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PREAMBLE

St Edward's College (the College) is registered and accredited by the New South Wales Education Standards Authority and is part of the system of Edmund Rice Schools. Edmund Rice Education Australia has responsibility for St Edward's and other Christian Brothers' schools across Australia.

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

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

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

COLLEGE BOARD CHAIR'S REPORT

I would like to start this year's Chair's Report by thanking all my fellow Board Members of St Edward's College, East Gosford.

The Board's role is advisory to the College's senior executives and the Board members are voluntary in their participation.

A College the size of St Edward's – with more than 1000 students, around 140 staff and a budget of approximately \$20 million – is a medium sized business entity in the Australian context.

Our senior executive, particularly our Principal, Mark Bonnici, our Deputy Principal, Jay Sutton and our Business Manager, Ron Featherston are highly qualified, credentialed and experienced in the delivery of our product – the highest level of holistic education and the financial management and support that demands.

This is where I believe our Board is so valuable. Collectively our Board members bring to this Board, and to the College Executive, a wealth of knowledge, qualifications and experience which is an invaluable resource and guidance for the effective management of the College, ensuring that the College meets its financial commitments, that it is run efficiently and effectively, that tuition fees and any increases are kept to a minimum, that any risks are reasonable, responsible and effectively managed and that the College meets or exceeds all EREA and NESA requirements.

Our teaching staff are passionate, committed and dedicated educators. This is evidenced in the respect that students and their parents and carers have for them, their constant self-sacrifice for the benefit of the students and the length of their tenure as teachers at St Edward's College.

Our support staff are equally important and dedicated. They are essential for the support of students and teachers, and the maintenance and safety of the College as a work environment. They can appear to be invisible, but their work is valuable, appreciated and acknowledged.

The Board is very pleased with the progress, standards, achievements and reputation of the College, its staff and students.

Mr Frank Bortkevitch

PRINCIPAL'S REPORT

What is our moral purpose?

As an Edmund Rice School with a proud tradition of providing a quality Catholic education for young men on the Central Coast, we are constantly guided by the question:

What kind of young men do we want graduating from St Edward's at the end of Year 12?

The answers to this question provide clarity to the ongoing vision for school improvement. A vision which understands that as a faith-based Edmund Rice community, we must constantly strive to provide an innovative, holistic and liberating education which challenges, nurtures and inspires the boys who arrive in Year 7, to become young men who leave our gates at the end of Year 12 who are aspirational regarding their future and have achieved their personal best. Young men who have developed the necessary knowledge, skills and attitudes to flourish in an ever-changing world. Young men who are socially conscious, countercultural in their thinking and are empowered to contribute positively to society through the promotion of inclusivity, justice and solidarity. Young men who are spiritually enriched, contemplative about their place in this world and in their relationship with God, who are proud of their Edmund Rice Education and who will continue on in life to become good partners, fathers and members of society who are committed to the Gospel values inherent in the touchstones for Edmund Rice Schools.



As an Edmund Rice School, we aspire to be faithful to the values that underpin the four touchstones of ***Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity*** and there have been many examples throughout 2017 that have expressed the College's deep commitment to these 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.

The Touchstone of Liberating Education rests in an understanding of liberation: our own and that of others. As educators, we strive to educate in a way that builds awareness and skills with which our students become empowered to strive to build a better world for all.

St Edward's College responds to the challenges of this touchstone in many ways, both in the classroom and through a vast array of opportunities for boys through the Waterford Project. In the Religious Education Program, students are regularly challenged to explore their own values and look beyond themselves. Units of work such as *Serving as Disciples* in the Year 9 program, *Justice and Reconciliation* in the Year 10 program, the *Social Justice Project* in the Year 11 Catholic Studies Program and the various units of work in the Year 12 Studies of Religion program in which students analyse various Religions of the World, are just a few examples of the content covered in class that provides students with an opportunity to develop a greater world view of issues such as oppression and marginalisation. These units and many others in other faculty areas are supported by the work students do in community service as part of the Waterford Project.



Quality teaching and learning is the cornerstone of a liberating education. Throughout 2017, teachers have continued to collaborate on best practice through the Professional Learning Partnerships (PLP) Framework. This framework centres on supporting teachers in providing an innovative, holistic and dynamic educational experience for the boys at St Edward's. The challenge to continually improve the quality of teaching and learning undertaken is an integral component of the strategic directions of the College and builds on the work undertaken over the last five years on quality teaching.

