



# ST EDWARD'S COLLEGE

*Where young men achieve*



## 2016 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 BOSTES (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](http://www.stedwards.nsw.edu.au).

## **COLLEGE BOARD CHAIR'S REPORT**

Each school year presents different challenges, different situations and events, different individual successes and maintenance of expectations for the provision of high quality, varied and innovative education in a safe and friendly environment. St Edward's College has again been successful in meeting these challenges, situations and educational requirements in 2016.



One of the challenges that has been significant this year, and is ongoing, is the College's funding. The College cannot provide the highest standard of education delivered by exceptional and dedicated teachers, with an extensive selection of subjects and activities combined with state of the art library, sporting, cultural, drama and theatre, music and computer facilities at such a low all-inclusive fee without Government Funding support. The better schools (Gonski) review of school funding presents that challenge – its adoption, rejection or partial acceptance by the current Federal Government will have a significant impact on our funding and fees.



Governments at both State and Federal level are aware, despite their hot air, that they have an obligation and requirement to fund non-government schools as the various state schools could not handle the volume of students who currently attend non-government schools.

The Federal Government will provide an annual increase to its funding of approximately 3% p.a. over the next three years. The State Government funding, similarly, has not kept pace with rising costs of education which has averaged 6% over the past 10 years and is at 0% in 2017.

Our Board's membership has changed – long serving Board member and father of ex-students, David Collins has reluctantly resigned as his work commitments have significantly increased. We extend a heartfelt thank you to David for his long term commitment to College leadership.

Another significant event this year was the resignation of our Principal, Dr Michael Slattery. It was with genuine mixed emotions that I received the news from Michael himself. On the one hand I was disappointed that the College was losing such an asset – an educator and school administrator of the highest order, an impressive leader, progressive thinker, a man who demanded the highest standard in himself and others but at the same time was generous, open and fair. On the other hand, I congratulated him on his selection, promotion and identification to take on the role of Director of Catholic Education in the Newcastle and Maitland Dioceses. On behalf of the Board I wish him a rewarding and successful involvement in his ministry of Catholic schools.



Fortunately, our current Deputy Principal, Mr Mark Bonnici has gained promotion to Principal of St Edward's College commencing in 2017. I had the honour of being a member of the selection panel and can advise that the coveted position of Principal of the best College on the Central Coast was keenly and widely sought after by extremely well credentialed applicants. Mark's selection was fairly won and I am extremely confident in Mark's ability to continue the success of St Edward's College as well as bring some new and fresh initiatives.



I would like to thank our Parents and Friends Association for their time and energy and extensive work on behalf of the College, particularly the organisation of the Trivia night, Year 12 Mass and sponsorship of the Edmund Rice Student Scholarship.

My thanks also, goes to the staff and Management Committee of The Haven, their value and success with some of the Coasts' disadvantaged children is exceptional and well recognised.

Lastly, I would like to thank and express my admiration for the teachers and staff of the College who share their skills, expertise and generosity with the students and the College generally, my fellow Board members who voluntarily bring extensive skills and experience and always with the best interests of the College at heart and of course, our students who continue to excel academically, culturally and athletically in developing into valuable young men with strong values in fairness, non-discrimination, Christian faith and social justice.

Mr Frank Bortkevitch  
College Board Chair

## PRINCIPAL'S REPORT

May I begin by congratulating Mr Mark Bonnici on his appointment as College Principal in 2017. Mark has been a loyal Deputy Principal who has faithfully committed himself to the things that matter in leading an Edmund Rice Catholic school. His passion and vision for strategic thinking and action has led to a sound leadership partnership between us and he has the ability and leadership skills necessary to take the school onto greater achievements. A faith-filled man he will make a positive difference to St Edward's into the future and I expect that he will receive the support he deserves from staff, parents and the boys.

As I leave St Edward's I reflect upon the state of the school at present compared with how I encountered it in late 2009. At the first staff meeting in 2010, I suggested to teaching staff that the standards of teaching and learning, curriculum development, leadership development and professional development were to be the driving force of an improvement agenda for the College. Whilst the physical plant and building stock, sport, social justice and extra curricula activities were in



sound shape, the quality of what occurred in the classrooms and the teaching outcomes clearly needed some serious remediation and improvement. The efforts of key leaders in the school to improve pedagogy has been noted in the 2015 Board of Studies Inspection Report and the more recent EREA School Renewal Report of 2016. The result is pleasing to me as an educational leader. Classrooms are more dynamic and boys are more engaged. The use of technology has trebled and now assists boys positively with their learning. The professional plans that teachers now complete are certainly professional and contemporary in their approach, and lead to quality initiatives in the classroom. The professional learning groups and professional learning partnerships based upon the Australian Teaching Standards in the main have led to quality professional conversations about quality teaching and learning, and have ultimately lead to better teaching methodologies and approaches in classroom teaching, assessment and marking practices. It is particularly pleasing to see the number of staff now considering professional accreditation as Lead Teacher or Highly Accomplished Teacher. This is a healthy sign that will serve the boys very well in the future. I have waited 40 years to see the teaching profession finally hold an expectation that teaching standards are an important factor that every teacher must attain to remain teaching in a classroom. This new accreditation system will see further improvement in what occurs in the classrooms at St Edward's in the future, and reward those exemplary teachers for their skills and dedication to the craft, vocation and ministry of teaching.

The 2016 academic year has seen further progress in the religious tone of the school. I am beginning to see the EREA Charter for Catholic Education touchstones of Gospel Spirituality, Liberating Education, Inclusive Community and Justice and Solidarity be more deeply understood and embedded within the minds of the College staff, and beginning to be better understood by

the boys. Because of the leadership of the Mission Team, Religious Education teachers and Mr Tony Beacroft, our latest report indicates that over the last seven years we have developed a more robust curriculum in Religious Education, have seen the successful development of staff led Retreats and Immersions, the introduction of regular Eucharist and Reconciliation for class groups and year groups, and a deepening of all the spiritual experiences for the boys, particularly the major liturgies and Masses. Faith understanding and development and deepening of spiritual experiences for staff is at the foothills and will become a major part of the strategic religious platform for school improvement in the next few years. We have been supported by the Christian Brothers on site including Br Michael, Br Dennis and Br Peter. They play an active role in working with the boys and keeping alive the living presence of Edmund Rice in the school. The local Priests including Fr Tadeauz, Fr Jim, Fr Jack and Fr Andrew have also been instrumental in their support for sacramental practice and Retreat formation and participation.

Social Justice and the Waterford projects under the leadership of Mr Pat Dell has been a strong element at St Edward's for many years. Our validation report from EREA indicates that our College is an Edmund Rice Education Lead School in this area as it promotes and encourages staff, boys, and parents to engage in the social justice agenda locally on the Central Coast, within NSW and overseas. Our outreach to those less fortunate (Haven Educational Centre, Coast Shelter, Walgett, Kenya) is an element of the school that I am pleased to have experienced and I believe it has made us a stronger community. I feel that this area of the school will continue to flourish and will always add to the dimension of holistic development of the boys into the future. I also believe that it has supported the pastoral dimension of the College in ensuring boys are focussed upon those less fortunate instead of self.



