.
- When considering enrolment priority, the College Enrolment Committee will examine the following criteria:-
 - The Catholic boys currently attending Catholic Primary feeder schools
 - The Catholic boys currently attending other Catholic primary schools
 - The Catholic boys currently attending Government and Non-Government primary schools
 - Boys who have a brother/s enrolled at St Edward's College
 - Boys who are sons of ex-students of St Edward's College
 - Boys who are from other Christian denominational tradition known to their faith community
 - Boys who are from other Christian denominational traditions
 - Boys who are from non-Christian faith traditions

Once the first round of offers has been made to students of Year 7 families, further offers will then be made according to the criteria above.

- In general, places that become available after the commencement of the school year will be filled by the student who best suits the place being vacated, eg class numbers, subjects and elective choices.
- The Enrolment Committee and College Principal may digress from these guidelines for pastoral reasons.



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 2014 there were 1027 boys and 6 girls enrolled at St Edward's College, including a group of 30 at The Haven Education Centre. 3.3% of the student enrolment at the College campus and 73% 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	191	170	183	151	118	1005
The Haven Education Centre	9	21	0	0	0	0	30
Total	201	212	170	183	151	118	1035

In 2014 all one hundred and nineteen (119) of the students who sat for the HSC qualification achieved this certificate, i.e. 100% of students achieved the Higher School Certificate. Thirty Seven students (37) achieved a VET qualification (i.e. 31%).

Percentage of Year 12 students undertaking Vocational training	31%
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 to dealing with issues that arise.

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. 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 three days 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

During 2014 the College conducted an extensive process of surveying key stakeholders in the development of the next stage of the College Strategic Plan. This process involved gaining feedback from staff, students, parents and the College Board to identify the key directions for the College from 2015-2018. This 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 2014 based on the previous Strategic Plan.

- Development of the 2015-2018 Strategic Plan based on the four EREA Touchstones incorporating the key performance indicators detailed in the National School Improvement Tool.
- The College successfully participated in the BOSTES Registration and Accreditation process.
- The Executive successfully managed the construction of the Br Shanahan Learning Centre. This ten million dollar facility incorporates, drama, music and performing arts rooms and two hundred seat theatre, new staff room and meeting facilities, cafeteria style canteen and new state of the art Library.
- Established and embedded consistent Pastoral themes for each year groups. These themes being: Belonging, Incorporating Our Values, Men of Honour, Leadership and Participation, Owning the Responsibility, Young Men with Purpose.
- Introduction of interim reports for Year 11 and consolidation of comments on the Years 7 to 10 semester reports, in response to parents request for more timely and more detailed feedback on student performance.
- Implementation of processes to track data on students application and effort as reported on College reports
- A Professional Learning Partnership Framework was piloted in readiness for implementation in 2015. This framework utilises the National Professional Teaching Standards as a basis for the development of goals for individual teacher professional learning and teacher quality.
- Students from St Joseph's College Walgett visited St Edward's on a cultural visit.

EDUCATING FOR JUSTICE AND PEACE

Respectful and Responsible Behaviour

The following are examples of whole school programs that were conducted during 2014 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.
- Phil Glendenning, Director of the Edmund Rice Centre for Justice and Peace, was invited to be a guest presenter at a whole school assembly to speak to students about the plight of asylum seekers.
- 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.

Reconciliation for Aboriginal and Torres Strait Islander Education Policy

The College implemented aspects of the Edmund Rice Education Australia, Aboriginal and Torres Strait Islander Education Policy in the following manner throughout 2014.

- Welcoming signs for Aboriginal people at the school.
- 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.
- Regular meetings and excursions were organised with Indigenous students, including an overnight camp to an 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 2014.
- Immersions to Walgett and Uluru.
- A visit to St Edward's from primary school students from St Joseph's school in Walgett was organised.
- Close links with University of Newcastle, Wollotuka Institute.



Involvement in Service Learning Activities

Each student in Years 8 to 11 was involved in the Waterford Project where, in each year, they were expected to complete a minimum of 20 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 are encouraged to strive for Edmund Rice Honours, for committing to more than 100 hours of service for others.