The Professional Learning Partnerships Framework provides a clear link to the College's integration of this touchstone into our everyday practice. The Framework aims to promote genuine professional conversations that continue to improve teaching and learning outcomes of students at St Edward's. Building excellence in teaching, through the fostering of positive collegial connections between teachers, can only enhance the learning of students. Research in the area of teacher development is quite clear in indicating that effective performance and development of teachers relies on creating a supportive learning culture in a school. It is clearly evident that boys are responding to the innovative learning challenges presented to them in class, as evidenced through the record number of students receiving academic awards at the various assemblies throughout the year. I must commend the teaching staff on their commitment to developing positive relationships with students in their classes and on their tireless efforts in working with boys in a nurturing and inspiring environment.

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.

Students at St Edward's are constantly challenged to reflect on how the values of the Gospel and the message inspired by the life of Jesus impact on their own values, decision making and actions. Students have been provided with a range of experiences through Religious Education classes, College Masses, liturgies and the Retreat Program, to contemplate on their relationship with God and others. The beauty of the program delivered at St Edward's is that these experiences are delivered in an engaging and relevant way, based on contemporary social and relational issues. Students are challenged to think critically and reflect on current social concerns, problem solve and communicate their thoughts and ideas, with the intention of developing their own passion for the promotion of justice and peace.



The Year 12 Retreat is a pivotal component of the Religious Education program of the College. This wonderful experience is the culmination of the formation experiences offered to the boys at St Edward's. The young men of Year 12 are provided with the opportunity to reflect on their values in relation to themselves, their relationships with others and on their sense of spirituality and

relationship with God. The timing of the Retreat in Term 2 is intentional. Boys are at the stage of their schooling when they are beginning to think and plan the remainder of the HSC year and their life beyond school. The workshops presented challenge the boys to think deeply about their time at St Edward's and the type of young man that they hope to be when they leave the gates of St Edward's. Continuing the strong connection that exists with local parishes, Father Jim from Kincumber Parish, Father Andrew from Wyoming Parish, Father Tim from Woy Woy Parish and Father George from Terrigal Parish attended this retreat to celebrate the sacraments of Reconciliation and the Eucharist with the boys on the last night. These wonderful celebrations are planned by the boys and are a very fitting way to bring together the themes from the retreat. The engagement of the boys in all the activities and their level of discussion regarding what they value to be important in their lives, reaffirms in me that they are becoming exactly the type of young men that we are proud to say are Eddies' men.

Inclusive Community

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

The Touchstone of Inclusive Community focuses our attention on the "who". When considering the inclusiveness of a community much depends on who is and who is not invited to the table, who is and who is not engaged with, when moving out from the school gates, whose voice is and is not called upon or heard. Who is in and who is out?

EREA Charter for Edmund Rice Schools: website resource



This Touchstone resonates deeply with the staff and students of St Edward's College. Along with the touchstone Justice and Solidarity, it provides the foundations upon which the Waterford Project is based. This program of community service challenges staff and students to reach out to those at the margins of society. Those underprivileged within our community who are most vulnerable, misunderstood and in need of our help. Inclusivity is not only expressed through the activities, which fall under the umbrella of the community service program. We actively look to challenge students to be countercultural in their thinking, encouraging them to seek out the facts on issues such as diversity of religion, sexism and racism so that they can develop informed opinions. It is through the promotion of this critical thinking that we hope to empower them to promote the values of inclusivity, justice and solidarity.

Staff and students at St Edward's College continued the commitment to the promotion of dialogue with other faiths and religious traditions. The touchstones of Inclusive Community and Gospel Spirituality challenge us to provide a liberating education that fosters inter-faith dialogue and promotes respect for the spirituality authentically lived by those who come from other religious traditions. These values have been brought to life by staff and students through a variety of class based educational activities, that have been supported at assemblies and extra-curricular activities.



One such activity is the staff, student and College Board visits to the Gallipoli Mosque in Auburn, which have occurred throughout the year. Visits to this Mosque have provided great insights into the religious heritage and traditions of Muslim people and the religion of Islam. A better understanding of the similarities between the beliefs of the Islamic religion and our own Catholic faith and traditions have been developed, helping break down the stereotypical understandings promoted in the media about Muslims and the Islamic faith.

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.