When I arrived at the College, I was met with the doubting Thomas element that were of the belief that any attempt to push the academic side of the school would see the certain demise of sport at St Edward's. As I peruse the improvement in academic results, and the improvement in behaviour as a result of engaging lessons in the classroom, I also see a definite correlation with the number of boys participating in sport, and the numbers representing at Diocesan, State and National level. I am pleased to see that number has actually increased over the years. Our sporting teams continue to grow and have success on the sports field. This proves in my mind that a school can be good at many things, and should not just hang its hat on any one element. I have enjoyed the sporting and activities programs as there are elements which appeal to every boy. Those boys representing the school in over 25 Representative sports have done so with great pride and enthusiasm as they wear the black and red. They have been fortunate to have



dedicated coaches and managers who have revelled in the competition but also taken great strides with developing the personal growth of each boy within those teams.

Pastoral Care has seen major developments over the years with less need for negative consequences for poor and violent behaviour. We have reached a point in the evolution of a HSC school where the accentuation on positive reinforcement and rewards, and sound student leadership programs, are leading to more engaged and happy boys. The misbehaviour in the classrooms and in the community is quite minimal, but acted upon quickly in a fair and just manner. I know the overall tone of the College has changed for the better with considerable effort being put into student wellbeing and sound mental health. The issues of bullying loom as ever present and keep the pastoral team vigilant to appropriate reaction to such misbehaviours. I believe that when sound pastoral care and good behaviour exists, then sound teaching and engagement can occur more readily and easily in the classroom. Those that have contributed to sound pastoral concern and formation of relationship with the boys are to be commended as it has allowed for transformation of culture within the College.

The extra curricula domain of the College is both vibrant and strong, and is centred upon the generosity of spirit of participation by the majority of staff, both teaching and non-teaching. I have loved the quality liturgies and assemblies in the Edmund Rice Centre with boys taking more of the leadership opportunity as it is afforded them. These include the building planning meetings for our new library, music and drama facilities, the Board Meetings at the College under the steady guidance of Mr Frank Bortkevitch, and the Haven Management Committee under Mr Peter McPherson. Some other memorable moments in the year include the leadership of those boys awarded the Order of Australia, the quality work of the Prefects and Portfolio leaders, the lively Swimming and Athletics Carnival, the games of Rugby League, Rugby Union, AFL, Soccer and all representative Sports throughout the year. The Mulgoa and Kings Cross Retreats, Camps, excursions, Writers Forums, Competitions in English, Mathematics, Science, Debating, Public Speaking, Maximum Potential Program, Diversity Day, Edmund Rice Day celebrations, Spelling bees, Tutor Volleyball competitions, the College Cup competitions, Sleep out for the Homeless, Year 12 Graduation, Disco's, visits to the Haven, Walgett, Uluru, Gadooga, Japanese and French exchange visits, Drama and Visual Arts evenings, Academic Assembly Awards, Founders Day celebrations, College Board Retreat, EREA Conference, and several Old Boys events. Life at St Edward's is reflected in the contribution of each individual to the culture of the organisation.



## *Where young men achieve*

Again, in 2016 I spent some weeks working with the leaders of our Christian Brothers schools and various ministries in Kenya and Tanzania. My wife Alison devoted the time to working in the Ruben Slum School Medical Clinic specializing in antenatal care, post-natal care and HIV treatment. This rich experience will remain with us forever. We also accompanied nine boys and one staff member to Kenya for the Kesheni Immersion, a counter cultural alternative to schoolies. Like those who have travelled with us in previous years, these boys had chosen to work in mission rather than spend their money on 'schoolies' in Queensland or Bali. I hope this is an ongoing tradition at St Edward's and thank the boys for their courage in leadership and setting a wonderful challenge for others in the future. As Maitland Newcastle Diocese will be connected with Edmund Rice Education Australia through the provision of Edmund Rice Education Australia Flexible Learning Centres I will remain connected to this immersion and offer it to boys and girls in the Diocese. Thus, I will remain a member of the Edmund Rice Education Beyond Borders group in my new role.

I thank all the members of the community for making my leadership such a joy. Leading a school is no different to running a family. It has its unique highs and lows, including challenges as some members can be an absolute pain periodically. Overall, the positive energy I received from most members of the St Eddies family provided me with the impetus to work hard for an effective school in the Edmund Rice tradition. Those rowing in a positive direction for positive outcomes for young people in the College are to be commended, and those who are not deserve to be continually challenged through steadfast role modelling and firm leadership. It is the boys or students that I will miss as I move to a new chapter in my life. They are the reason we exist in schools and serving them has been my motivating factor. As adults, we have all been given our chances in life and the boys deserve such service from us. To observe the growth in each boy as he progresses through the year groups is a real joy. To support them as they strive to get an understanding of their place in this world has really been fun for me. I have always believed that it should be fun to work with developing young adults and it has been what motivates me to improve the service to them.





As I depart to be the Director of sixty schools in the Maitland-Newcastle Diocese, I wish all the members of the St Eddies family a happy and Holy Christmas season and pray for the safety and happiness of all our families during the Christmas holiday break.

**“Live Jesus in our hearts-forever.”**

**Blessed Edmund Rice**

Dr Michael J. Slattery  
College Principal



## **STUDENT LEADERSHIP REPORT**

**Connor Story (College Captain)**

**Speech given at Year 12 Farewell Assembly**

As Mother Teresa once said, ‘Yesterday is gone. Tomorrow has not yet come. We have only today. Let us begin’. I use this quote, to say, let us begin in our new steps as we, the graduating class of 2016 begin our new step in our journey.

It has taken countless hours of hard work, hundreds of teachers with a wealth of knowledge and the unique environment of St Edwards to produce this magnificent group of 142 fine gentlemen.

But today, marks the end of this chapter within our lives. We as year 12 students will walk out of the college gates for the last time. From the first footsteps, to the last, we will remember.

Schools like St Edward's are rare, however I stand with confidence when I say that what we do here at St Edward's is the living vision of a man who was the founder to all this, Blessed Edmund Rice. Our school's unique focus on Social Justice makes us who we are and what we will become. The Waterford Project has become a life changing experience for many of us, and it will continue to influence the lives of everyone. Our arms stretch far within the community, offering a hand to those most in need. They stretch to the Haven Education Centre, to Macquarie fields and as far as Kenya. St Edward's is the epicentre of a community that continually reaches out to all and brings everyone together. A community that is dedicated to education, a community that engages within the sporting and cultural experiences of the world, and stands in solidarity with our fellow Australians.



We have all shared distinct memories with one another, for some stretching all the way back to Year 7 and some who stretch even further. However, these memories could not have been achieved without the special people that surround us who have influenced us.

To Dr Slattery, your vision, leadership and compassion will see a group of 142 young men walk out these doors with our heads held high. Thank you for the constant support that you have shown us, and for leading the change of the stereotypical Eddies Boy of the ignorant rugby type, to men who have a deep understanding and appreciation of the diverse challenges of our society 'and the will' to change the very fabric of the world. You are a remarkable man, this school will truly miss you.