Students were involved in various fundraising activities throughout 2014 eg:

- Easter Appeal
- Coast Shelter
- Christmas Hampers (SVdP)
- Christian Brothers in Kenya and The Philippines
- Operation Christmas Child
- The Haven Education Centre
- Red Shield Appeal
- 40 Hour Famine
- Legacy
- St Edmund's Wahrenonga
- St Joseph's Walgett
- Edmund Rice Centre for Justice, Sydney

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 Wahrenonga – a school educating students with disabilities. St Edmund's students reciprocated by performing a drum concert at our school.

Talks were provided to Years 10 to 12 students 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 focused 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. 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. Students were given the opportunity to complete an online survey as well as participate in focus groups designed to provide feedback about their experiences at the College. Staff were also provided with an opportunity to provide feedback about the College based on the Australian Council of Education's National School Improvement Tool on nine domains with the inclusion of Mission and Identity as a tenth domain. 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's Social Justice Program received very favourable feedback, with many parents commenting on the importance of this program in the all- round development of their son. The College also received a very strong endorsement by parents of the promotion of Catholic teachings, the retreat program, the Religious Education curriculum and the Mass and Liturgical celebrations experienced by students at the College.



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 students feel safe and cared for. Parents also strongly indicated their support of the high expectations that the College placed on students in relation to behaviour and that 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 strong support of the College's endeavours to promote high academic standards. It is evident from the feedback 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.



Parents are generally of the opinion that their sons are encouraged to achieve their personal best. Some parents did indicate however, that they would like more individual assistance to be provided to their sons when they experience difficulty.

The teaching staff at St Edward's is held in high regard by the parents, with strong support for their professionalism, commitment and enthusiasm. Parents again this year indicated that they would like the College to continue to find ways to support them in assisting 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 them in their learning, in particular in the development of revision techniques and independent study.

Administration and Communication

Parents provided very positive feedback on the organisation and communication structures employed by the College, in particular through the introduction of the Parent Portal and Facebook as a means of keeping parents up to date.

Parents indicated quite strongly that the role that they play in their son's education is valued by the College and that they are provided with opportunity to provide feedback.

It is evident from the feedback from parents that the College can continue to develop effective methods of informing them of areas which may be of concern about their son's progress.

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 expansion of opportunities for interaction with the neighbouring St Joseph's College.

Students

Spiritual and Religious Dimension

It is evident from the survey results that students believe that the Religious and Spiritual dimensions of the College, challenges them to contribute to society in a positive way. In particular the Social Justice Program raises their awareness about the many issues facing those in society which are less fortunate.

The majority of students identify with the importance of the prayer and liturgical life of the College and that these experiences are presented in a relevant and meaningful way.

Pastoral Care

Boys continue to express their understanding of the high expectations placed on them in relation to behaviour, application and effort and that these expectations are clearly explained to them. Students commented favourably about the positive rapport that teachers develop with them and that they feel safe, secure and cared about.

Teaching and Learning

There was strong endorsement of the teacher's role in encouraging students to strive for high academic standards. Students also indicated quite strongly that teachers provide them with additional support when they experience difficulty. This is in contrast to parent's perception on this area of the survey.

Students generally agree that teachers provide them with a range of assessment strategies which allow them to demonstrate their understanding in a variety of ways and that assessment tasks are clearly explained.

Students responses indicated quite strongly that an independent study program, which focuses on revision skills and time management, would further assist them with their studies and that further means of providing individualised feedback on completed work be implemented.

Extra-Curricular Activities

Students commented positively on the range of curricular and extra-curricular activities offered at the College and the majority of students described the Outdoor Education program and

Retreat program as enjoyable and challenging. Students very strongly indicated that more opportunities be provided for social interaction with neighbouring St Joseph's College.

Teachers

Teaching staff were extensively surveyed in 2014 using the nine domains in the Australian Council for Educational Research National School Improvement Tool. The data gained from this process was used to inform the 2015-2018 Strategic Plan. Added to this survey was feedback on the Mission and Identity domain of the College. A summary of the data gathered appears below.