The Royal Commission into Institutional Responses to Child Sexual Abuse has been prominent in the media throughout 2017. This Royal Commission has investigated how institutions like schools, churches, sports clubs and government organisations have responded to allegations and instances of child sexual abuse. In December of this year, the Royal Commission will present a Final Report covering its investigations with recommendations that aim to support and inform Federal and State governments, institutions and the general public of ways to prevent and respond to child sexual abuse in institutional contexts.

In Term 2 of this year, the Edmund Rice Education Australia (EREA) Principals Conference was held in the National Capitol. An important component of this Conference was a National Apology to Survivors and Victims of Abuse. EREA has responsibility for over 50 Catholic schools and entities, many of which were previously governed by the Christian Brothers. Dr Wayne Tinsey, the Executive Director of EREA, who led this apology explained *“that by acknowledging the suffering of survivors in our schools, we hope this apology demonstrates that we have listened to survivors and acted on their views, thoughts and feelings”*. He continued to state that *“it is our hope that this apology will go some way to addressing and healing this long-standing omission and hurt”*.

This apology is a significant event in the life of EREA and the Christian Brothers. Complete support was offered by the Christian Brothers, with many leaders from within the Brothers

attending the Conference. EREA consulted survivors of abuse, who contributed to the development of the apology with some attending the ceremony on June 1st.

All Principals as leaders in Edmund Rice Schools are committed to ensuring that the wrongs of the past are never repeated. Our dedication to providing a safe, supportive and caring environment for all the students in our care is supported through the moral and legal obligation that underpins our very fabric as an organisation of Catholic schools.

I am very proud of the manner in which staff and students have responded to the touchstones for Edmund Rice Schools. These touchstones will remain our guide to decision making and planning for ongoing school improvement. They will continue to guide our vision of supporting young men to be the best that they can be.

Mr Mark Bonnici

College Principal

STUDENT LEADERSHIP REPORT – Year 12 Farewell Assembly Captain's Speech

Today we gather together as a whole school with the graduating class of 2017 for the final time. I would like to take this opportunity to share some of the lessons and values that I have learnt throughout my schooling that I believe are the foundation of success not only at school but for your future after school.

You will only ever have total satisfaction in your work when you know that you have made the effort to do the best of which you are capable. When you try your best and attempt to improve the situation that exists for you, that is success. Only you will know if you have worked to your fullest potential and achieved your best. You need to consider character and reputation – your reputation is how you are perceived to be, your character is the person you really are. You would hope that both would be good, however they will not always be the same.

Through my personal experience here at St Edward's as a Year 7 student in Mr Fitt's core class, I was instilled with a deeper understanding of what was required to be successful, such as hard-work, sacrifice and resilience. These lessons that began in Year 7 developed my character throughout my school life as I enacted plans to achieve my personal best. Achieving your personal best will require dedication and an unwavering drive to learn. Others may criticise, and others may try to slow you down, however, you must persevere.

George J Moriarty sums up this sense in his poem, *The Road Ahead, or the Road Behind*.

"Sometimes I think the Fates must grin as we denounce them and insist,
The only reason we can't win, is the Fates themselves have missed.
Yet there lives on the ancient claim - we win or lose within ourselves.
The shining trophies on our shelves can never win tomorrow's game.
So you and I know deeper down, there's always a chance to win the crown,
But when we fail to give our best, we simply haven't met the test,

Of giving all and saving none until the game is really won.
Of showing what is meant by grit; of playing through when others quit;
Of playing through, not letting up, it's bearing down that wins the cup.
Of dreaming there's a goal ahead; of hoping when our dreams are dead,
Of praying when our hopes have fled; Yet losing, not afraid to fall, if, bravely, we have given all,
For who can ask more of a man, than giving all within his span.
Giving all, it seems to me, is not so far from - Victory.
And so the Fates are seldom wrong, no matter how they twist and wind.
It's you and I who make our fates -- we open up or close the gates,
On the road ahead or the road behind."

Your success or failure is not a result of good luck or bad luck. It does not come from chance. You are in control of achieving your personal best. It is determined by whether you have the courage and fortitude to give your best, to keep going when others quit and have the tenacity to strive to achieve your dreams regardless of the challenges that you will inevitably face. It is then that you will know the true nature of your character and whether you are prepared to do the work required to achieve your personal best.



