



ST EDWARD'S COLLEGE

Where young men achieve



2015 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

2015 was a difficult but highly successful year for St Edwards College

The construction of the Shanahan Learning Centre was a major disruption to all teaching and support staff, students and neighbours. I am pleased to report that all those affected "soldiered on" with no significant complaints for the inconvenience. At this point I would like to particularly acknowledge and thank Wendy Weir and Craig Friend for their commitment, dedication, long hours, vision and experience in ensuring that St Edward's got the most prestigious, usable, complementary and efficient addition to our building landscape.



Another major physical disruption was the closure of the College due to the storms. We suffered, like many others, loss of power and communication but, fortunately, very little physical damage. A positive note is that the storms were a significant test on the quality and strength of our new building which was largely unaffected. At this time, Dr Michael Slattery was on Professional Renewal Leave and the College was in the care of our Deputy Principal, Mark Bonnici. His leadership during this time was exemplary. On behalf of the Board, I thank Mark and acknowledge his value and importance to the College.

I am really pleased with the continued good relationship we have with St Edward's Parents and Friends Association and the valuable contributions they have made to the College as a result of their enthusiastic and successful fund raising activities.

I would like to thank the members of our Board. The Board members give generously and voluntarily their time, expertise, support and advice to Michael, Mark and Ron.

The Board Members are:

Max Pittolo (Deputy Board Chair)
Br Michael Burton
Tracy Britt
Kerry Baldwin
Bernard Cumming
David Collins
Debra Ferguson
Scott Killalea
Joe McCarthy
Chris Milne



The Haven has continued its excellent work in caring, nurturing, encouraging and guiding its students back into mainstream education. The Haven's value is evident in its success. The Haven Board, led by Peter McPherson, and the teaching team, led by Chris Kokegei are acknowledged and thanked.

I am pleased to confirm that St Edward's, under the financial management and direction of Ron Featherston continues to be in a sound financial position. Our revenue (from fees and grants) is keenly balanced with our outgoings (the provision of teaching and ancillary services, maintenance and improvements). Our borrowings are minimal compared to our assets and debt servicing is comfortable and managed.

Our Principal, Dr Michael Slattery, has established himself as a leader with strength and direction. His enthusiastic and progressive approach to education, backed by qualifications and experience, is refreshing and inspiring. The board unanimously thanks Dr Michael for his commitment and dedication. The College is in good hands.

In closing on behalf of the Board I would like to thank everyone involved in the running of the College in 2015. 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 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 best wishes to everyone for a safe, happy and relaxing Festive Season and an exciting and rewarding 2016.

Mr Frank Bortkevitch
College Board Chair

PRINCIPAL'S REPORT

What does St Edward's stand for in the community?

We belong to a network of Edmund Rice and Christian Brothers schools across the world. We belong to 43 member schools and 75 associate schools across Australia. We belong within the Broken Bay Catholic Diocese of NSW serving the families within the various Parishes of the Central Coast. We serve over 1000 boys and 700 families each year and educated on the Gosford site since 1953.

We are a values driven school community and certainly unashamedly counter cultural and refuse to accept the societal norms of racism, sexism, homophobia, and violence toward women. We challenge those who don't strive to assist others, those who don't put any effort into their self-improvement and those who just don't care. Rather we encourage giving to the poor in handfulls, working to be more tolerant and accepting of diversity within our Australian culture, and practising reconciliation and forgiveness when we recognise we have not lived up to our values. As a living community the staff and boys do not always get it right. But we learn from the experience and become better human beings as a result of restorative practices we engage in to rectify the problems.

We demand a belief in God and the message of Jesus as a basis for all steps in our lives. We have Fr Jack, Fr Jacek, Fr George, Fr Jim and Fr Tadeauz, ministering closely with the staff and the boys, and we encourage the families to involve themselves in the various Parish ministries and Sunday Masses. We practice the Catholic faith through rich and engaging whole School Masses and Liturgy, regular Form and RE Class Masses, prayer, Reconciliation, Retreats and a superb Social Justice programme which every boy must support if he wants to stay enrolled at the College. The Religious Education curriculum underpins all of this and is taught with passion by 25 Religious Education teachers, and supported by all members of staff. Our Christian Brothers community at Gosford, made up of Br Peter Hester, Br Michael Burton and Br Denis Cusack are wonderfully generous with the support and work they do within the College, always supporting the living charism of our Founder Blessed Edmund Rice.



We are a learning community that strives for improvement in all the theatres of school life. The boys are expected to give their personal best to become the best person they can be. Our holistic approach at the College is comprehensive, thus it is important that each boy strive for improvement in their class work, personal development, spiritual awareness, social justice outreach, sporting involvement and cultural activities. The Code for Learning forms the basis of attitudes and action when learning within the College. The teaching staff offer the widest curriculum choice on the Central Coast and deliver lessons that engage the boys in rich pedagogical proactive infused with appropriate use of various 21st century technology. The teaching and support staff are also on a journey of self-improvement and professional development as they too strive to be the best possible servants of the boys and their families.

We are a College with rich sporting heritage. Our boys want to wear the black and red and be part of that strong team camaraderie. It is so pleasing to see the number of boys trying out for representative teams and to play with such passion. Our sporting teams have once again excelled and the results have been pleasing.