Domains 1, 2 and 3

An Explicit improvement Agenda, Analysis and discussion of data and a culture that promotes learning.

Staff expressed strong support for the variety of approaches that have been implemented to develop a culture that promotes learning within the College. It is evident from staff responses, a whole school goal of an improved learning culture has been clearly articulated throughout the St Edward's community. Staff voiced a strong commitment the raising of student expectations in relation to academic success through the introduction of an independent study program.

The use of data to inform teaching, learning and decision making was emphasised by staff as being critical to ongoing school improvement and that a range of means of collecting and sharing data should be explored.

Domains 4, 5 and 6

Targeted use of school resources, an expert teaching team and Systematic Curriculum Delivery.

Teaching staff identified strong support for the professional development opportunities provided which focused on a range of aspects of curriculum delivery, teaching and learning. Professional development which is aligned with the Australian Professional Standards for Teachers and Leaders, was acknowledged as an important component of ongoing teacher improvement and satisfaction in their role.

The College is encouraged through the data to continue to explore a range of flexible curriculum delivery to maximise the excellent resources and facilities that are available.

Domains 7, 8 and 9

Differentiated Teaching and Learning, Effective pedagogical practices and School-community partnerships

Strong support was expressed for ongoing professional development on a differentiated approach to teaching and learning, to better cater for the diverse learning needs of students. The focus of St Edward's staff on developing excellence in teaching pedagogy through processes that facilitate sharing best practice was supported.

Like students and parents, staff generally believe that more opportunities for student interaction, staff professional development and community based initiatives should be explored with neighbouring St Joseph's Catholic College.

Mission and Identity

Staff voiced whole hearted support for the Spiritual and Religious domain of the College. Staff expressed their commitment the Social Justice dimension of the College which promotes a lifelong education and awareness of reaching out to the marginalised.

The holistic approach to faith formation which is promoted at the College was commended by staff as being relevant and meaningful to boys.

Staff agree that processes should be put in place to ensure that the history and legacy of the Christian Brothers in establishing the College is remembered in an appropriate way.