Peter Dignam – 2017 College Captain

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 2017 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 multipurpose 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 EREA 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 2017 was the continuation of our social justice program. A senior student from St Edward's was again awarded the John Lincoln Youth Community Service Award Certificate of Commendation for Service to the Community by the Order of Australia Association (NSW Branch), for his outstanding community service. Hammish Loader joins a growing list of outstanding students who have received this award in the last ten years. Another feature of 2017 was the choice by six Year 12 students to accompany our Principal, Mr Bonnici to Africa to participate in missionary work after the completion of their HSC exams. Our third 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 (EREBB) 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 the Priests of the Central Coast. The spiritual life of any Catholic College should have its beginnings in each home: St Edward's College is no exception.

On a regular basis throughout the year, the celebration of the Eucharist - the central action of our Catholic Faith - is provided for the whole school community. Mass is available each Thursday if a student wishes to attend. Reflection Days and Retreats are experienced by students from all year groups.

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.

Finally, some students and staff are eagerly anticipating the Australian Catholic Youth Festival to be held over three days in Sydney during December. This will be another opportunity for students to enrich their spirituality with at least 15000 other Catholic adherents. We anticipate that the fruits of this event will be substantial and long lasting.

Social Justice

"Give to the poor in handfuls" Blessed Edmund Rice

Social Justice at St Edward's aims to embrace the EREA Touchstones of:

- Justice and Solidarity
- Inclusive Community
- Liberating Education
- Gospel Spirituality

Social Justice is a central part of life at St Edward's College. The actions which staff, students and parents partake are a practical response to the Edmund Rice ethos and the central Gospel values of love, compassion and peace. The College seeks to engage every student in programs of Awareness, Advocacy and Action and which we hope will become every student's life-long commitment to our world's marginalised people.

The Waterford Project is compulsory service in Years 8 - 11 and optional for Years 7 and 12. Each student in Years 8 - 11 is required to complete 20 hours of service each year.

Examples of engagement include Coast Shelter, Gosford Uniting Church, Kings Cross program and immersions, among many other opportunities.

In 2017, College Principal Mr Mark Bonnici, will lead senior students to Kenya for the annual immersion, working and learning alongside the Christian Brothers there. Staff in various roles also continue to travel to Kenya for this immersion.

St Edward's in 2017 continued to offer the Year 11 Retreat, titled *Step Out of Your Comfort Zone*. It identifies issues such as homelessness, mental illness, drug education and Aboriginal Reconciliation. Other immersions in 2017 include Walgett, for senior students and Uluru for students in Years 8 - 10.



A program to work alongside Aboriginal people continues. Aboriginal students are given opportunities for cultural awareness and academic support and encouragement. A Reconciliation assembly in May is a chance for Aboriginal and non-Aboriginal students to share the story.

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 (Year 8 only)

In Years 9 and 10 students choose a subject combination that satisfies the requirements for the NESA stage 5 Record of School Achievement (RoSA). Some courses are studied by all students:

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

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

Food Technology	Commerce	Industrial Technology-Timber	Design & Technology
			Marine and Aquaculture Technology
Visual Arts	Construction	Graphics Technology	Information Software & Technology
Music	French	Drama	Industrial Technology – Metal
Metals and Engineering	Photographic and Digital Media	Manufacturing	Physical Activity and Sports Studies
		Construction	

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 Advanced, Mathematics Standard 1 and 2
Science	Physics, Chemistry, Investigating 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, Graphics and Multimedia), Design and Technology, Software Design, Food Technology , Engineering Studies and Industry Based Learning
Vocational Education	Retail Services, Construction, Hospitality, Information Technology, Entertainment, Metals and Engineering, Sport Coaching

In 2017, St Edward's College, continued to offer courses in Construction, and Metals and Engineering as part of the Trade Training Centre, a facility which was funded by the Federal Government. This facility enables the College to enrol students in school-based traineeships (SBATs). Students in SBATs complete trade training both at school and on-the-job while attending school to study courses leading to the HSC. By the end of Year 12 these students have made significant progress to a trade qualification whilst also completing the HSC credential.