To Mr Gill, there are not enough words in this world which could describe the impact that you have had on us. I remember the day that you took over being our Year Coordinator, you seemed to appear out of nowhere every time someone had their shirt untucked, for as the great Hagrid would say 'You're a wizard Mr Gill!'. Your undying dedication, has taught us many things - that though we were a rough year group, you picked us up out of the dirt and shined us into a diamond. As a year group, we say thank you for your unrelenting belief in moulding us into respectful and strong minded men of the future and to get a haircut - even though I just think you're jealous.

To Mr Dell, an incredible man, your never-ending pursuit for Social Justice has influenced all of us. You carry an eternal flame of optimism and hope which has radiated to us all. We thank you for all the hours you dedicate to providing students with invaluable experiences. By the way sir, thank you for the start of your religion classes with pegging the ball, my reflexes have never been better because of it.

To Mrs Henderson, honestly words cannot describe the commitment and passion that you have shown to the Prefect group. Your positive enthusiasm every morning in Tutor has always made us smile brighter. Thank you for your guidance when managing our leadership commitment with our academic study. You truly are a remarkable leader - we will miss you. However I still personally think Carpo is at better waterpolo!

**My fellow prefects**, Callum, Sean, Josh, Aaron, Ben, Jeremy, Brendan, Cruize, Jack, Ayden, Declan, Nathan, and Dylan. You are an outstanding group of young men. We have changed the college, we taught the student body that through calculated risk taking and enjoyment, leadership is a brilliant agent of change. Whether it was a carnival, disco, open day, liturgy or school celebration, you all have acted with the highest level of poise, enthusiasm, pride and maturity. We set out with a goal; to make this community a better and brighter place so that we all enjoy our treasured community. We have achieved our goal. Thank you for all that you have done.

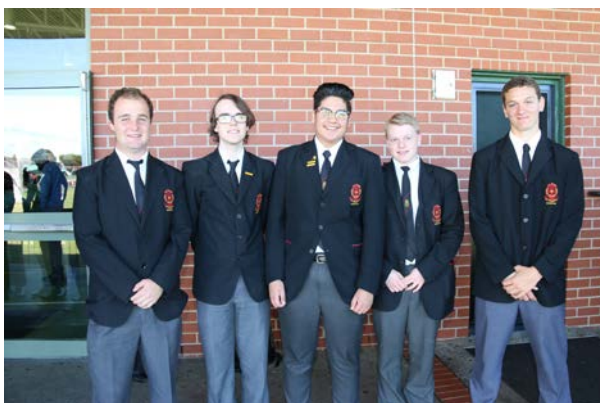


I have to pay a special tribute to Jonah and Max. Captain America and Trump, you have both assisted and given me the strength and the compassion to be an empathic leader. Thank you for your willpower, courage and determination.

To the staff, we thank for your contribution and all your efforts in our scholastic lives. From watching us grow from little Year 7's to the young men that stand before you today. You have provided us with unwavering support to allow us to achieve in our personal areas of education. Life lessons under the principle of spirituality and inclusiveness, which have offered us the opportunity to widen our views on the world and taught us that we can achieve whatever we set our minds to.

To Mr Bell, thank you for your tireless work in the sporting department, you have done an incredible job of organising the school athletics and swimming carnival. This school's sporting achievements have been recognised on a state and national level, aligning with your professional standards. This is thanks to you sir. We will miss you.

To the parents, you have sculpted our lives, invested in our education and have been there through thick and thin, through every fire and flame. We stand before you, honoured to have been





the recipients of your love, support and commitment. Thank you to my Mum and Dad, for my life and all that you have given me. You have taught me to be resilient, show compassion towards others, humility and love. Thank you for teaching me to become the best person I could be.

To my fellow cohort, we have done it! We took those steps forward that was needed to become who we are today. We are truly a remarkable group of young men; you have all excelled in every aspect of the college, through social justice, sporting and academic spheres. I would like to take this opportunity to highlight some of the major achievements; Aaron Bruchausser's award for the Order of Australia, Jake Wigham's selection into the Australian School Boys Hockey Team, Sean Munnoch 2016 Dux of the College, and Callum Young receiving an Outstanding Academic Award each year in Year 8, 9 and 10. These boys are some of the few who have excelled in the respective aspects of the College. We are now ready to move on. The relationships that we have developed, the lessons that we have learned, the peaks that we have celebrated, and the challenges that we have overcome, both individually and collectively, have brought us to this moment. I am excited to watch you all flourish in the future, because I know the Class of 2016 will go on to create wonderful achievements. It has been an honour being your Captain this year and I have sincerely appreciated all of your support.

To the students in Years 7 to 11, you have continually shown your support through every event, every decision and every mishap that has happened within the College. If I can offer a piece of advice to the whole school it is this, enjoy your life, live it out to the fullest point. Every day is a new day, a new opportunity. Smile at your good fortune that you live in such a beautiful country, surrounded by some of the greatest human beings, learn from them and dare to dream.

Never in my wildest dreams, would I picture myself standing here in front of you, addressing you all. You have inspired me in ways, which you might never know. Thank you for making me feel proud of who I am. St Edward's College, it has been a privilege to serve as your Captain for 2016, and I bid you all farewell. Thank you for the dreams, thank you for the memories and thank you for everything that you have done for all of us. Farewell

## **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 2016 it claims over 1000 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 College, East Gosford is an Independent Catholic College governed by Edmund Rice Education Australia (EREA), with a commitment to provide a liberating education, based on Gospel spirituality, within an inclusive community, committed to justice and solidarity. This hopefully produces 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 2016 was the continuation of our social justice program. Once again one of our students, Aaron Bruchhauser, was 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. He joins a growing list of outstanding students who have received this award in the last ten years. Another feature of 2016 was the choice by six Year 12 students to accompany our Principal, Dr Slattery and Mr Friend to Africa to participate in missionary work after the completion of their HSC exams. Our second indigenous immersion to Uluru was a wonderful experience for twenty students who

gained an understanding of Aboriginal culture and spirituality. These yearly visits have established a growing connection between these 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 St Edward's promotes. 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 the College to celebrate the sacraments and assist teachers with their teaching of religion. Liturgical celebrations are provided by the teachers of the College and 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 Thursday if a student wishes to attend. Students from all year groups experience Reflection Days and Retreats.

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, as well as Uluru and to engage in issues of Reconciliation with our Indigenous people.

These immersion experiences allow students and staff to align with the EREA Charter (2011), and especially the two touchstones - Gospel Spirituality and Justice and Solidarity.

Founder's Day was held in 2016 with the dual aims of raising approximately \$25000 for our Edmund Rice communities locally and across the world who are in need, as well as building community spirit at our college.

## CURRICULUM

St Edward's College recognises the need for a broad curriculum to cater for individual student requirements.