MAJOR AREAS OF EXPENDITURE ON PLANT AND RESOURCES

The following items incurred major expenses in 2014

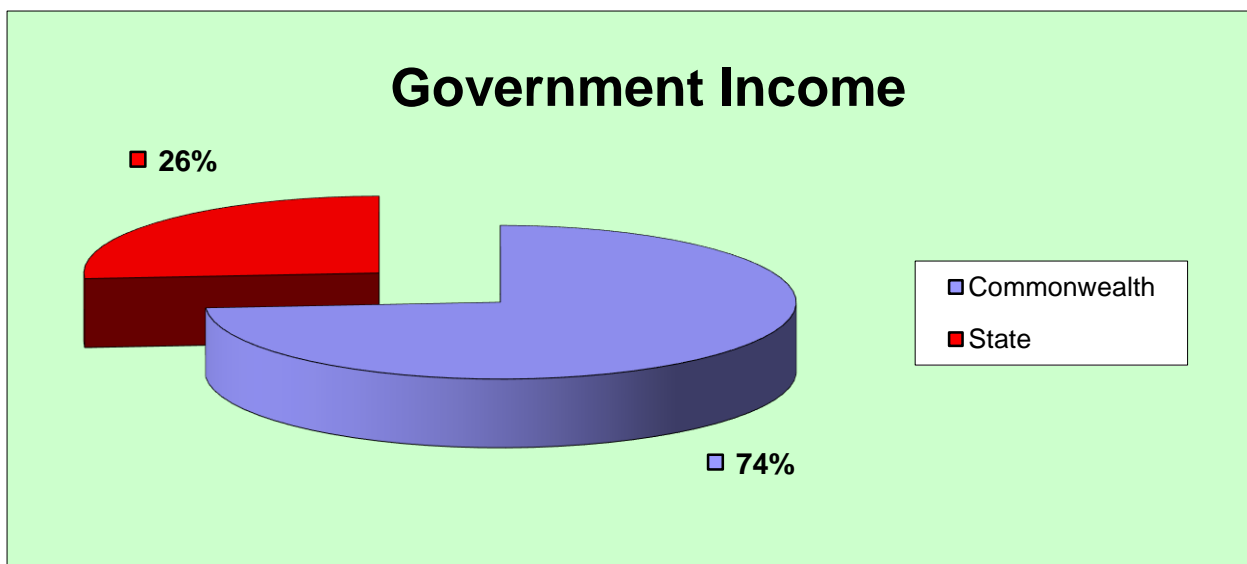
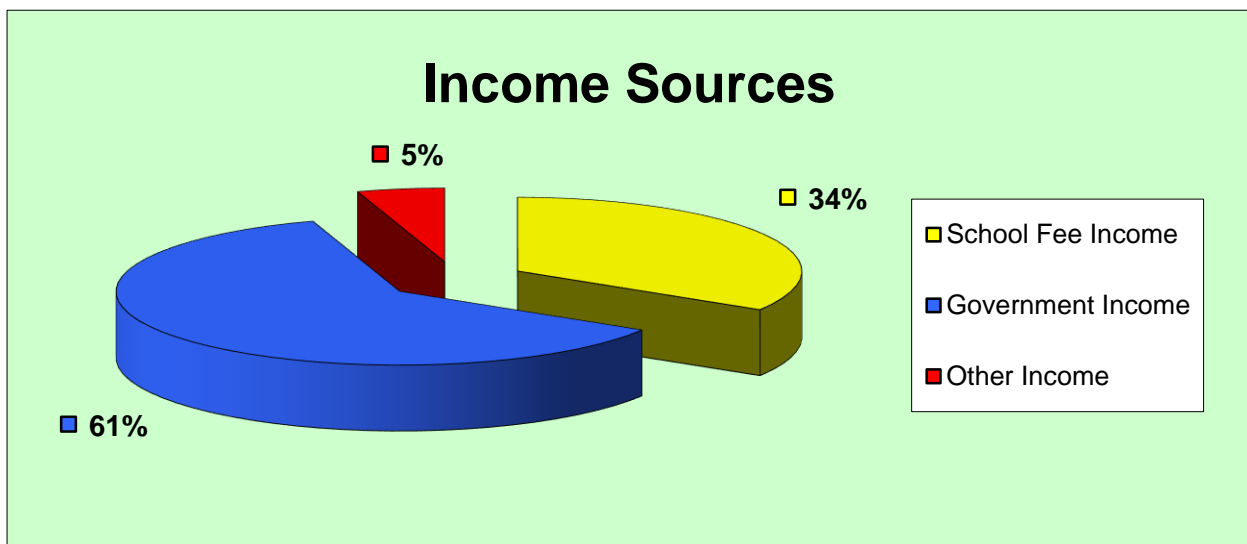
- ***Continuation of work on the Performing Arts and Library***
- Painted the roof of Mona Vale
- Painted rooms 51, rooms 31 to 37 timber work
- Refurbished Grovenor building to 3 GLA's and Staff lunchroom to a GLA
- Top dressed and cored all Ovals
- Replaced carpet in rooms 26,25,51