I celebrate with all the members of the St Edward's community and congratulate each person on the joys and successes of the past year in the knowledge that it has been so life giving to the College. I thank all the members of the College Board, Haven Board, Christian Brothers, EREA, Parish Priests, College Executive, Staff and students for making the world of school leadership such an exciting prospect. Thank you for making leadership such a joy. I wish all the members of the College community a happy and Holy Christmas season and pray for the safety and happiness of all of our families during the holiday break.

Dr Michael J. Slattery
College Principal

STUDENT LEADERSHIP REPORT

Thomas Brown (College Captain) **Speech given at Year 12 Farewell Assembly**

Today, we, the graduating class of over 130 young men hold our heads high as we descend the ERC steps for the final time. Personally, my experience began six years ago in this room as I was introduced to strangers who today I can happily call my mates.

Over the years, we welcomed many new strangers who gradually became friends and those who seemed foreign to us that today we stand side by side with in camaraderie. This sentiment captures the attitude of our Year 12 group as we depart today.... companionship and justice. This reminds us of our EREA touchstones of Justice and solidarity and an inclusive community. My mates who sit here with me for the final time epitomise these hallmarks of our education at St Edward's.

The education provided at St Edward's is of a unique and exceptional calibre. Growing as young men in the Edmund Rice tradition, we have been presented with many opportunities to extend ourselves and reach limits outside of our personal comfort zone. The Waterford Project has become a defining aspect of Eddie's life. Many of us have been able to seize the opportunity to widen our awareness on the lives of others within our community and consequently developed a confident personality that we take with us into the future.

The various excursions, camps and retreats have allowed us to enrich our relationship with others, with God and our relationship within. For this we are endlessly grateful.

Together, we have been able to grow into the successful young men that Dr. Slattery prescribed for us as incoming Yr. 7s of St Edwards in 2010. Six years ago, many of us questioned whether

today we could be the young men who achieve and will continue to achieve into the future, and today I know with a confident intensity that this is guaranteed.

We owe this success to the people around us who have offered us opportunities to achieve and brightened our lives with respect and love.

Firstly, our parents and guardians, who provide us with the energy to persist and the helping hand that raises us up when, at times like this HSC year, we have stumbled and sometimes given in to stress and fear.

Our teachers, who have provided unwavering support as we strive to achieve in our personal areas of education. Your dedicated teachings have offered us the opportunity to widen our views on the world and taught us that we can achieve whatever we put our minds to.

To Dr Slattery - you started here with us in 2010, and from the first minute you have led us with the determination to see that every boy achieves to the best of his abilities and work consistently to reach his goals. We are forever appreciative of your wisdom and guidance and take your lessons forward through faith and knowledge.

To Mr Dell - you have been a vital figure in our development, always leading from behind the scenes and willing to offer your time to see that we grow into young men who live lives of social awareness and move forward with a strength of character based upon Edmund Rice's principles of peace and justice.

To Mr Carroll - you have been a coach, a mate and a father figure here at school and we will always be grateful for your unrelenting belief in us, and your desire to see that we all become respectful and caring fathers and strong-minded men of the future.

And finally to my mates, the Year 12 cohort, I am honoured to walk side by side with you as we leave the gates of Eddie's and head into the future. We have been able to grow together despite trials and challenges and can today recognise each other's talents and abilities and support each other in our personal endeavours for the future.

I have been privileged this past year in leading the school and hope that I have awakened some of you to action, but most importantly I encourage all you boys as integral members of the St Edwards community to look past the presence of a badge on a leader's lapel and look into their character and attempt to create a character for yourself that you will be proud of when you sit here in some years' time to leave as a successful young man of St Edwards.

We continue to work with the boys of all ethnicities, most importantly our Aboriginal brothers and strive to continue a strong relationship as we work towards reconciliation. You all form an important part of the community and must endeavour to become the best young man you can be.

Today, Year 12 leave with our heads held high and the crest pinned over our hearts, 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 2015 it claims 1025 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 Learning Centre, 200 seat theatre, 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 to 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.

Once again the highlight of 2015 was the continuation of the social justice program. Four of our students were awarded the John Lincoln Youth Community Service Awards *Certificate of Commendation for Service to the Community* by the Order of Australia Association (NSW Branch), for their outstanding community service. They join a growing list of outstanding students who have received this award in the last ten years. Another feature of 2015 was the choice by four Year 12 students to accompany our Principal, Dr Slattery, Mr Beattie and Mr Summerhayes to Africa to participate in missionary work after the completion of their HSC exams. These yearly visits have established a growing connection between these two communities and have become part of the Edmund Rice Education Beyond Borders program of which St Edward's is a lead school. 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 marginalised.

(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 align with the EREA 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
			Manufacturing
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 2015, 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 whilst 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-campus to participate in physical activities. On other occasions whole day excursions are undertaken.

Learning Support

At St Edward's we are a comprehensive school that endeavours to meet the academic needs of all students with the aim of producing well rounded men who are provided with a holistic education. In this context there is significant commitment to students who need support to learn due to a learning problem, physical disability, behavioural or emotional concern.

At St Edward's we are fortunate to have the services of three full time teacher assistants to support students with higher needs. This year we have again targeted literacy and numeracy in Years 7 to 10, supporting three classes in Year 7 for 100% of the English and Maths, while from

Years 8 to 10, 50% of English and Maths classes are supported. In addition some Science practical classes are supported upon teacher request to support individual learning needs.