In Years 7 and 8 students study:

Religious Studies	English	Mathematics	Science	History & Geography
Technology	PD/H/PE	Visual Arts	Music	French

In Years 9 and 10 students choose a subject combination that satisfies the requirements for the Board of Studies stage 5 Record of School Achievement (RoSA). All students study the courses below:

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 the following:

Food Technology	Commerce	Industrial Technology-Timber	Design & Technology
			Marine Studies
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 and 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 2016, St Edward's College, continued to offer students courses in Construction, and Metals and Engineering as part of the Trade Training Centre, a facility that 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 concerns.

At St Edward's we are fortunate to have the services of five 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 all English and Maths, while from Years 8 to 10 half English and Maths classes are supported. In addition, some Science practical classes are supported on a needs basis.



As far as possible students are offered additional assistance within the mainstream classroom, although there are some programs offered which involve smaller groupings in more intensive, short term settings. Many of these programs specifically provide for the improvement and development of literacy and numeracy skills. This year we have continued to provide students with access to Lexia Core5 Reading and the use of Mathletics both in class and at home. Students are also encouraged to 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 emerge. Term 4 will see trials using Learning Tools available in Office 365 utilising Voice-Text and Text-Voice accessibility for those students who experience excessive difficulty writing and reading. Greater utilisation of mobile phones, allowing students to take photos of missed notes or homework, are common tools that most students have that can assist in satisfactorily meeting 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 continues to provide 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 continue to 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 applies 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 external exams. This year the College supported ten HSC students based on grounds of 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. Religious Education enables the students of St Edwards to understand, appreciate and celebrate the richness of an authentic Catholic School in the Edmund Rice tradition. The Religious Education Curriculum has been developed to stimulate and challenge our students to think critically with moral reasoning.

The Religious Education department has a staff of 18 teachers dedicated and committed to educating and forming the boys in the light of Gospel values and the EREA Touchstones. The level of commitment and quality of teaching has been reflected in the high level of assessment tasks being presented by the students in all year levels. The student engagement and open-minded approach towards faith-driven young men, has been the result of the expertise of the RE teachers.

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. This task is ongoing as we continue to align St Edward's with the Broken Bay Diocese.



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.

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. The students were reflective on all areas and questioned using knowledge of the topics studied.

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. The student presentations were outstanding and the use of technology to show their understanding of the topic was very well done.

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 RE teacher. The boys were blindfolded at Wahroonga station and had to walk with a cane and partner to St Edmund's. They also played goal ball, board games with the students and learned Braille. 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 the curriculum to life for the students. The Year 10 course also challenges the boys' values and moral understanding on a number of issues concerning relationships in their lives. The students were visited by the Oasis organisation, supported by The Salvation Army. The students gained an insight into how those who are marginalised live and the challenges they face. This was a very good introduction into the Year 11 retreats.

The students have had the opportunity to have Mohammed Javed to visit from the Wyong Cultural Mosque. These speakers engaged the students and enabled a breakdown of some barriers that have been created by the media and alike.



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.

Pope Francis declared that the Universal Catholic Church will observe a Jubilee Year of Mercy from December 8, 2015 to November 20, 2016. It is a year that Pope Francis is asking us to respond with compassion to those in need. St Edward's, through Founders Day and other internal activities have responded in such a way. Pope Francis through the declaration of a number of encyclicals has directed us in positive ways and given us strategies to respond.

## **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, 700 notebooks, 120 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 in the library and in other specialist areas e.g. Photography, Drama, Design and Technology, and Music rooms. A range of professional development opportunities was also provided to assist teachers to incorporate computers and other technology into their lessons, supported by team of three dedicated technicians.



## **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 conducted 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 challenged 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.

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 Science.

The Extension program saw 30 gifted students extended in their understanding and experience in this Key Learning Areas. This program was 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 21<sup>st</sup> 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 2016, 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 and Myall Lakes

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 2016, students in Years 7 and 9 sat for the NAPLAN exams. This is an Australia wide assessment for all eligible students in Literacy and Numeracy. The results achieved by Year 9 students reflect the effort of the teachers at the College and their ability to address these two areas, by putting in place relevant programs based upon data collected from the previous NAPLAN results for the same cohort, two years prior.



Year 7 NAPLAN results are a combination of previous years of primary schooling. The College uses this information to format relevant programs to improve reading, spelling, punctuation and grammar. The programs address all key learning areas, with a focus on explicit teaching of relevant skills identified by NAPLAN as needing attention.

The 2017 NAPLAN results will provide feedback of the programs implemented in 2016. The growth data will be the most telling of the results for this purpose.

## **Literacy**

### **Year 7**

The current growth for the College has seen an increase from 2015 to 2016 in Bands 6 and 8 for reading, with a drop in students receiving Band 5.

Writing has seen a considerable increase in students receiving Bands 6 and 7, in comparison to 2015. Encouragingly, there has been a significant decrease of those students receiving Bands 4 and 5.

Growth in spelling has seen a 2% increase of students receiving Band 9 in comparison to 2015. The greatest percentage of students fall into Band 7.

### **Year 9**

Reading has seen significant growth, far out-stripping the state in Bands 8 and 9. Yet at the same time, there has been a noticeable drop in Band 7 suggesting that these students have progressed to band 8.

State wide, the College has seen growth in writing, against all students. When viewing boys only, the College far outweighs the State in Bands 7, 8 and 9. This is a strength for the College.

Spelling, grammar and punctuation are areas to be focused on throughout 2017, as a direct result of minimal growth in the data for 2016.



## **Numeracy**

### **Year 7**

The College shows strength in the area of numeracy, when viewing the data on boys in comparison to all students. Our students outperformed the state in Bands 7, 8 and 9. Band 5 has seen a significant decrease suggesting that the boys are improving in Numeracy and in some cases excelling. In viewing this data, it provides evidence that our numeracy programs are working in primary schools and continuing through Stage 4 in the College.

### **Year 9**

Almost 65% of the 2016 cohort secured Band 8 or higher for Numeracy when compared to all students across the state. The College clearly has strength in numeracy, with our most successful results in Data, Measurement, Space and Geometry. The programs, initiatives and implementation of explicit teaching taken on by the staff has clearly been at the forefront of these results. It can be concluded that the current programs in place are adequate and obtaining good results.

## **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 15 courses were above the state average.
- Results in the remaining courses were either equal to or slightly below state average.
- 74% of the marks obtained by the boys were above 70 with 29% being over 80 and 3% being over 90, 98% of results were above a mark of 60%
- St Edward's College rated 21 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 2016 were Entertainment, English Extension 1, Food Technology, Mathematics General, Music, PD/H/PE, Studies of Religion, Industrial Technology and Metals and Engineering.
- Those interested in how the students' performance compares with performance across NSW will find this information in Appendix 1, located at the end of this report.

## **WORKFORCE COMPOSITION**

In 2016, the College had 79 teaching staff, which included 73 full time and six part time teaching staff. In addition, the College employed 39 non-teaching staff. Included in these numbers is the

staff at the Haven Education Centre where four teaching staff (three in full time equivalent terms) and four 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	79
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, \$80,710 was spent on professional learning by teachers throughout the year which equates to approximately \$673 per staff member.

