

**ANNUAL REPORT
OF
ST EDWARD'S CHRISTIAN BROTHERS' COLLEGE
EAST GOSFORD
FOR THE
2004 SCHOOL YEAR**

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PREAMBLE

St Edward's Christian Brothers' College is registered and accredited by the Board of Studies (NSW) and is part of the system of Edmund Rice Schools managed under the auspices of the Trustees of the Christian Brothers (St. Mary's Province, NSW).

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The College also reviews achievement of chosen school development priorities and sets priorities for the year to come.

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 that may be obtained from the College.

SCHOOL FEATURES

Introduction

St. Edward's was founded in 1953 at the invitation of Cardinal Gilroy. It is an Independent Catholic boys' College owned and conducted by the Christian Brothers' Congregation. 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 October 6th 1996, in Rome, Pope John Paul II beatified Edmund Rice.

Location and Facilities

St. Edward's caters for boys from Year 7 to Year 12. Covering a nine hectare site on the shores of Caroline Bay, the College has three multi-purpose ovals, other sporting facilities, a multipurpose hall/gymnasium, and specialised science, technology, music and art facilities, computer laboratories, 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 has a maximum of 12 students aged between 12 and 14 years of age. It aims to assist students, both boys and girls, from mainstream schools who are experiencing disruption to their learning associated with chronic truancy and school refusal. The teachers work with the students to overcome any emotional

difficulties hindering their progress while attending to their academic requirements. The focus of The Haven is to help facilitate the student's re-integration into the mainstream school.

College Board

The Board, receiving its mandate from the Trustees of the Christian Brothers, is responsible for advising and assisting the Principal in maintaining the Catholic nature of the College. Presently the board consists of the Principal, a member of the Province Leadership Team of the Christian Brothers, several members of the school and wider community, and other co-opted members.

Parents and Friends Association

The College supports and promotes the membership and activities of an enthusiastic and pro-active 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

As part of the Christian Brothers' Independent Schools' system, St. Edward's embraces the deepest Catholic principles and Christian values. These principles have their foundation in the Gospel teachings of Jesus Christ as presented by the Catholic Church.

The College also takes direction from the spirit and charism of the Founder of the Christian Brothers - Blessed Edmund Rice. He showed an option for the poor of his day and it is hoped that the students of St Edward's College will take on this spirit and express it through involvement in the many social justice programs engaged in by the College. A full Social Justice Programme operates at the College and involves Years 7 to 12. In Years 8 to 11 students are expected to complete a minimum of 15 hours of outreach to others via the Waterford Project. This outreach includes mentoring, collections for charitable groups, support for community institutions and other activities. Some students choose to be involved in the Edmund Rice Outreach Program where they contribute in a practical way to promote Social Justice by supporting the St Vincent de Paul Society, Matthew Talbot Hostel, Vincentian Village, Donnison St Outreach, and others.

Opportunities for students to deepen their faith and the practice of it are provided by regular classroom religious instruction along with formal and informal Liturgical celebrations. These celebrations are provided by the teachers of the College and the Parish Priests of the Central Coast. The Spiritual Life of any Catholic College should have its beginnings in each home: St. Edward's College is no exception.

On a regular basis throughout the year, the celebration of the Eucharist - the central action of our Catholic Faith - is provided for the whole school community. Reflection Days and Retreats are provided for all students culminating in two three day retreats in each of Years 11 and 12. The retreat in Year 11 has a social justice orientation and involves visiting a number of sites in inner Sydney; the Year 12 retreat is more reflective in nature allowing each boy time to engage in personal reflection about his life while at the College and how it might evolve in the future.

CURRICULUM

St. Edward's College recognises the need for a broad curriculum to cater for individual student requirements. All students study similar courses in Years 7 to 10 in a mixed ability class setting.

In **Years 7 & 8** students study:

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

In **Years 9 & 10** students choose a subject combination that satisfies the requirements for the award of the School Certificate. Some courses are studied by all students:

Religious Studies | Science | English | Mathematics | PD/H/PE | Australian History & Geography

Students also choose two courses from a range of elective courses. In recent years students have been able to choose from:

Commerce	Music	Design & Technology	Sports Science	Cabinetwork	Drama
French	Visual Arts	Computing Studies	Technical Drawing	Food Technology	

Courses in **Years 11 & 12** vary from one year to the next and are determined by student interest.