As far as possible students are assisted within the mainstream classroom, although there are some programs offered which involve smaller groupings in more intensive, short term setting. Many of these programs specifically provide for the improvement and development of literacy and numeracy skills. This year we have continued to provide junior students with access to Core5 Lexia Reading, and in Term 4 have trialled the use of Mathletics in class and at home. Students are also encouraged to individually seek additional assistance each morning from 8am in the College library.

All students are monitored regularly as they progress through school and new forms of assistance are developed as needs emerge and resources are made available. Term 3 saw the use of I pads in class by boys who find both reading and writing difficult. I pads have a built-in accessibility mode that enables students to either highlight text that is read to them, or voice to text recognition that allows them to dictate to the Ipad to produce the text. Greater utilisation of phones, allowing students to take photos of missed notes or homework, are common tools that most students have that can assist many students to satisfactorily meet academic commitments. We hope to see the continuing development and implementation of such assistive technology for all students enabling easier access to support and enhance learning.

The College also provides a comprehensive examination and common assessment support service for students with particular learning needs or for those who have a physical injury that prohibits them from writing. Each year through a range of evidence based practice, we identify students of higher need who would benefit from either separate supervision or access to a reader and/or writer for common moderated exam assessments so that they have equitable academic access.

Based on a similar range of criteria, each year the College organises for a number of students to make application for Disability Provisions through NSW BOSTES so they may have similar access to exam support in the Higher School Certificate exams. This year the College supported five HSC students based on both medical and learning difficulties.

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 25 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 2015 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, 550 notebooks, 90 iPads, 55 multimedia classrooms 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 2015 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 and Science.

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.

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 2015 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 2015, 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 2015, a range of cross curriculum approaches to teaching writing skills were 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 has created a great consistency in results with improvement in particular in the area of writing. The 2015 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 and writing the strongest areas, while in spelling, punctuation and grammar there is still room for improvement. The Year 9 boys' results were pleasing. Students performed best in reading and writing and in spelling, grammar and punctuation the results were very similar to the state average for boys.



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

Numeracy

The overall numeracy mark for Year 7 was above average when compared to boys in NSW. All areas that were part of this assessment were above average. In Year 9 the overall numeracy mark was slightly below the NSW boys' average. The growth data indicated that in Year 9, on average, students' growth rate was below the average Numeracy score for boys across the state when compared to their performance in 2013.

Those interested in how the students' performance compares with performance in other schools across Australia will find this information in the Appendix located at the end of this report.

Higher School Certificate

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

- Results in 16 courses were above the state average.
- Results in the remaining courses were either equal to or slightly below state average.
- 66% of the marks obtained by the boys were above 70 with 28% being over 80 and 5% being over 90.
- St Edward's College rated 36 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 95.8
- 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 2015 were Entertainment, English Extension 1, Legal Studies, Music, Physics, Studies of Religion, Metals and Engineering, Construction and Industrial Technology
- 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 2015, the College had 78 teaching staff which included a total of 72 full time and 6 part time teaching staff. In addition the College employed a total of 39 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 4 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	78
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, \$85 410 was spent on professional learning by teachers throughout the year which equates to approximately \$712 per staff member.

- Edmund Rice Education Australia offers a number of personal formation programs to teachers. In 2015, four 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. Two staff members attended a program designed to promote leadership within the context of a Catholic school, two staff members attended a conference which provides teachers with the opportunity to reflect on their life thus far and plan for the future. Another thirteen 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.
- The Professional Learning Partnership Framework which was trialled in 2014 was introduced to all staff in 2015. This framework requires teachers to establish a professional learning plan based on The Australian Professional Teaching Standards. Teachers meet regularly with colleagues to discuss teaching practice, share their professional learning goals as well as other professional development they have experienced. As part of this program teachers participate in lesson observations and feedback sessions on each-others teaching.
- The Professional Learning Plans developed by teachers enables a more strategic approach to identifying and participation in external professional development.
- Five common focus areas were identified in these plans. These being: differentiation, providing quality feedback, student learning styles, literacy and numeracy, ICT integration.
- 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 2015. 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.
- Twelve teachers were involved in marking of HSC examinations across a variety of courses.
- All staff either maintained or upgraded their first aid qualifications.
- All staff attended compulsory training on Asthma prevention and management.

STUDENT ATTENDANCE RATES

The average attendance rate for boys at the St Edward's campus from Year 7 to Year 12 during the 2015 school year was 93.5%. This varied from year group to year group as indicated in the table below. The average attendance rate for the boys and girls at The Haven Education Centre was 89% which is the highest on record since the establishment of the Annexe.

Attendance Rate by College Year Group

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
93.7%	93.0%	92.0%	91.1%	94.2%	96.7%

The rate at the St Edward's campus was on par with the attendance rates of recent years (2014, 94.2% 2013 93.1%, 2012, 93.8% 2011, 93.5% in 2010, 92%) with the rate at The Haven Education centre showing a decline in comparison to recent years being, 2014 65%, 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, 2013 (December)	163
Year 12, 2015 (December)	134
Retention Rate	82.2%

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 2015 are presented below.