- Edmund Rice Education Australia offers a number of personal formation programs to teachers. In 2016, three of the College's new staff members attended one of these courses which is designed to induct new teachers into the teachings and Charism of schools conducted in the traditions of Edmund Rice. One staff member attended a program designed to promote leadership within the context of a Catholic school, one staff member attended a conference that provides teachers with the opportunity to reflect on their life thus far and plan for the future. Another fifteen teachers attended the College retreats for senior students, an experience which allows staff time to reflect on social justice issues and overall spiritual development.
- The Professional Learning Partnership Framework continued to provide an excellent means for teachers to focus on the quality of teaching and learning, sharing experience and critiquing their peers' teaching. 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 other's teaching.
- The Professional Learning Plans developed by teachers enables a strategic approach to identifying and participation in external professional development.
- Five areas remain a focus for teachers. 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 continued in 2016. Staff interested in pursuing a leadership role in the future were identified and a range of Professional Development opportunities was 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.
- Eighteen teachers were involved in marking of HSC examinations across a variety of courses.
- All staff either maintained or upgraded their first aid qualifications.

## **STUDENT ATTENDANCE RATES**

The average attendance rate for boys at the St Edward's campus from Year 7 to Year 12 during the 2016 school year was 94.8%. 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 89.4%, 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
95.8%	94.8.0%	94.4%	93.4%	94.7%	96.2%

The rate at the St Edward's campus was on average higher than the attendance rates of recent years (2015 93.5, 2014, 94.2% 2013 93.1%, 2012, 93.8% in 2011, 93.5% ) with the rate at The Haven Education centre also showing an increasing trend in comparison to recent years being, 2015, 89, 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 SMS and telephone contact with parents are a 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, 2014 (December)	173
Year 12, 2016 (December)	146
Retention Rate	84%

## **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

(146 students in the year group at the conclusion of the HSC in 2016)

Destination	Percentage of students
University	56.2%
Unknown	10.3%
TAFE	1.4%
Private College	10.3%
Apprenticeships / Traineeships / Full-time employment	15.7%
Part-time employment	3.4%
Gap Year/HSC Pathways	2.7%

### Year 11

(154 students in the year group at the start of 2016)

Destination	Percentage of students
St Edward's College (Year 12)	90.3%
Other school	3.2%
Employment/ Apprenticeship	5.2%
Medical or other	1.3%

### Year 10

(193 students in the year group at the start of 2016)

Destination	Percentage of students
St Edward's College (Year 11)	89.1%
Employment/ Apprenticeship	4.1%
Other school	5.2%
Relocate/Overseas	1.6%

## **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 based on 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.



### **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](mailto: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 2016 there were 1075 boys and 5 girls (full-time) enrolled at St Edward's College, including a group of 28 at The Haven Education Centre. 2.9% of the student enrolment at the College campus and 96% 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	193	190	143	143	1052
The Haven Education Centre	11	17	0	0	0	0	28
Total	203	208	193	190	143	143	1080

In 2016 all one hundred and forty six (146) of the students who sat for the HSC qualification achieved this certificate, i.e. 100% of students achieved the Higher School Certificate. Forty six students (46) achieved a VET qualification (i.e. 31.5%).

Percentage of Year 12 students undertaking Vocational training	31.5%
Number of students studying courses as part of a School-Based-Traineeship	5
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](http://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 'Child story Reporter', guidelines
- 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](http://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 2016 the College continued with the implementation of 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. The School Improvement Plan for the same period was developed and guides these two documents guide the decision making, teaching and learning and other areas for development at St Edward's. This Strategic Plan and School Improvement Plan is available from the College office and on the College website at – [www.stedwards.nsw.edu.au](http://www.stedwards.nsw.edu.au).

Listed below are some of the school priorities which were successfully implemented in 2016 based on the Strategic Plan.

- Successful participation in an Edmund Rice Education Australia Review of College processes.
- Ongoing Implementation and further development of the Professional Learning Partnership Framework for Teacher Professional Development.
- Implementation of the recommendations established in the review of the professional Learning Partnership Framework and Teacher Professional Development.

- College Board participation in workshops associated with the Touchstones of the Charter for Edmund Rice Schools.
- Improved processes to foster support staff professional development.
- Introduction of the position of Professional Learning Co-ordinator to begin in 2017.
- Implementation of the recommendations of the BOSTES in relation to scope and sequences, programs and policies.
- Annual Review of College Policies due for review in 2016.
- 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.
- Implementation of the Independent Learning whole school initiative.
- Ongoing improvement of the administrative functions in Iwise for effective school organisation.
- 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 survey of staff to establish an explicit learning agenda to be implemented in 2017.
- 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 2016 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 2016.

- Islamic Leaders from the Wyong Mosque were invited to speak to students regarding religious diversity.
- Teachers and students visited the Gallipoli Mosque in Auburn to promote Religious diversity
- 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 2016:

- 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.
- 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
- Immersions to Walgett and Uluru.
- A visit to St Edward's from primary school students from St Joseph's school in Walgett was organised.



- 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 they were expected to complete a minimum of 20 hours of outreach to others during the year. 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 2016. Examples include:

- |                         |                       |                          |
|-------------------------|-----------------------|--------------------------|
| • Easter Appeal         | • Operation Christmas | • Legacy                 |
| • Coast Shelter         | Child                 | • St Edmund's Wahroonga  |
| • Christmas Hampers (St | • The Haven Education | • St Joseph's Walgett    |
| Vincent de Paul)        | 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. Some examples include:

- |                           |                              |
|---------------------------|------------------------------|
| • Visit to Wyong Mosque   | • Visits to King Cross       |
| • Walgett Immersion       | • Coast Shelter              |
| experience                | • Visits to Auburn Gallipoli |
| • Edmund Rice Camps       | mosque                       |
| • Immersions to Uluru and |                              |
| Walgett                   |                              |

## **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.

Social Justice has become integral across a range of curriculum areas. The English, HSIE, and RE faculties teach content directly related to Social Justice and many teachers have a genuine passion for Justice and Peace issues. Other subjects including Art, Food Technology and Science have also connected their coursework and content with Social Justice.

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 which 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. Phil Glendenning from the Edmund Rice Centre for Justice and Peace spoke to students about the mixed messages that are portrayed in the media in relation to people seeking asylum in Australia.

## **PARENT, STUDENT AND TEACHER SATISFACTION**

In October of 2016, St Edwards College underwent an Edmund Rice Education School Renewal. The renewal is an ongoing process of reflection on authenticity as a Catholic School in the Edmund Rice Tradition. The reflections of parents, staff and students were validated during the visit of the School Renewal Identity Team conducted over a three-day period and outcomes of the renewal visit are incorporated into future renewal and planning. Below are the outcomes of the School Renewal Report.

St Edward's College enjoys a very positive reputation within the Central Coast community and for a number of years, has found itself in a strong and full enrolment situation. It is very clear that students are very happy and feel safe at the school, and are proud to be part of the school community. Importantly they feel that their teachers know them. The College prides itself on being an inclusive community with a non-selective enrolment policy.