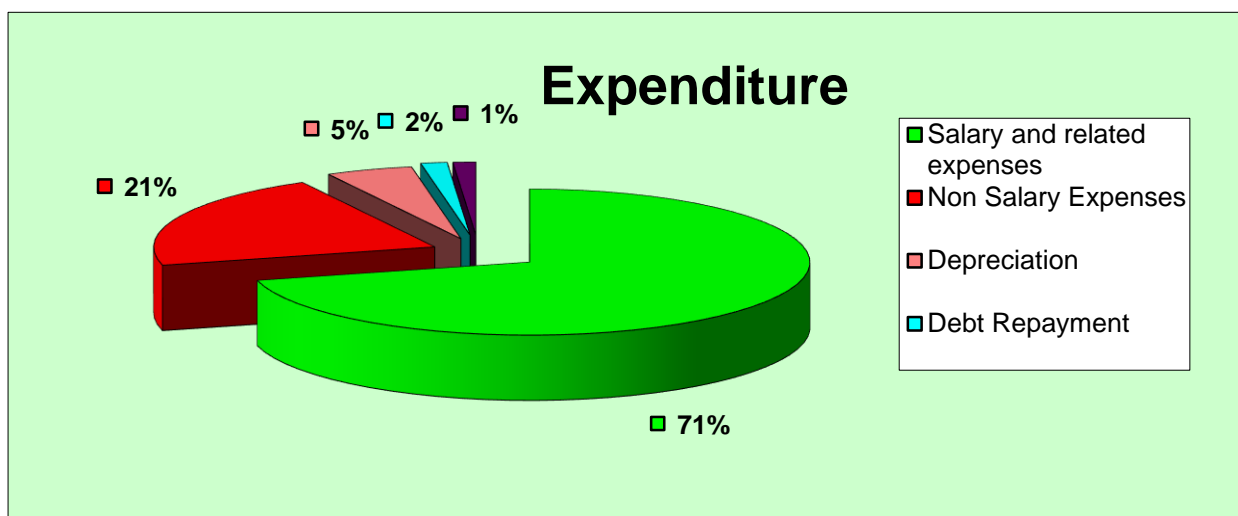
In the Information Technology area, additional funds were allocated to the installation of new devices and upgrades in the following areas:

- 150 Student notebooks upgraded
- Transition from Novell directory services to Microsoft directory services
- Introduced new student and staff home directories and common drives

- Installation of Netbox firewall to ensure the College data is secure
- Installation of new internet content filtering, enabling better student tracking of internet use
- Installation of internet link from the National broadband Network (NBN)
- Replacement of exiting HP wireless network to Aerohive. This ensures the College is prepared for future requirements.
- Extensive planning for new learning spaces of the new building, which includes
 - Meetings rooms with 70' TVs
 - Large projector presentation viewing areas
 - New theatre which will include a 250' screen
 - Charging areas in new library for students

FINANCIAL INFORMATION





APPENDIX: EXTERNAL TEST RESULTS

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

National Assessment Program Literacy and Numeracy Year 7

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

Course	Averages	2010	2011	2012	2013	2014
Reading	School Average	552	548	553	551	557
	State Average	544	539	541	541	545
	Similar Schools	560	552	551	550	555
Writing	School Average	532	533	523	523	507
	State Average	518	512	504	517	497
	Similar Schools	549	541	527	529	521
Spelling	School Average	546	542	549	552	550
	State Average	544	538	547	549	544
	Similar Schools	554	543	548	556	550
Grammar and Punctuation	School Average	528	538	550	544	551
	State Average	527	529	542	535	541
	Similar Schools	551	544	558	548	553
Numeracy	School Average	570	568	553	561	567
	State Average	557	556	552	542	557
	Similar Schools	563	556	548	552	554

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

Test Item	Averages	2010	2011	2012	2013	2014
Reading	School Average	57	46	55	58	50
	State Average	56	44	51	52	51
Writing	School Average	39	NA	NA	36	27
	State Average	35	NA	NA	21	25
Spelling	School Average	61	45	51	63	47
	State Average	54	43	54	62	46
Grammar & Punctuation	School Average	22	28	37	42	43
	State Average	35	32	41	35	47
Numeracy	School Average	80	65	38	55	59
	State Average	61	46	46	48	54

Year 9

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

Course	Averages	2010	2011	2012	2013	2014
Reading	School Average	595	592	587	581	589
	State Average	572	581	572	580	580
	Similar Schools	588	591	589	592	592
Writing	School Average	566	576	577	566	559
	State Average	547	546	536	554	530
	Similar Schools	585	584	569	568	565
Spelling	School Average	587	583	584	583	576
	State Average	578	579	576	583	581
	Similar Schools	585	589	588	592	591
Grammar and Punctuation	School Average	591	584	586	570	571
	State Average	572	570	569	573	569
	Similar Schools	596	586	588	590	586
Numeracy	School Average	622	612	598	596	606
	State Average	600	599	601	584	604
	Similar Schools	600	595	597	596	597