Year 12

(134 students in the year group at the conclusion of the HSC in 2015)

Destination	Percentage of students
University	56.5%
Unknown	11%
TAFE	1.5%
Private College	1.5%
Apprenticeships / Traineeships / Full-time employment	20%
Part-time employment	9.5%

Year 11

(179 students in the year group at the start of 2015)

Destination	Percentage of students
St Edward's College (Year 12)	84.3%
Other school	8.4%
Employment/ Apprenticeship	7.3%

Year 10

(169 students in the year group at the start of 2015)

Destination	Percentage of students
St Edward's College (Year 11)	95.3%
Employment/ Apprenticeship	0%
Other school	4.1%
TAFE	0%
Overseas	0.6%

ENROLMENT POLICY

As a Catholic College, our aim is to accommodate students applying from Catholic Schools. However, students from other Non-Government and Government Schools are welcome to make application for enrolment. We value our association with parents and their son/s from all Christian denominations.

St Edward's College does not exclude students on the basis of academic ability. Hence, we accept 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 College Registrar, the Principal or a member of the College Executive.

In the enrolment process, we endeavour to discern what the parents' and son's 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 traditionsOnce 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 website. 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 2015 there were 1055 boys and 5 girls enrolled at St Edward's College, including a group of 26 at The Haven Education Centre. 2.6% of the student enrolment at the College campus and 92% 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	188	162	166	135	1034
The Haven Education Centre	11	15	0	0	0	0	26
Total	203	206	188	162	166	135	1060

In 2015 all one hundred and thirty four (134) of the students who sat for the HSC qualification achieved this certificate, i.e. 100% of students achieved the Higher School Certificate. Fifty three students (53) achieved a VET qualification (i.e. 39%).

Percentage of Year 12 students undertaking Vocational training	39%
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 2015 the College embarked on the implementation of the 2015-2018 Strategic Plan which is based on the four EREA Touchstones of Gospel Spirituality, Inclusive Community, Liberating Education and Justice and Solidarity. 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 2015 based on the Strategic Plan.

- Implementation of the Professional Learning Partnership Framework for Teacher Professional Development.
- Effective evaluation of the professional Learning Partnership Framework and Teacher Professional Development.
- Ongoing education of the College Board on issues associated with Governance.
- Improved processes to foster support staff professional development.
- Implementation of the recommendations of the BOSTES inspection from 2014.
- Implementation of Edmund Rice Beyond Borders initiatives.

- Further development of the 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.
- Planning for the Independent Learning whole school initiative in 2015.
- Ongoing improvement of the administrative functions in Iwise for effective school organisation.
- Development of promotional DVD.
- Greater utilisation of the Parent Portal, College Website and College App in communicating with parents and the wider community.
- Ongoing development of the role of the Shanahan Learning Centre in enhancing teaching and learning.
- Online surveying of staff, parents and students to inform school improvement.
- Survey of Year 7 parents on reason for choosing St Edward's College.



EDUCATING FOR JUSTICE AND PEACE

Respectful and Responsible Behaviour

The following are examples of whole school programs that were conducted during 2015 that encourage appropriate behaviour from students.

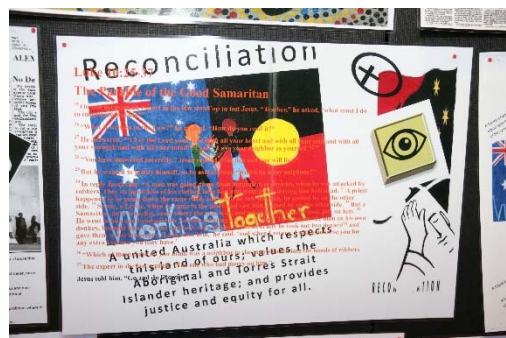
- The College continued to implement a Restorative Justice approach when dealing with issues associated with pastoral care and discipline. This approach encourages students to take responsibility for their behaviour by acknowledging the consequences of their actions and the importance of being respectful of others.
- Year group themes were established and emphasised throughout the year. These themes being:
 - Year 7- Belonging
 - Year 8 - Values and Service
 - Year 9 - Men of Honour
 - Year 10 - Leadership and Involvement
 - Year 11- Owning the Responsibility
 - Year 12 – Young Men with Purpose

- Integration of the College's Code for Learning throughout the pastoral system and in class expectations continued in 2015.
- Zacki Hairani, an asylum seeker from Afghanistan, was invited to be a guest presenter at a whole school assembly to speak to students about his experiences as an asylum seeker.
- 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 2015:

- Welcoming signs for Aboriginal people at the school.
- Integrated use of the Aboriginal and Torres Strait Island classroom
- Acknowledgement of Country occurs prior to major assemblies or celebration, including acknowledgement of traditional landowners.
- 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 Indigenous Sacred Sites and Mingaletta Cultural Centre
- 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 Food Technology, Science and Mathematics
- Initiatives related to the Dare to Lead Program were continued in 2015.
- 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.
- St Edward's hosted the EREA Reconciliation forum in 2015.
- A mentoring program of indigenous students by local Aboriginal men.

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 2015 Examples include:

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

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

- | | | |
|-------------------------------|-------------------------|------------------------|
| • Clean Up Australia Day | • Visit to Wyong Mosque | • Visits to King Cross |
| • Visits to the local nursing | • Walgett Immersion | • Coast Shelter |
| home and hospital | experience | |
| | • Edmund Rice Camps | |

Curriculum Class Based Activities

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

Talks were provided to 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.