A key point identified by the parent body interviewed made mention of the holistic education offered to the boys of St Edward's College. The parents recognised the broad range of interests of our students and how the College has catered for these by a variety of pathways that meet the various needs of students. The extensive co-curricular program was also mentioned. In fact, recent data collection on the reasons why families enrol their son at the College saw sport drop out of the top 10 for the first time

It was also very pleasing to note that the students spoke highly of their teachers and of the many ways in which staff go beyond the norm to provide extra support, genuine care and the extensive range of classroom and co-curricular experiences. Parents shared these views and teachers spoke of the good relationships with students.

As a Catholic School in the Edmund Rice tradition, St Edward's College prides itself to be faithful to the four Charter touchstones of Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity. The renewal process identified the Charter and Touchstones are well known within the College and are becoming more and more embedded in many of the processes and structures. Both the Charter and Touchstones are used as a framework for the strategic planning process as well as to design role statements for staff. A new garden with a statue of

Blessed Edmund Rice and the four Touchstones was officially dedicated as a very central visual recognition of the centrality of the Touchstones.

Continuing with the Touchstones, the College Renewal Process was based on the four touchstones of Liberating Education, Inclusive Community, Gospel Spirituality and Justice and Solidarity. I would like to share with you the feedback provided by the parents, staff and students at St Edward's College.

### **Liberating Education**

The Liberating Education Touchstone focused upon creating an education that will 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. The feedback obtained by those interviewing commented highly on the fact that the College offers a diverse curriculum and a holistic education to cater for a range of student interests, abilities and motivations and continues to look for ways to enhance the academic focus for students. Particular mention was made to the high profile of Social Justice programmes at St Edward's that reinforces the dimensions of a liberating education that equips our students well to feel the responsibility and have the confidence to make a positive difference to the world when they leave.

I was very pleased to read the students and parents greatly appreciate the efforts made by staff to support them in the classroom as needed, and by their involvement in a diverse extra-curricular programme. It was also made mention by the parents of the well-planned facilities that create a rich and dynamic learning environment.

As a College, our goal as we move forward will be to continue our efforts to improve the academic profile of the College and consistently review the ways in which the academic and pastoral care structures and processes complement each other to enhance academic achievement. To achieve this goal, we are committed to provide the necessary professional development for staff to tackle the need for greater differentiation in curriculum, pedagogy and assessment within a school environment that supports the mental health of the boys.

### **Gospel Spirituality**

As an Edmund Rice College, St Edward's invites all members of our community into the story of Jesus and strives to make his message of compassion, justice and peace a living reality within our community. Throughout the College, it was highlighted that the College strives to provide a holistic approach to faith formation with strategic co-ordination between Religious Education, liturgy, retreats and Social Justice programmes. To embed the Touchstone of Gospel Spirituality, our Mission Team is focused on empowering staff and students to become advocates for justice by offering an education built on critical thinking for all, by holding an intention for creating places of right relationships for all life and by creating a community where equity of opportunity is real.

As a Catholic School in the Edmund Rice tradition, a key component of the College is the retreat programme that supports the formation of the boys and which culminates in a powerful retreat during the final year of the boys education. In addition, increased opportunities for sacramental participation with regular class masses and reconciliation liturgies helps the boys to celebrate the centrality of the Gospel in liturgy, prayer and ritual.

### **Inclusive Community**

The concept of 'Community' is a term that implies belonging and hospitality. At St Edward's College, our aspiration is to reach out to others and welcome them in recognising in each person the face of Christ. This compassionate presence opens our hearts to all who we encounter as children of God. One of the key commendations identified amongst the parent and student body was that St Edward's is a welcoming community with a strong sense of belonging. Highlighted a number of times was the fact that the boys feel safe and are happy to attend. Relationships between students and between staff and students are positive and area based on mutual respect.

One of the most rewarding commendations highlighted by those interviewed was that the Christian Brothers continue their involvement at the College and their contributions are welcomed, valued and greatly appreciated. Br Denis Cusack and Br Michael Burton are both active members of staff and their contributions to the College are invaluable. Ancillary staff also feel fully included in the staff community and are able to participate in all staff events as well as a whole range of student activities such as camps, retreats and social justice initiatives.

To continue building positive relationships as an inclusivity community, St Edward's will continue to review the processes and structures in place for the pastoral care needs of the students, parents and staff. The College has a strong commitment on building stronger connections with the 'Old Boys' of St Edward's as well as facilitate experienced and retiring members of staff in keeping an active connection to the College.

### **Justice and Solidarity**

At St Edward's College, 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. As an Edmund Rice College, Social justice is embedded in the St Edward's experience for students and influences many dimensions of the educational program. The Waterford Project is an amazing programme that encourages all students to give service to others and our Social Justice initiatives are frequently highlight during assemblies.

The College has increased the visual presence of indigenous culture. The Yarning Circle provides an opportunity to apply the wisdom from this culture to various interactions within the College. Our Aboriginal and Torres Strait Islander students and their families receive significant support in the College and staff are assisted in understanding the cultural issues that will affect the learning and welfare of these students.

In conclusion, the renewal process was designed to be a reflective process that allowed members of the College to reflect on their own thoughts in light of the Touchstones of the Charter. It was a rewarding experience to read that staff, students and parents highlighted the welcoming and inclusive nature of the College numerous times. Pastoral care and a sense of belonging for students were headline features in all discussions about the culture of the College and all members of the College will continue to ensure that the pastoral care of the boys is a priority.

I would like to thank again those involved in the process and sharing your feedback.

### **MAJOR AREAS OF EXPENDITURE ON PLANT AND RESOURCES**

During 2016 the College complete the following major projects:

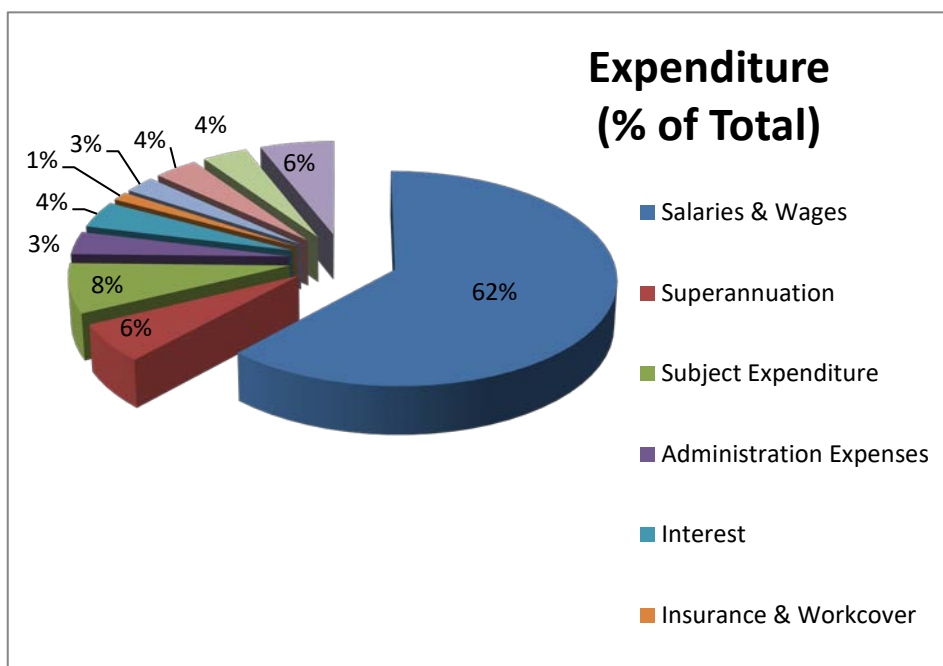
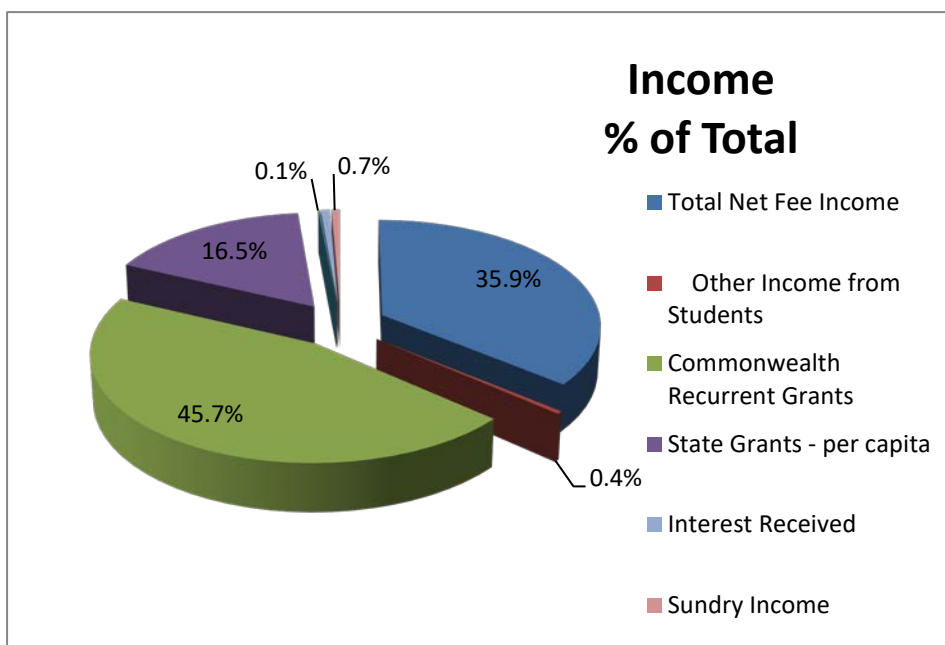
- Installed safety straps on basketball rings in ERC
- Repaired holes in car park surface
- Line mark car park and outside Mona Vale
- Installed lockers in new Year 11 and 12 area
- Installed new concrete area outside of TAS
- Renewed gutter above garage and cleaning storeroom
- Replace carpet in Reception
- Resurfaced area around water feature with paving
- Installed Edmund Rice Statue and Old School Bell in Quad
- Refurbished old canteen for bookroom and room 60 to GLA classroom
- Re-carpet computer design room in TAS
- Top dressed and cored ovals

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

- Commission of second datacentre for business continuity
- Upgrade of server and data storage infrastructure including SSD technology
- Upgrade of Network switches with the transition to a 20-gig backbone
- Purchased retired server and storage equipment to enhance college archive and backup facilities
- Introduction of new Veeam backup solution.
- Upgrade of 110 staff notebooks including touch screen capabilities
- Upgrade of 90 desktops throughout the campus
- 21 projector upgrades in classrooms
- Transitioned Haven staff email to a cloud based solution managed by Microsoft.
- Preparation for 2018 Year 7 One to One project.



## 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	2016
Reading	School Average	552	548	553	551	557	551	547
	State Average	544	539	541	541	545	545	539
	Similar Schools	560	552	551	550	555	557	552
Writing	School Average	532	533	523	523	507	502	511
	State Average	518	512	504	517	497	495	500
	Similar Schools	549	541	527	529	521	524	530
Spelling	School Average	546	542	549	552	550	540	549
	State Average	544	538	547	549	544	547	543
	Similar Schools	554	543	548	556	550	555	553
Grammar and Punctuation	School Average	528	538	550	544	551	534	541
	State Average	527	529	542	535	541	536	534
	Similar Schools	551	544	558	548	553	555	554
Numeracy	School Average	570	568	553	561	567	554	567
	State Average	557	556	552	542	557	553	557
	Similar Schools	563	556	548	552	554	552	561

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

Test Item	Averages	2010	2011	2012	2013	2014	2015	2016
Reading	School Average	57	46	55	58	50	44	34
	State Average	56	44	51	52	51	43	39
Writing	School Average	39	NA	NA	36	27	22	NA
	State Average	35	NA	NA	21	25	25	NA
Spelling	School Average	61	45	51	63	47	55	46
	State Average	54	43	54	62	46	51	45
Grammar & Punctuation	School Average	22	28	37	42	43	30	18
	State Average	35	32	41	35	47	36	30
Numeracy	School Average	80	65	38	55	59	53	53
	State Average	61	46	46	48	54	51	56

## Year 9

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

Course	Averages	2010	2011	2012	2013	2014	2015	2016
Reading	School Average	595	592	587	581	589	579	583
	State Average	572	581	572	580	580	577	580
	Similar Schools	588	591	589	592	592	592	591
Writing	School Average	566	576	577	566	559	551	554
	State Average	547	546	536	554	530	526	529
	Similar Schools	585	584	569	568	565	562	565
Spelling	School Average	587	583	584	583	576	580	580
	State Average	578	579	576	583	581	584	580
	Similar Schools	585	589	588	592	591	594	593
Grammar and Punctuation	School Average	591	584	586	570	571	559	565
	State Average	572	570	569	573	569	561	564
	Similar Schools	596	586	588	590	586	580	581
Numeracy	School Average	622	612	598	596	606	592	598
	State Average	600	599	601	584	604	605	599
	Similar Schools	600	595	597	596	597	602	598

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

Test Item	Averages	2010	2011	2012	2013	2014	2015	2016
Reading	School Average	52	47	29	33	34	26	24
	State Average	35	42	26	41	38	34	34
Writing	School Average	34	NA	NA	36	34	29	NA
	State Average	25	NA	NA	21	25	25	NA
Spelling	School Average	40	30	34	43	27	26	28
	State Average	37	36	31	45	34	31	36
Grammar & Punctuation	School Average	54	44	56	39	20	15	12
	State Average	44	37	39	33	26	27	21
Numeracy	School Average	55	58	26	28	50	29	29
	State Average	38	40	41	45	50	47	40