The Haven Education Centre offers individual programs and small group activities to students in the core areas of English, Mathematics, Science, PDHPE and HSIE. Each student has a contract that is reviewed regularly by staff, students and family. The daily program at The Haven involves work on the core subjects in the morning and experience in living skills (from the TAS, Creative

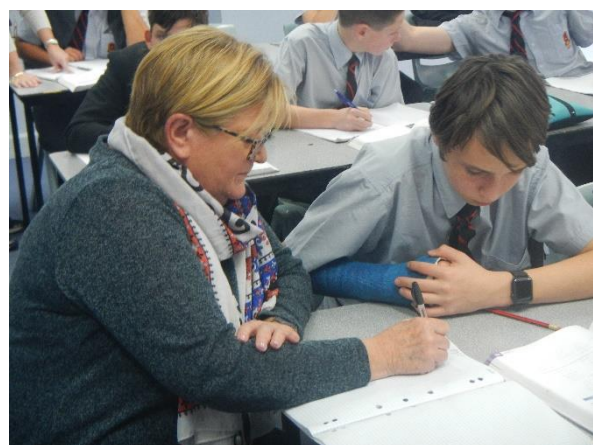
Arts and Language areas) in the afternoon. On Thursday afternoon or Friday morning, students are taken off-campus to participate in physical activities. On other occasions whole day excursions are undertaken.

Learning Support

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

This additional academic support is provided in several ways including the services of four experienced teacher assistants who support students both within the classroom context and before school in the library. In Years 7 to 10, we continue to offer academic support in smaller classes for English and Maths. In addition, junior Science practical classes are supported on a needs basis. In Year 7, students who demonstrate low academic skills in their Allwell Diagnostic Assessments are also given home access to Lexia Core5 Reading, Maths Online and Mathletics with the aim of providing more practice to improve basic skills. Students are also encouraged to seek additional assistance in Homework Help, each morning from 8am in the College library.

All students have their learning monitored regularly as they progress through school with the aim of identifying those students who require additional adjustments. With the increasing utilisation of OneNote, we are hoping that students become increasingly comfortable with the use of Learning Tools, with Voice-Text and Text-Voice accessibility. Greater educational utilisation of mobile phones also allows students to take photos of missed notes or homework. With the introduction of One to One Devices for Year 7 in 2018, we hope to see the continuing development and implementation of assistive technology for all students thus enabling easier access to support and enhance learning.



Two very successful initiatives implemented by the Learning Support Department in 2017 occur in the Shanahan Learning Centre before school. The first is access to word processing workshops, for those students who have difficulty handwriting. We have had a total of 25 students who have been able to markedly improve their confidence, typing speed and accuracy through these worthwhile workshops conducted by Mrs Kathy Edwards. The other initiative is Maths tutoring, particularly for the new students in Year 7 but extends to Year 10. The tutoring is optional and offered by Mr Ray Fitt. Similarly, students are able to gain confidence, additional practice and refine their skills and problem solving abilities.

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 standardised criteria, each year on behalf of students, the College applies for a number of students to make application for Disability Provisions through NSW NESA so they may have similar access to exam support in the Higher School Certificate external exams. This year the College supported three HSC students based solely on the grounds of medical difficulties.

As a College, we are continually being challenged to differentiate and adjust the curricula to meet the learning needs of individual students. We aim to do the best we can with the resources at hand to allow students to realise their individual potential and are fortunate to offer such a broad and comprehensive curricula options. The success of anything we attempt at school continues to rely on the ongoing support of parents and caregivers in this cooperative learning process.

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 17 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 students' 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, Women 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 Luke's Gospel and the Prophets. The boys enjoyed the study of the Catholic Church in Australia, past, present and future.



In Year 10, the year starts with a unit on Social Justice which involves the boys visiting St Edmund's School for the visually impaired at Wahroonga with their R.E. teacher. The boys were blind folded at Wahroonga station and had to walk with a cane and partner to St Edmund's. They also played goal ball and board-games with the students and learnt brail. The visit always leaves a lasting impression with the boys providing a first-hand experience of what social justice is all about. The experience brings to life what is taught in the classroom. The Year 10 course also challenges the boys' values and moral understanding on a number of issues concerning relationships in their lives.

The ongoing professional development of the Religious Education staff is a priority and provides a platform for improved knowledge and teaching practices. This year a number of staff had the benefit of several in-services. Staff attended in-servicing on HSC Marking and Standards in Studies of Religion, HSC content and ways of approaching the new HSC style of questions for Studies of Religion, Religious Diversity and Aboriginal Spirituality.

Pope Francis' Encyclical, Laudato Si, was reflected upon in detail and we saw his words in action with the Year 10 Religion students and their Action Projects.