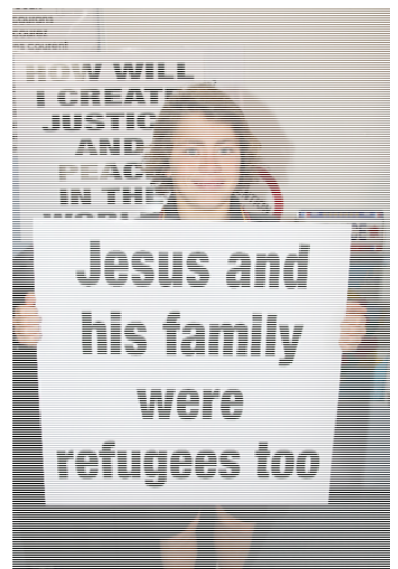
The Easter Appeal and Waterford Project are coordinated in Religious Education classes and the topic of Social Justice is taught in Year 10 Religious Education.

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.

A whole school assembly in which the plight of asylum seekers was presented to students. Zacki Hairani, an asylum seeker from Afghanistan was a guest speaker at this assembly. Through topics titled Oppression and Survival, Year 9 students explore issues on social justice and peace. The documentaries presented in these units highlight individuals who are known for their advocacy work in social justice. Similarly in the Food Technology and Legal Studies Courses Halal food laws and Human Rights laws are studied.



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 parent perspective about a range of areas including, faith development, teaching and learning, the curriculum, pastoral care, home learning and extra-curricular activities. Staff and students were given the opportunity to complete an online survey to provide feedback about their experiences at the College.

Parents

Spiritual and Religious Dimension

The overall feedback in this domain of the College was very positive. Parents commented very favourably on the role that the Religious Education Curriculum, Retreat and Social Justice

Program as well as the Mass and Liturgical celebrations experienced by students play in the development of strong Christian values that will encourage them boys to contribute positively to society.

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 were very supportive of the role that the College plays in developing their son's sense of pride in achievements and sense of self-worth. 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 once again 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 and that their sons are provided with adequate support 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.

Administration and Communication

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

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 continue to indicate 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 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. In particular students believe that the Religious and Spiritual dimensions of the College, teaches them positive messages about their faith.

Pastoral Care

Students continue to report that St Edward's is a safe and secure school in which members of the community genuinely care about each other. It is evident that the introduction of the Code for Learning has positively impacted on students' understanding of the high expectations placed on them in relation to behaviour, application and effort and that these expectations are clearly explained to them.

Some students commented that greater consistency in the application of the consequences related to discipline needs to be achieved.

Teaching and Learning

Students strongly endorsed the role that the College plays in encouraging them for high academic achievement. 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 the requirements of assessment tasks are clearly outlined and that teachers provide them with additional support when they experience difficulty.

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. A program to address this ongoing concern was developed throughout the year. The Executive plans to closely monitor the impact of this program over the coming years.

Extra-Curricular Activities

Students commented positively on the impact that excursions have on their learning. The range of curricular and extra-curricular activities offered at the College was also positively endorsed by students. Students once again very strongly indicated that more opportunities be provided for social interaction with neighbouring St Joseph's College.

Teachers

The 2015 - 2018 Strategic Plan was developed to guide ongoing school improvement at the College. This Strategic Plan incorporates the framework which is expressed in the Charter for Catholic Schools in the Edmund Rice Tradition and is based on the four touchstones of Liberating Education, Inclusive Community, Gospel Spirituality and Justice and Solidarity. Each year a selection of staff are surveyed to gauge school improvement according to this plan. The information below summarises staff responses to this survey

Liberating Education

Staff responses were extremely positive on the establishment of a learning culture that enables students to experience success within a safe and healthy environment. Staff endorsed the holistic education provided to students which is sensitive to the integration of faith and culture with learning. Staff report that the school improvement agenda is clearly and explicitly articulated.

It is evident from the survey that teaching programs are clearly written and build on knowledge and understanding throughout each stage and that teachers employ strategies that differentiate to allow students of all abilities to achieve success.

Some staff report the need to continue working on fostering a collective commitment by leaders, teachers, students and parents to the attainment of academic excellence.

Gospel Spirituality

A strong sense of support is evident in relation to the promotion of inclusivity at St Edward's. The Masses and Liturgies celebrated at the College provide a positive example of prayer and encourages students to live a life of service, love and forgiveness. The Religious Education curriculum and retreat program, provides the opportunity for students to develop Christian values that will encourage them to contribute positively to society.

Staff hold a deep belief that St Edward's nurtures and encourages the spiritual growth of each person through reflection, prayer, symbols, ritual and sacraments. Students at St Edward's learn to respect those who come from other religious traditions.

Inclusive community

St Edward's provides pastoral care that nurtures the dignity of each person. St Edward's staff foster positive working relationships with parents and guardians in the growth and development of their children. Staff at St Edward's are welcoming to new staff and visitors to the school.

Staff are of the opinion that a real, representative community involvement is facilitated with a view to improving school-community communications and relations.

St Edward's acknowledges the traditional ownership and cultural heritage of Indigenous peoples of Australia, and welcomes them into its community.

Some staff report the need for additional means of giving feedback and a greater acknowledgement of their work

Justice and Solidarity

Staff are very supportive of the role that the social justice program plays in encouraging a lifelong awareness of the poor and marginalised and that staff and students at St Edward's are challenged to critically reflect on justice and peace issues. The Religious Education program is a significant contributor to the promotion of themes of justice and peace and teaching staff are very committed to ensuring that the experiences gained by students are relevant and engaging.