Learning Area	Examples of Courses Offered
Religion	Studies in Religion
English	Advanced, Standard & Extension English
Mathematics	Extension Mathematics, Mathematics and General Mathematics
Science	Physics, Chemistry, Senior Science and Biology
Social Sciences	Ancient & Modern History, Geography, Business Studies and Legal Studies
The Arts	Music, Drama, Visual Arts and Photography
PD/H/PE	Personal Development, Health and Physical Education.
Language	French
Technology	Information Processes and Technology, Industrial Technology, Software Design and Development and Engineering Studies
Vocational Education	Retail, Furnishing, Construction, Hospitality, and Information Technology

The Haven Education Centre offers individual programs and small group activities to students in the core areas of English, Mathematics, Science 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 and Creative Arts areas) of an afternoon. On Thursday afternoon or Friday morning students are taken off-site to participate in physical activities. On other occasions whole day excursions are undertaken.

Learning Support

At St Edward's College there is significant commitment to students who need support to learn. Each student who comes to the College enters a mixed ability class. At all times there is an emphasis on providing support which ensures that the dignity of the student remains intact. As far as possible students are assisted within the normal classroom although there are some programs offered which involve smaller groupings in more intensive, short term settings. Many of these programs provide for the development of literacy skills. Students are also welcome to seek assistance when they

realise they need it. Students are monitored regularly as they move through the school and new forms of assistance are developed as needs emerge and resources become available.

Religious Education

Religious Education provides for a study of religion in our contemporary culture. This study of religions and religious issues provides students with opportunities for clarifying their own beliefs and values. It aims at helping students acquire knowledge, understanding and affective appreciation of the Christian religious tradition in the context of the modern world. Special emphasis is given to areas of study that are of particular relevance to developing adolescents.

Computing Facilities

St. Edward's College has five computer laboratories with another planned for August of 2005. All are equipped with IBM compatible machines with Internet access. While the computers are used extensively in the Technology courses, other courses also make use of these facilities to assist in providing effective learning experiences for the students. The library has a number of computers that are available for the students to use. Some specialist areas in the school also have computers available to assist with student learning. The Haven Education Centre utilises computer technology extensively in the teaching/learning process – four computers are available for student use.

Extension / Enrichment Programs

From time to time programs are conducted during the year to develop and extend the skills of students with special aptitude in curriculum areas. These include enrichment classes in some subjects, the College band, and various interschool competitions such as debating and Mock Trial. Students are encouraged to attend extension programs offered by the University of NSW and participate in writing workshops with renowned authors. They also participate in challenges such as the Premier's Reading Challenge, the Mathematical Association of NSW Challenge, Poetry competitions and the Sydney Morning Herald Writing Competition.

Career Education

The College has a full time careers counsellor to help students with choice of subjects for Years 11 and 12 and to assist them in choosing employment, both full and part time work, and post school education. There is a resource room with excellent printed and video material. In addition the room has a number of computer programs to assist students with determining their special areas of interest so as to better choose subjects and occupations.

Outdoor Education

St Edward's College runs an Outdoor Education program 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 course for the four years, developing skills of a higher order each year. All activities are supervised by accredited staff, as well as a member 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.

SCHOOL PERFORMANCE IN ELLA, SNAP, SCHOOL CERTIFICATE AND HIGHER SCHOOL CERTIFICATE

ELLA (English Language and Literacy Assessment)

In 2004 the boys in Years 7 and 8 sat for ELLA. The Year 7 results, reflecting mainly achievement from the Primary Schools, were above average by approximately 2 marks in each of the three areas of writing, reading and language. This result was consistent with that from previous years.

The Year 8 results reflect more accurately the efforts of the teachers at the College to address any areas of concern raised by the previous year's results. The reading and writing areas were 2 marks above the boys' state average while the marks in the language area were on state average for boys. An encouraging sign was the upward movement of boys towards the higher bands of 'high' and 'proficient' in all three areas. There was a slight concern in the language area where a small number of boys moved from proficient to elementary.

An analysis of ELLA led to the teachers targeting the language and writing areas.

- The use of capital letters, apostrophes, direct speech and full stops
- Identifying adjectives, pronouns and the nouns to which pronouns refer
- Knowing the difference between 'their' / 'they're' / 'there' and 'to' / 'too' / and 'two'.

SNAP (Secondary Numeracy Assessment Profile)

In 2004 the boys in Years 7 and 8 sat for SNAP, an assessment measuring six areas: numeracy, number, measurement, space, data and problem solving. The Year 7 results were above state average for boys by between 4 and 5 marks except in the area of measurement where they were above average by 2.5 marks.

The Year 8 results showed an improvement from the results gained by this group in Year 7 except in the area of 'number', i.e. there was an upward movement to the 'high' and 'proficient' bands. In general the average mark was between 2 and 3 marks above the state average for boys except for measurement and problem solving where it was 1 mark above.

An analysis of SNAP led to the teachers targeting the following areas.

- Calculation of area using grids with manipulation of grid squares to represent various sized areas.
- The use of two / three steps in problem solving, particularly where multiplication was one of those steps.