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

Test Item	Averages	2010	2011	2012	2013	2014
Reading	School Average	52	47	29	33	34
	State Average	35	42	26	41	38
Writing	School Average	34	NA	NA	36	34
	State Average	25	NA	NA	21	25
Spelling	School Average	40	30	34	43	27
	State Average	37	36	31	45	34
Grammar & Punctuation	School Average	54	44	56	39	20
	State Average	44	37	39	33	26
Numeracy	School Average	55	58	26	28	50
	State Average	38	40	41	45	50

Record of School Achievement

The table below represents the distribution of grades in each subject studied until the end of Year 10 in 2014. 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	15	30	35	16	5
	State Average	13	27	37	17	6
Mathematics (200hrs)	School Average	15	17	48	20	0
	State Average	14	23	31	23	7
Science (200hrs)	School Average	14	20	45	16	5
	State Average	13	24	36	19	7
Australian History (100hrs)	School Average	5	9	63	16	7
	State Average	13	25	35	18	7
Australian Geography (100hrs)	School Average	7	7	70	13	3
	State Average	13	26	35	18	7
Commerce (200hrs)	School Average	17	34	34	14	0
	State Average	26	33	28	9	3
French (200hrs)	School Average	25	19	25	31	0
	State Average	34	32	24	9	2
Food Technology (200hrs)	School Average	24	29	25	12	9
	State Average	18	30	31	13	6

Industrial Technology Timber (200hrs)	School Average	8	25	53	13	0
	State Average	12	27	36	18	7
Information & Software Technology (200hrs)	School Average	13	32	48	6	0
	State Average	21	29	31	13	6
Drama (200hrs)	School Average	11	21	53	16	0
	State Average	28	34	26	8	3
Music (200hrs)	School Average	16	32	26	26	0
	State Average	25	31	27	11	5
Photographic & Digital Media (200hrs)	School Average	9	32	45	9	5
	State Average	20	30	30	12	6
Visual Arts (200hrs)	School Average	30	50	15	5	0
	State Average	26	32	27	10	4
Personal Development, Health and Physical Education (200hrs)	School Average	16	29	38	16	1
	State Average	13	32	36	13	5

Preliminary Record of School Achievement

The table below represents the distribution of grades in each subject studied until the end of the Preliminary year in 2014. 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 Studies 2 unit	School Average	15	54	31	0	0
	State Average	6	20	36	23	12
English (Advanced) 2 unit	School Average	2	23	56	18	0
	State Average	19	39	34	7	1
English Extension 1 unit	School Average	14	14	57	14	0
	State Average	35	40	20	3	1
Mathematics Extension 1 unit	School Average	11	22	22	17	28
	State Average	27	27	28	15	4
Mathematics General 2 unit	School Average	0	7	39	46	8
	State Average	7	19	35	25	12
Mathematics 2 unit	School Average	10	10	26	28	26
	State Average	26	26	29	15	5
Biology 2 unit	School Average	16	26	43	13	1
	State Average	14	28	36	17	5