MAJOR AREAS OF EXPENDITURE ON PLANT AND RESOURCES

The following items incurred major expenses in 2015

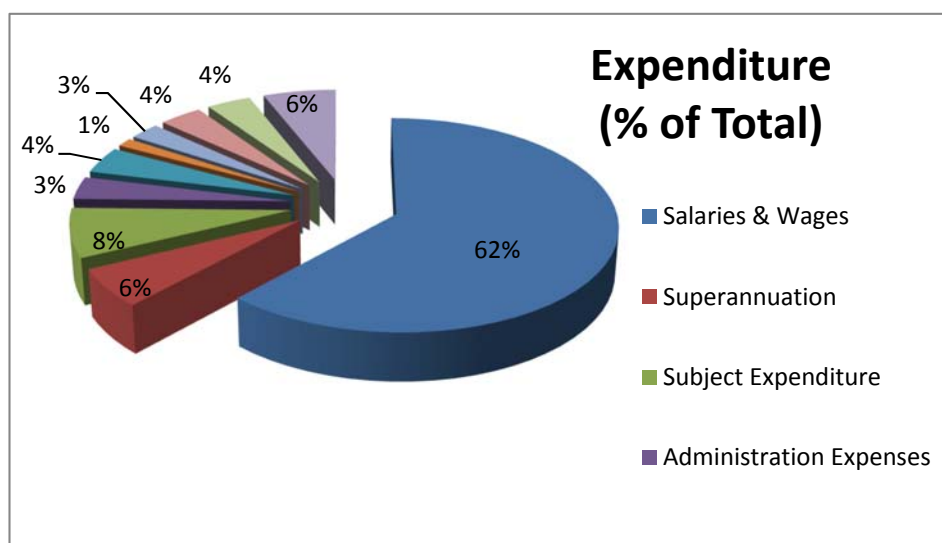
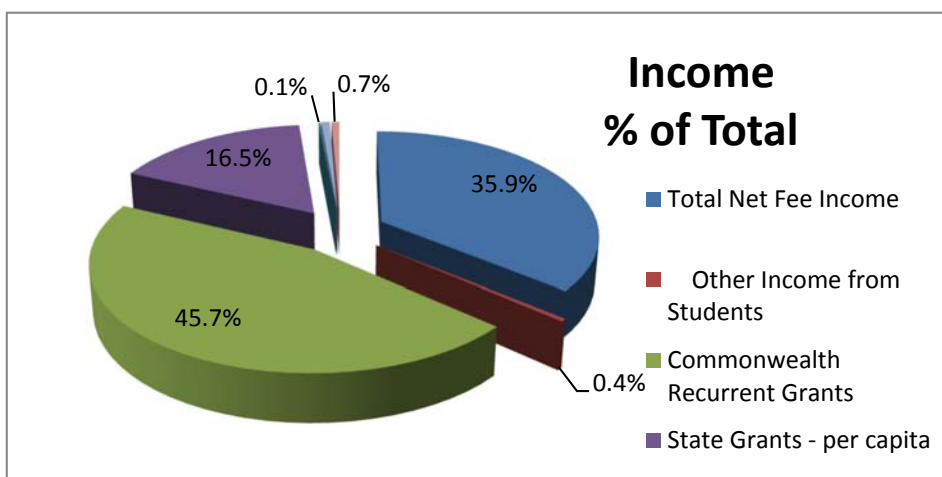
- Continuation of work on the Performing Arts and Library
- Painted the roof of Mona Vale
- Painted rooms 51, rooms 31 to 37 timber work
- Refurbished Grovenor building to 3 GLA's and staff lunchroom to a GLA
- Top dressed and cored all Ovals
- Replaced carpet in rooms 26,25,51
- Purchased new soccer goal posts
- Finished EKA keying system
- Resurfaced area outside Rooms 1,2,3 & 11,12,13,

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



- Introduction of 64 I pads in the Library to enhance digital learning.
- Introduction of 64 additional Notebooks for Senior areas in the Library
- Upgrade of 250 student notebooks throughout the campus.
- Upgrade of 60 Desktops throughout the campus
- 21 upgraded in Multimedia Classrooms
- Introduction of cashless cards system for Canteen which included 4 Point of sale systems (POS)
- New student card layout
- Configuration of Office 365 for students and staff.
- Configuration of Google Apps for students and staff.
- Commission of 3 new classrooms with Multimedia capabilities.
- Transitioned Haven staff email to a cloud based solution managed by Microsoft.
- Creation of marketing material for the college

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	2015
Reading	School Average	552	548	553	551	557	551
	State Average	544	539	541	541	545	545
	Similar Schools	560	552	551	550	555	557
Writing	School Average	532	533	523	523	507	502
	State Average	518	512	504	517	497	495
	Similar Schools	549	541	527	529	521	524
Spelling	School Average	546	542	549	552	550	540
	State Average	544	538	547	549	544	547
	Similar Schools	554	543	548	556	550	555
Grammar and Punctuation	School Average	528	538	550	544	551	534
	State Average	527	529	542	535	541	536
	Similar Schools	551	544	558	548	553	555
Numeracy	School Average	570	568	553	561	567	554
	State Average	557	556	552	542	557	553
	Similar Schools	563	556	548	552	554	552