"I urgently appeal, then, for a new dialogue about how we are shaping the future of our planet. We need a conversation which includes everyone, since the environmental challenge we are undergoing, and its human roots, concern and affect us all." Pope Francis

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, 600 notebooks, 60 iPads, 55 multimedia classrooms and a digital media library throughout the campus. This allows students to access a range of educational resources. Computer access is also available to students at the library and in other specialist areas e.g. Photography, Drama, Design and Technology, and Music rooms. A range of professional development opportunities were also provided to assist teachers to incorporate computers and other technology into their lessons. Supported by team of four dedicated technicians with a centralized student service desk.



Extension Programs

St Edward's College implements a diverse range of programs and initiatives aimed at extending talented students in a variety of academic, creative, technological and sporting endeavours. In the academic domain, students are encouraged to enter competitions in Mathematics, Science, English, Debating, Mock Trial and Computing. Workshops are designed and run in some of these faculties and students who demonstrate ability and interest are invited to attend. Teachers also develop units of work that include extension activities and modules to challenge the more academically capable students. In the creative domain, students who are talented in the area of Visual Arts are invited to attend workshops and additional classes to further develop these talents and their work is often displayed at College events. Talented musicians are encouraged to participate in the College Band, guitar groups and the biannual College musical. Students interested in Drama are also encouraged to perform in the College musical, at Friday assemblies and liturgical celebrations throughout the year.

In the senior years, talented students are extended through Extension subjects in English, Mathematics and History. Students who demonstrate a talent in the creative and technological areas can choose from a variety of subjects that will further foster their particular skills (eg: Industrial Technology - Timber and Graphics, Visual Arts, Photography, Drama, Music and a variety of courses using computer technology).

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

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.

Career Education

To assist students in their decisions on further education, subject choices, apprenticeships, traineeships, undergraduate university options and alternate pathways to possible careers, St Edward's has a full-time Career Adviser/Vocational Education Coordinator.

The career office is well equipped with a variety of brochures, literature and publications on careers, university degrees, TAFE courses and private college information. The Careers Adviser is available during recess and lunch to discuss these options and students are able to gain access



at these times. Individual appointments with the Career Adviser are also available and can be arranged during class time and after school, if parents wish to attend.

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

Visits by Newcastle University, Defence Force Recruiting, Police and other workplace organisations are arranged in school to give students exposure to first-hand information. Students in Years 10 and 12 attend the Central Coast Careers Expo annually and are also invited to attend the University Open Days held at the Central Coast Campus Ourimbah (University, TAFE and Community College) and at the Callaghan Campus of Newcastle University.

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



Camps

In 2017 the camps attended by students at the College included: Year 7: Three day Active Education Morisset

Year 8: Great Aussie Bush Camp Karuah

Year 9: Great Aussie Bush Camp Karuah and Myall Lakes

Year 10: Five day Active Learning Initiatives, Jindabyne and Snowy Mountains

STUDENT PERFORMANCE IN NATIONWIDE TESTS

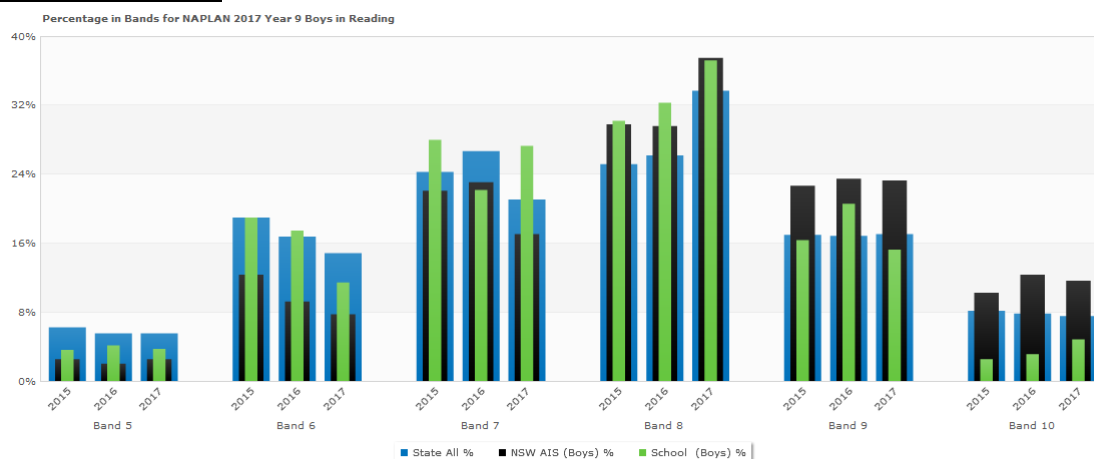
NAPLAN – National Assessment Program Literacy and Numeracy

Early in Term 2 of 2017, students in Years 7 and 9 sat for NAPLAN. 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.