Chemistry 2 unit	School Average	13	25	50	4	8
	State Average	18	27	34	16	5
Physics 2 unit	School Average	10	29	38	24	0
	State Average	16	28	35	16	5
Senior Science 2 unit	School Average	8	25	42	25	0
	State Average	7	20	38	23	11
Ancient History 2 unit	School Average	4	27	42	27	0
	State Average	16	28	33	15	6
Business Studies 2 unit	School Average	9	16	36	40	0
	State Average	14	27	34	17	7
Economics 2 unit	School Average	6	25	50	19	0
	State Average	24	32	30	11	3
Legal Studies 2 unit	School Average	13	20	60	7	0
	State Average	16	26	33	17	7
Modern History 2 unit	School Average	8	23	57	13	0
	State Average	18	29	33	14	5
Studies of Religion 1 unit	School Average	7	20	66	7	0
	State Average	14	29	39	16	4
French Continuers 2 unit	School Average	30	30	10	30	0
	State Average	36	35	21	6	2
Engineering Studies 2 unit	School Average	5	42	37	16	0
	State Average	16	28	32	16	7
Food Technology 2 unit	School Average	16	37	32	16	0
	State Average	14	26	32	17	8
Industrial Technology 2 unit	School Average	10	30	40	20	0
	State Average	10	24	35	20	9
Information Processes and Technology 2 unit	School Average	6	39	39	17	0
	State Average	15	26	34	16	8
Drama 2 unit	School Average	9	45	36	9	0
	State Average	23	36	28	9	3
Music 1 2 unit	School Average	23	15	54	8	0
	State Average	18	35	30	12	5
Visual Arts 2 unit	School Average	17	28	44	11	0
	State Average	19	31	32	13	5
Personal Development, Health and Physical Education 2 unit	School Average	7	25	47	11	9
	State Average	13	27	36	18	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	2014
Ancient History	School Average	73	75	72	70	67	72	78	70	72	70
	State Average	74	75	72	72	73	73	73	69	72	72
Biology	School Average	73	69	75	73	68	74	70	72	73	71
	State Average	74	72	73	73	73	73	73	72	74	72
Business Studies	School Average	71	75	72	72	76	78	79	74	75	71
	State Average	69	71	70	72	74	74	73	74	74	74
Chemistry	School Average	61	65	79	77	70	71	71	75	77	74
	State Average	73	74	75	75	75	74	75	76	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	64
	State Average									74	76
Engineering Studies	School Average		72	77	76		79	78	78	74	75
	State Average		73	72	73		75	75	75	74	73
English (Standard)	School Average	69	69	68	70	68	67	70	72	68	69
	State Average	65	65	65	66	65	64	65	68	65	67
English (Advanced)	School Average	75	76	77	75	76	77	80	82	75	75
	State Average	78	77	79	79	79	81	80	80	79	81
English Extension 1 (mark out of 50)	School Average	39	34	39	34	33	35	35	39	38	37
	State Average	40	39	39	40	39	40	40	40	40	41
English Extension 2 (mark out of 50)	School Average	37		47	37			42	40	40	34
	State Average	40		39	40			39	39	39	38

Food Technology	School Average	70	71	75	77	78	78	74	77	72	69
	State Average	71	73	69	73	74	70	72	74	71	71
Geography	School Average	72	70								
	State Average	75	77								
Industrial Technology	School Average	86	78	78	83	81	84	83	80	80	76
	State Average	72	73	73	72	72	71	72	71	72	71
Information Processes and Technology	School Average	76	73	77	77	76	74	68	69	76	76
	State Average	72	72	73	71	73	73	71	71	74	73
Legal Studies	School Average		78	77	75	81	77	78	77	81	64
	State Average		74	74	75	74	73	74	74	75	73
General Mathematics	School Average	77	73	77	73	71	73	72	71	72	72
	State Average	71	68	71	70	70	72	69	69	67	69
Mathematics	School Average	70	71	79	73	75	75	79	77	78	76
	State Average	73	73	75	76	75	76	77	75	77	78
Mathematics Extension 1	School Average	34	29	40	36	38	42	85	79	76	73
	State Average	38	38	39	40	40	40	81	81	80	81
Mathematics Extension 2	School Average	77	64	74	80	62	73	87	73		73
	State Average	81	79	81	83	83	83	84	83		82
Modern History	School Average	79	76	77		70	72	77	74	73	74
	State Average	77	75	75		76	75	75	76	76	75
History Extension 1 (mark out of 50)	School Average	42	33	24	32	29	27	41	36	31	33
	State Average	34	36	38	38	38	38	39	37	38	39
Music 1	School Average	85	85	80	79	89	85	89	87	81	83
	State Average	79	78	79	79	80	80	80	80	80	80
Personal Development, Health and Physical Education	School Average	76	80	78	74	78	76	77	75	76	70
	State Average	74	73	73	73	72	75	74	73	71	73

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



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