### Record of School Achievement

The table below represents the distribution of grades in each subject studied until the end of Year 10 in 2016. 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	25	47	16	1
	State Average	12	28	37	16	5
Mathematics (200hrs)	School Average	13	23	31	22	1
	State Average	15	23	31	23	7
Science (200hrs)	School Average	12	28	55	5	1
	State Average	13	25	37	18	6
History (100hrs)	School Average	13	14	43	26	4
	State Average	14	27	35	17	6
Australian Geography (100hrs)	School Average	9	13	54	19	5
	State Average	13	26	36	18	6
Commerce (200hrs)	School Average	11	26	41	22	0
	State Average	27	34	28	8	3
Graphics (200hrs)	School Average	17	50	33	0	0
	State Average	24	30	31	11	3
Food Technology (200hrs)	School Average	17	21	36	17	9
	State Average	19	30	32	13	5
Industrial Technology Timber (100hrs)	School Average	0	0	100	0	0
	State Average	10	28	38	16	6
Industrial Technology Timber (200hrs)	School Average	11	22	48	17	2
	State Average	12	28	38	15	6
Information & Software Technology (200hrs)	School Average	14	45	41	0	0
	State Average	23	29	32	12	4
Drama (200hrs)	School Average	23	23	46	8	0
	State Average	27	35	27	8	2
Music (200hrs)	School Average	13	30	50	7	0
	State Average	26	33	26	10	4
Photographic & Digital Media (200hrs)	School Average	28	21	38	0	5
	State Average	21	31	30	12	5
Visual Arts (200hrs)	School Average	23	45	27	0	5
	State Average	26	33	27	10	3
	School Average	10	33	45	11	1



Personal Development, Health and Physical Education (200hrs)	State Average	13	33	37	13	4
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### 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 2016. 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	0	12	65	24	0
	State Average	6	21	38	22	10
English (Advanced) 2 unit	School Average	9	34	44	11	2
	State Average	18	42	33	6	1
English Extension 1 unit	School Average	63	0	0	13	25
	State Average	36	43	19	3	1
Mathematics Extension 1 unit	School Average	28	33	17	22	0
	State Average	26	27	28	15	4
Mathematics General 2 unit	School Average	29	39	29	2	0
	State Average	8	19	34	26	12
Mathematics 2 unit	School Average	29	39	29	2	0
	State Average	25	25	30	15	4
Biology 2 unit	School Average	8	21	42	27	2
	State Average	13	28	38	16	5
Chemistry 2 unit	School Average	9	22	43	26	0
	State Average	17	27	35	16	4
Physics 2 unit	School Average	8	21	29	38	4
	State Average	17	28	34	15	4
Ancient History 2 unit	School Average	13	27	40	20	0
	State Average	16	28	34	15	6
Business Studies 2 unit	School Average	9	24	54	11	2
	State Average	14	29	35	16	6
Economics 2 unit	School Average	0	33	44	22	0
	State Average	23	33	30	11	3
Legal Studies 2 unit	School Average	10	19	48	24	0
	State Average	16	27	34	16	6
	School Average	7	19	52	19	2

Modern History 2 unit	State Average	18	30	34	13	5
Studies of Religion 1 unit	School Average	5	32	41	21	0
	State Average	14	28	40	16	3
Engineering Studies 2 unit	School Average	29	14	29	29	0
	State Average	17	29	33	15	7
Food Technology 2 unit	School Average	15	40	35	5	5
	State Average	15	27	32	18	7
Industrial Technology 2 unit	School Average	10	21	52	17	0
	State Average	10	24	35	20	9
Information Processes and Technology 2 unit	School Average	17	22	39	22	0
	State Average	16	27	34	16	7
Software Design and Development	School Average	8	23	31	38	0
	State Average	16	25	31	19	8
Drama 2 unit	School Average	22	44	33	0	0
	State Average	24	38	27	9	3
Music 1 2 unit	School Average	17	39	28	17	0
	State Average	18	36	30	11	4
Visual Arts 2 unit	School Average	21	50	18	11	0
	State Average	20	33	28	12	4
Personal Development, Health and Physical Education 2 unit	School Average	4	28	41	24	3
	State Average	13	27	37	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	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Ancient History	School Average	75	72	70	67	72	78	70	72	70	70	74
	State Average	75	72	72	73	73	73	69	72	72	71	72
Biology	School Average	69	75	73	68	74	70	72	73	71	69	74
	State Average	72	73	73	73	73	73	72	74	72	71	74
Business Studies	School Average	75	72	72	76	78	79	74	75	71	73	74
	State Average	71	70	72	74	74	73	74	74	74	74	73
	School Average	65	79	77	70	71	71	75	77	74	72	70

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

Mathematics Extension 1	State Average	38	39	40	40	40	81	81	80	81	81	80
Mathematics Extension 2	School Average	64	74	80	62	73	87	73		73	78	69
	State Average	79	81	83	83	83	84	83		82	82	81
Modern History	School Average	76	77		70	72	77	74	73	74	69	74
	State Average	75	75		76	75	75	76	76	75	75	74
History Extension 1 (mark out of 50)	School Average	33	24	32	29	27	41	36	31	33	35	35
	State Average	36	38	38	38	38	39	37	38	39	39	39
Music 1	School Average	85	80	79	89	85	89	87	81	83	84	83
	State Average	78	79	79	80	80	80	80	80	80	81	81
Personal Development, Health and Physical Education	School Average	80	78	74	78	76	77	75	76	70	71	76
	State Average	73	73	73	72	75	74	73	71	73	73	72
Physics	School Average	75	77	74	74	73	78	76	71	69	76	71
	State Average	75	73	73	75	75	75	74	74	73	73	73
Senior Science	School Average	71	76					78	73		72	71
	State Average	74	75					75	74		71	73
Software Design and Development	School Average	71		70					73	72		72
	State Average	74		75					74	73		75
Studies of Religion (mark out of 50)	School Average	41	40	40	39	38	40	39	41	37	39	39
	State Average	38	38	38	39	38	38	37	38	38	38	38
Visual Arts	School Average	82	83	82	79	78	79	80	82	78	82	77
	State Average	80	80	81	80	79	78	79	79	78	79	80
French Beginners	School Average				87							NA
	State Average				74							NA
French Continuers	School Average	73	72	79	83	68		78			76	NA
	State Average	81	80	82	80	81		82			82	NA
Construction Examination	School Average	78	80	74	72	73	72	70	72	74	75	87
	State Average	70	72	72	70	73	67	68	70	72	72	73



Hospitality Examination	School Average	72	74	74	75	75	79	74	75	73	75	72
	State Average	75	71	74	75	76	76	76	76	75	76	73
Entertainment Industry Examination	School Average			70			76	69	67		73	84
	State Average			74			71	70	70		73	76
Retail Services Examination	School Average	80	83		75		68	78	79	70	78	80
	State Average	77	75		74			72	74	71	72	73
Information Technology Examination	School Average	65	73	77								
	State Average	66	69	72								
Metals and Engineering	School Average								74	80	70	73
	State Average								67	68	66	69
Human Services Examination	School Average											77
	State Average											72



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