Year 9 Reading:



	Band 5			Band 6			Band 7			Band 8			Band 9			Band 10		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
State All %	6.3	5.6	5.6	19.0	16.8	14.9	24.3	26.7	21.1	25.2	26.2	33.7	17.0	16.9	17.1	8.2	7.9	7.6
NSW AIS (Boys) %	2.6	2.1	2.6	12.4	9.3	7.8	22.1	23.1	17.1	29.8	29.6	37.5	22.7	23.5	23.3	10.3	12.4	11.7
School (Boys) %	3.7	4.2	3.8	19.0	17.5	11.5	28.0	22.2	27.3	30.2	32.3	37.2	16.4	20.6	15.3	2.6	3.2	4.9
Number of students per band	7	8	7	36	33	21	53	42	50	57	61	68	31	39	28	5	6	9

78 Students fall into Bands 5, 6 and 7. It's good to note that we are below the State average in Bands 5 and 6, yet higher than State and AIS in Band 7 (50 students).

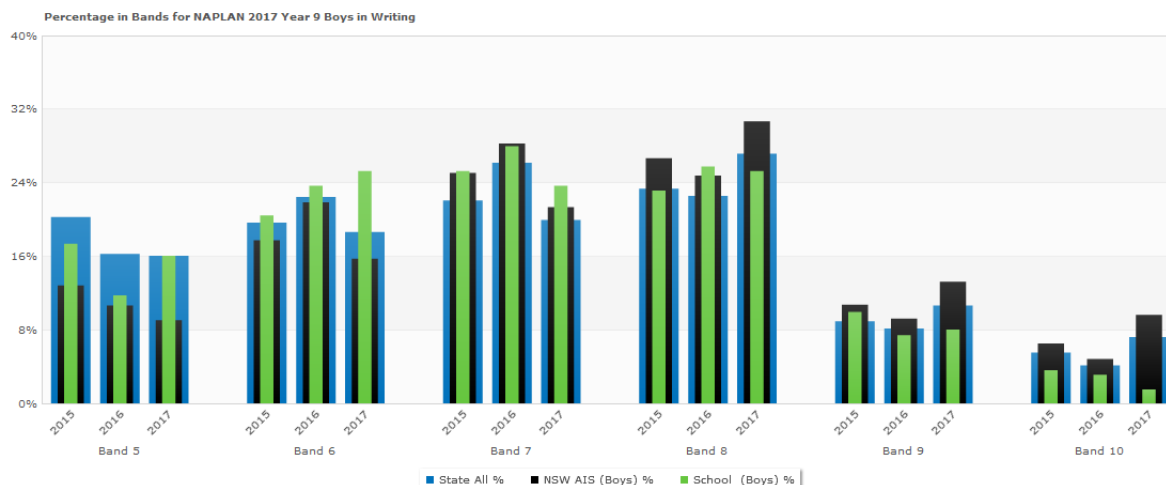
In Band 5 and 6, we fall between State and AIS.

In Band 8 we have made increasing gain since 2015 – 57, 2016 -61, 2017 -68. In this Band we are on par with AIS at 37.5% and St Edward's – 37.2%, State - 33.7% this is the closest to AIS across the Bands of reading.

Band 9, with 28 students representing 15.3% we are still behind the State at 17.1% and AIS – 23.3%. This suggests that we need to look at what AIS schools are doing in boys-only high schools.

Band 10, we are still considerably behind in this Band. State – 7.6%, AIS- 11.7%, St Edward's – 4.9% = 9 students.