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

Test Item	Averages	2010	2011	2012	2013	2014	2015
Reading	School Average	57	46	55	58	50	44
	State Average	56	44	51	52	51	43
Writing	School Average	39	NA	NA	36	27	22
	State Average	35	NA	NA	21	25	25
Spelling	School Average	61	45	51	63	47	55
	State Average	54	43	54	62	46	51
Grammar & Punctuation	School Average	22	28	37	42	43	30
	State Average	35	32	41	35	47	36
Numeracy	School Average	80	65	38	55	59	53
	State Average	61	46	46	48	54	51

Year 9

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

Course	Averages	2010	2011	2012	2013	2014	2015
Reading	School Average	595	592	587	581	589	579
	State Average	572	581	572	580	580	577
	Similar Schools	588	591	589	592	592	592
Writing	School Average	566	576	577	566	559	551
	State Average	547	546	536	554	530	526
	Similar Schools	585	584	569	568	565	562
Spelling	School Average	587	583	584	583	576	580
	State Average	578	579	576	583	581	584
	Similar Schools	585	589	588	592	591	594
Grammar and Punctuation	School Average	591	584	586	570	571	559
	State Average	572	570	569	573	569	561
	Similar Schools	596	586	588	590	586	580
Numeracy	School Average	622	612	598	596	606	592
	State Average	600	599	601	584	604	605
	Similar Schools	600	595	597	596	597	602

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

Test Item	Averages	2010	2011	2012	2013	2014	2015
Reading	School Average	52	47	29	33	34	26
	State Average	35	42	26	41	38	34
Writing	School Average	34	NA	NA	36	34	29
	State Average	25	NA	NA	21	25	25
Spelling	School Average	40	30	34	43	27	26
	State Average	37	36	31	45	34	31
Grammar & Punctuation	School Average	54	44	56	39	20	15
	State Average	44	37	39	33	26	27
Numeracy	School Average	55	58	26	28	50	29
	State Average	38	40	41	45	50	47

Record of School Achievement

The table below represents the distribution of grades in each subject studied until the end of Year 10 in 2015. 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	11	24	46	16	1
	State Average	13	27	37	16	6
Mathematics (200hrs)	School Average	14	25	41	19	1
	State Average	15	23	32	23	7
Science (200hrs)	School Average	13	27	44	15	1
	State Average	13	25	36	19	7
History (100hrs)	School Average	9	13	53	20	4
	State Average	14	26	35	17	7
Australian Geography (100hrs)	School Average	10	13	59	18	1
	State Average	13	26	36	18	7
Commerce (200hrs)	School Average	20	30	40	10	0
	State Average	27	34	27	9	3
French (200hrs)	School Average	15	15	40	30	0
	State Average	35	30	24	8	2
Food Technology (200hrs)	School Average	15	29	32	12	12
	State Average	18	29	33	14	6
Industrial Technology Timber (200hrs)	School Average	15	21	47	12	6
	State Average	12	27	37	16	7
Information & Software Technology (200hrs)	School Average	19	37	44	0	0
	State Average	22	28	32	13	4
Drama (200hrs)	School Average	6	25	63	6	0
	State Average	28	35	26	8	3
Music (200hrs)	School Average	20	24	36	16	4
	State Average	26	31	27	10	5
Photographic & Digital Media (200hrs)	School Average	15	42	38	4	0
	State Average	21	32	30	12	5
Visual Arts (200hrs)	School Average	32	42	26	0	0
	State Average	27	32	27	9	4
Personal Development, Health and Physical Education (200hrs)	School Average	15	31	38	14	2
	State Average	13	32	37	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 2015. The 'State Average' grade includes all students in NSW i.e. both boys and girls.

Course	Averages	A	B	C	D	E
English Studies 2 unit	School Average	11	22	44	22	0
	State Average	5	20	37	23	11
English (Advanced) 2 unit	School Average	3	36	35	26	1
	State Average	18	40	34	7	1
English Extension 1 unit	School Average	33	17	17	33	0
	State Average	34	43	19	3	1
Mathematics Extension 1 unit	School Average	27	41	32	0	0
	State Average	26	28	28	14	4
Mathematics General 2 unit	School Average	9	30	36	25	0
	State Average	8	20	34	25	12
Mathematics 2 unit	School Average	25	40	35	0	0
	State Average	25	26	29	15	4
Biology 2 unit	School Average	4	25	53	12	9
	State Average	13	27	37	17	5
Chemistry 2 unit	School Average	10	33	19	38	0
	State Average	18	26	34	16	5
Physics 2 unit	School Average	7	10	50	30	3
	State Average	17	26	35	16	5
Senior Science 2 unit	School Average	0	33	33	33	0
	State Average	6	21	38	23	10
Ancient History 2 unit	School Average	10	33	43	14	0
	State Average	15	28	36	16	6
Business Studies 2 unit	School Average	4	30	58	6	2
	State Average	13	28	36	16	6
Economics 2 unit	School Average	0	10	67	19	0
	State Average	22	33	29	12	4
Legal Studies 2 unit	School Average	4	27	39	27	4
	State Average	16	27	32	17	7
Modern History 2 unit	School Average	4	7	74	15	0
	State Average	18	30	32	14	5
Studies of Religion 1 unit	School Average	3	3	47	42	7
	State Average	14	28	39	17	3