SCHOOL CERTIFICATE

The results in the School Certificate Exams for 2004 were similar to those of past years, i.e. they showed an overall movement of boys to bands 4, 5 and 6 in most courses.

- In English, Mathematics and Science the percentage of boys in bands 1 and 2 (having marks less than 60) has been decreasing over time to be below state average by between 6 and 9 marks.
- In Mathematics the percentage of boys in bands 5 and 6 has been above average for some time and this trend continued in 2004.
- In English, Mathematics, Science and Geography the percentage of boys in bands 4 to 6 (having marks above 70%) was above state average by between 4 and 9 marks.
- The results in History were below state average although the percentage of boys in bands 5 and 6 remained steady when compared with the 2003 results.

HIGHER SCHOOL CERTIFICATE

The Year 12 cohort of 2004 achieved sound results in the HSC. The College presented boys for 30 Board Developed courses (and 3 Board Endorsed Courses) with the following trends evident.

- The average mark in 5 courses was well above state average
- The average mark in 8 courses was below state average
- The remaining 17 courses had results on or near to state average
- It was encouraging that the results of boys in 15 courses showed an upward trend, i.e. a net movement of boys into bands 4 to 6 while only 5 courses showed a downward trend from previous years.
- Eleven boys obtained a UAI over 86 with the dux of the College obtaining a UAI of 97.15.

TEACHER STANDARDS

In 2004 the College had 69 full time teaching staff and 8 part time staff, giving a total of 73 full time (equivalent) teaching staff. In addition the College employed 22 support staff. All of the teaching staff have the required teaching qualifications and have attained the necessary standard of competence required by the Minister of Education.

RETENTION RATES

Apparent retention rates simply compare the numbers enrolled in a given group of students at two points in their school careers at St Edward's College. Actual retention rates track individual students at two points in their schooling thereby taking into account the number of boys who leave the school between these two points.

School Certificate	Apparent Retention Number of students enrolled	Actual Retention Number of Students enrolled
Year 7, 2001 (February)	168	168
Year 10, 2004 (November)	164	151
Retention Rates	98%	90%

Higher School Certificate	Apparent Retention Number of students enrolled	Actual Retention Number of Students enrolled
Year 10, 2002 (November)	168	168
Year 12, 2004 (November)	124	121
Retention Rates	74%	72%

Of the seventeen students leaving the College between 2001 and 2004 (prior to the School Certificate) approximately half moved to other schools in the area while the other half moved out of the area. Of the forty-seven students who left between November 2002 (i.e. after the School Certificate) and before the HSC exams in 2004 half went to work (most to apprenticeships) while the other half moved to another school.

ENROLMENT POLICY AND STUDENT PROFILE

The College's enrolment policy can be obtained from the College office, is available on the College website – www.stedwards.nsw.edu.au – and is distributed to the parents of prospective students with an enrolment package. Academic criteria are not used to exclude Catholic students from the College.

Places are available at St. Edward's for young men, who together with their families, wish to develop their relationship with God and the Catholic Church community and live accordingly. It is expected that students strive to develop their talents and realise their potential by accepting the challenges offered by the College.

The College Enrolment Committee offers places to families according to six categories giving priority to the sons of Catholic families who, by their actions, have shown a commitment to the Catholic community over a number of years. Under certain circumstances the brothers of boys who are already at the College and the sons of ex-students of the College are also given priority.

Prior to returning to Year 11 and 12 students sign an agreement where they indicate their willingness to accept responsibility for their learning, to attend school and classes, to maintain an acceptable level of behaviour and personal appearance, to continue their involvement in curricular and extra-curricular activities, and to participate fully in the Religious Education program of the College. A prerequisite for returning to Year 11 is appropriate behaviour in Year 10; students whose return to Year 11 may be in jeopardy on behaviour grounds are given notice early in Year 10 so they have time to amend their inappropriate behaviour.

In July of 2004 there were 959 boys enrolled at St Edward's College. There were 39 classes from Years 7 to 12 plus a group of 12 students at The Haven Education Centre. 1% of the total student enrolment includes 'students with disabilities'.

Year	7	8	9	10	11	12
St Edward's Campus	168	166	194	172	123	124
The Haven Education Centre	3	9	0	0	0	0
Total	171	175	194	172	123	124

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 under the heading 'Pastoral Care' – the direct link is www.stedwards.nsw.edu.au/pastoral.html

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 whose behaviour is inappropriate are moved through negative levels and given 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 timeout system available to them if students are constantly interfering with the rights of others to learn in the classroom.

A number of changes were made to the policy in 2004.