Engineering Studies 2 unit	School Average	9	36	27	27	0
	State Average	14	27	36	16	6
Food Technology 2 unit	School Average	24	35	41	0	0
	State Average	14	27	34	20	8
Industrial Technology 2 unit	School Average	4	22	44	27	2
	State Average	10	25	35	20	8
Information Processes and Technology 2 unit	School Average	11	21	58	11	0
	State Average	15	27	33	16	8
Software Design and Development	School Average	17	44	22	17	0
	State Average	16	26	31	18	8
Drama 2 unit	School Average	22	33	22	22	0
	State Average	23	36	28	9	3
Music 1 2 unit	School Average	23	38	31	8	0
	State Average	17	34	30	13	5
Visual Arts 2 unit	School Average	17	35	43	0	4
	State Average	19	33	27	13	5
Personal Development, Health and Physical Education 2 unit	School Average	13	49	31	5	3
	State Average	13	27	36	17	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	2015
Ancient History	School Average	73	75	72	70	67	72	78	70	72	70	70
	State Average	74	75	72	72	73	73	73	69	72	72	71
Biology	School Average	73	69	75	73	68	74	70	72	73	71	69
	State Average	74	72	73	73	73	73	73	72	74	72	71
Business Studies	School Average	71	75	72	72	76	78	79	74	75	71	73
	State Average	69	71	70	72	74	74	73	74	74	74	74
Chemistry	School Average	61	65	79	77	70	71	71	75	77	74	72
	State Average	73	74	75	75	75	74	75	76	76	76	76
Drama	School Average	70	70	78	70	80	75	76	74	77		73
	State Average	75	76	76	78	78	77	77	78	78		78

Economics	School Average									77	64	71
	State Average									74	76	76
Engineering Studies	School Average		72	77	76		79	78	78	74	75	78
	State Average		73	72	73		75	75	75	74	73	75
English (Standard)	School Average	69	69	68	70	68	67	70	72	68	69	68
	State Average	65	65	65	66	65	64	65	68	65	67	67
English (Advanced)	School Average	75	76	77	75	76	77	80	82	75	75	78
	State Average	78	77	79	79	79	81	80	80	79	81	80
English Extension 1 (mark out of 50)	School Average	39	34	39	34	33	35	35	39	38	37	43
	State Average	40	39	39	40	39	40	40	40	40	41	42
English Extension 2 (mark out of 50)	School Average	37		47	37			42	40	40	34	33
	State Average	40		39	40			39	39	39	38	40
Food Technology	School Average	70	71	75	77	78	78	74	77	72	69	70
	State Average	71	73	69	73	74	70	72	74	71	71	71
Industrial Technology	School Average	86	78	78	83	81	84	83	80	80	76	84
	State Average	72	73	73	72	72	71	72	71	72	71	70
Information Processes and Technology	School Average	76	73	77	77	76	74	68	69	76	76	76
	State Average	72	72	73	71	73	73	71	71	74	73	72
Legal Studies	School Average		78	77	75	81	77	78	77	81	64	83
	State Average		74	74	75	74	73	74	74	75	73	75
General Mathematics	School Average	77	73	77	73	71	73	72	71	72	72	70
	State Average	71	68	71	70	70	72	69	69	67	69	69
Mathematics	School Average	70	71	79	73	75	75	79	77	78	76	73
	State Average	73	73	75	76	75	76	77	75	77	78	78
Mathematics Extension 1	School Average	34	29	40	36	38	42	85	79	76	73	79
	State Average	38	38	39	40	40	40	81	81	80	81	81
Mathematics Extension 2	School Average	77	64	74	80	62	73	87	73		73	78
	State Average	81	79	81	83	83	83	84	83		82	82
	School Average	79	76	77		70	72	77	74	73	74	69

Modern History	State Average	77	75	75		76	75	75	76	76	75	75
History Extension 1 (mark out of 50)	School Average	42	33	24	32	29	27	41	36	31	33	35
	State Average	34	36	38	38	38	38	39	37	38	39	39
Music 1	School Average	85	85	80	79	89	85	89	87	81	83	84
	State Average	79	78	79	79	80	80	80	80	80	80	81
Personal Development, Health and Physical Education	School Average	76	80	78	74	78	76	77	75	76	70	71
	State Average	74	73	73	73	72	75	74	73	71	73	73
Physics	School Average	74	75	77	74	74	73	78	76	71	69	76
	State Average	74	75	73	73	75	75	75	74	74	73	73
Senior Science	School Average	75	71	76					78	73		72
	State Average	74	74	75					75	74		71
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	39
	State Average	38	38	38	38	39	38	38	37	38	38	38
Visual Arts	School Average	80	82	83	82	79	78	79	80	82	78	82
	State Average	79	80	80	81	80	79	78	79	79	78	79
French Beginners	School Average	62				87						
	State Average	73				74						
French Continuers	School Average	63	73	72	79	83	68		78			76
	State Average	78	81	80	82	80	81		82			82
Construction Examination	School Average	74	78	80	74	72	73	72	70	72	74	75
	State Average	69	70	72	72	70	73	67	68	70	72	72
Hospitality Examination	School Average	76	72	74	74	75	75	79	74	75	73	75
	State Average	71	75	71	74	75	76	76	76	76	75	76
Entertainment Industry Examination	School Average				70			76	69	67		73
	State Average				74			71	70	70		73

Retail Services Examination	School Average	79	80	83		75		68	78	79	70	78
	State Average	74	77	75		74			72	74	71	72
Information Technology Examination	School Average	70	65	73	77							
	State Average	68	66	69	72							
Metals and Engineering	School Average									74	80	70
	State Average									67	68	66



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