- The number of levels was reduced to a starting level (3), two positive levels (1 & 2) and two negative levels (4 & 5).
- The progression to levels 1 and 2 now requires students to engage in service activities, as well as make an effort in the classroom and demonstrate acceptable behaviour.
- The number of privileges available to level 2 students (now called 'silver') has been reduced and these have been moved to level 1 (now called 'gold').
- All boys on levels 1 and 2 move back one level at the end of each year; those on levels 4 and 5 move back to level 3 (the starting level).
- The sanctions for inappropriate behaviour that used to be applied at levels 4 to 6 are now applied at level 5 only.

- Senior students start at level 2 (silver) and can access level 1 (gold) in the same manner as students in Years 7 to 10.

The Haven Education Centre has a student welfare and discipline policy based around the use of student contracts. This contract, also containing information additional to welfare, is drawn up on enrolment and modified as appropriate. Students set goals to assist them 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.

The College refined its procedure for recording attendance during 2004. In addition to Tutor teachers asking students for notes to explain absences, the College commenced sending out letters to parents if absences were still unexplained two weeks after the absence occurred. This resulted in a decrease in the number of unexplained absences during the first half of 2005. A system was also introduced to record electronically any lateness by the students.

A number of programs were conducted by the counsellors and other staff for students and parents during 2004.

- Anger management – a course for students
- Seasons for Growth – a course for students to assist with separation and loss
- Drug Education – a course for interested parents
- Rock and Water Program – a physically oriented course to build resilience in students

The staff of the College is aware of the requirements of the relevant child protection legislation and the College has procedures in place to ensure that complaints are dealt with and reporting to the appropriate authority takes place.

COMPLAINTS AND GRIEVANCES RESOLUTION POLICY

The College Complaints and Grievances Policy can be obtained from the College office on request and is available on the College website – www.stedwards.nsw.edu.au. In brief the policy encourages those with complaints to speak to the person concerned as the first point of call. It offers a procedure for doing this. If this approach does not lead to a satisfactory resolution the policy outlines the procedures that the College will follow to resolve the complaint. There were no changes to this policy during 2004.

SCHOOL REVIEW AND DEVELOPMENT

One of the major priorities for 2004 was the establishment of The Haven Education Centre as an annexe of the College. This involved the hiring of staff, the enrolment of students and seeking to establish the Centre on a sound financial footing. Four staff were hired, three working full time and one part time. Over the course of the year twelve students were enrolled, many of whom were integrated back into their original school towards the end of the year or the beginning of 2005. The financial position of the Centre remained tenuous during 2004. Faced with the prospect of closing the Centre or continuing to pursue further avenues for finance, the St Edward's College Board opted for the latter, including lodging an application for tax-deductible status which was granted in 2005.

The school priorities for St Edward's College in 2004 were based around improving the approach to teaching in the classroom in order to more effectively engage the boys in learning. They involved teacher inservice in the following areas.

- Literacy and Numeracy across the Curriculum – the teachers of Year 7 and 8 were involved in an analysis of ELLA and SNAP together with the development of follow up activities to address the areas needing further work.
- Cooperative Learning Approaches – the teachers in Year 7 and 8 worked in teams to develop cooperative teaching approaches and shared their success with others.
- Learning Styles in Boys Education – an activity at a staff meeting highlighted the different ways we learn and gave teachers strategies to better tap into the variety of learning styles of boys in their classroom.
- Preparation for new syllabuses in 2005 – analysis and programming of these new syllabuses was given a priority on one of the staff development days.
- Evaluation of aspects of our Pastoral Care system – with a review of the way the boys can access the positive levels as a result of good behaviour.
- Occupational Health and Safety – time was spent on introducing the principles and procedures to staff and raising awareness of their responsibilities.

Towards the end of 2004 the priorities for 2005 were endorsed. They include the following.

- Further skilling of teachers on how to deal with a range of abilities in mixed ability classrooms
- Exploring ways of extending talented students
- Skilling of staff in computer and related technologies (ICT) to enable more effective incorporation of these technologies across the curriculum
- A review of the reporting system in Years 7 to 10 in light of the new syllabuses and outcomes
- Allowing time for analysis and programming for new syllabuses to be implemented in 2006
- A review of CPR and emergency care training for staff
- An evaluation of the approach taken to dealing with the bullying of some students by others
- Establishing a procedure for conducting risk assessments for excursions
- Enrolment procedures at The Haven Education Centre will be modified to concentrate on Year 8 students. The students will be enrolled in term four of the preceding year (at the conclusion of Year 7) and integrated back into their original school in term four of the current year.
- Other avenues for financing The Haven Education Centre will be investigated with a view to obtaining funding to support three to four teachers at the Centre.

MAJOR AREAS OF EXPENDITURE ON PLANT AND RESOURCES

- 66 new computers, including 10 additional machines to bring the total for the College to 234. Computer equipment is replaced every 3 years.
- Departmental/faculty equipment including televisions, video projectors, cameras and TAS equipment.

SUMMARY OF FINANCIAL INFORMATION