Writing



	Band 5			Band 6			Band 7			Band 8			Band 9			Band 10		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
State All %	20.3	16.3	16.1	19.7	22.5	18.7	22.1	26.2	20.0	23.4	22.6	27.2	9.0	8.2	10.7	5.6	4.2	7.3
NSW AIS (Boys) %	12.9	10.7	9.1	17.8	21.9	15.8	25.1	28.3	21.4	26.7	24.8	30.7	10.8	9.3	13.3	6.6	4.9	9.7
School (Boys) %	17.4	11.8	16.1	20.5	23.7	25.3	25.3	28.0	23.7	23.2	25.8	25.3	10.0	7.5	8.1	3.7	3.2	1.6
Number of students per band	33	22	30	39	44	47	48	52	44	44	48	47	19	14	15	7	6	3

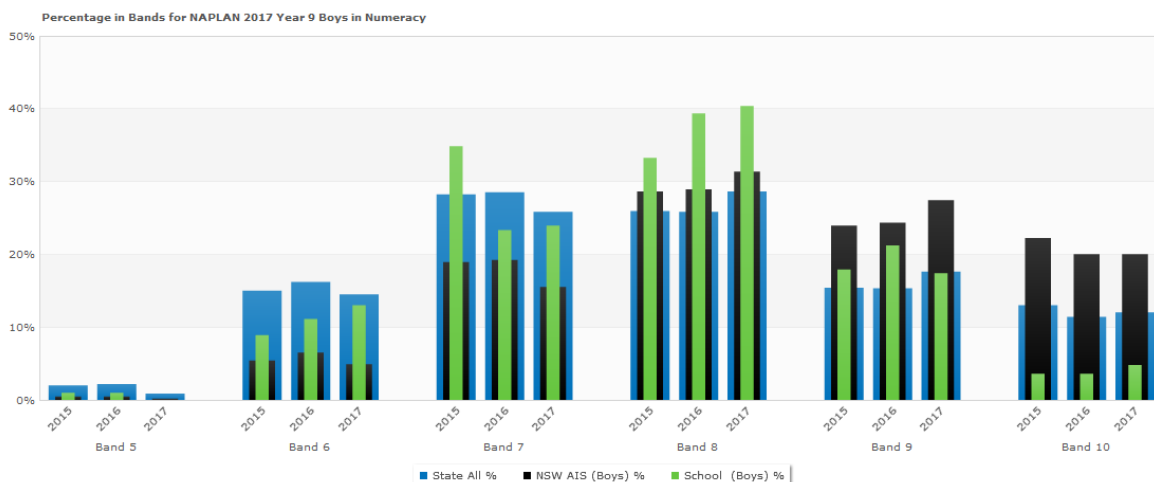
Band 5 more than AIS - 9.1%, St Edward's – 16.1%, which is on par with the State 16.1%. This has grown since last year, yet consistent with 2015. We should look into reducing this figure as soon as possible.

Band 6 is growing numbers over the last three years, again we need to provide a pathway for these students towards higher Bands in Year 9 2018.

Band 7 we have exceeded both the State 20% and AIS – 21.4 %, St Edward's 23.7%. The suggestion can be made that the State and AIS have prepared their students to move from Band 7 into Band 8 at a greater number than St Edward's.

Band 8 – HSC minimum standard. We are below both the State and AIS schools in 2017, although we have 47 students, we should strive to grow our numbers in this Band in 2018. In 2017 - 25.3% of the total cohort at St Edward's should be improved upon in years to come.

Numeracy



	Band 5			Band 6			Band 7			Band 8			Band 9			Band 10		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
State All %	2.1	2.3	1.0	15.1	16.3	14.6	28.3	28.6	25.9	26.0	25.9	28.7	15.5	15.4	17.7	13.1	11.5	12.1
NSW AIS (Boys) %	0.6	0.6	0.3	5.5	6.6	5.0	19.0	19.3	15.6	28.7	29.0	31.4	24.0	24.4	27.5	22.3	20.1	20.1
School (Boys) %	1.1	1.1	0.0	9.0	11.2	13.1	34.9	23.4	24.0	33.3	39.4	40.4	18.0	21.3	17.5	3.7	3.7	4.9
Number of students per band	2	2	0	17	21	24	66	44	44	63	74	74	34	40	32	7	7	9

Band 5: Outstanding that we have no students in Band 5.

In Band 6, we are fractionally below the State – 14.6%, St Edward's -13.1%. AIS schools have less than us, suggesting that these students have already mastered Band 6 before the students of St Edward's.

Band 7 we are very close to the State – 25.9%, St Edward's 24%. AIS schools have a lessor percentage of students in this Band than St Edward's, suggesting that these schools have focused their attention on obtaining Band 8 and higher. AIS schools on average have 20.9% of students below Band 8 and St Edward's have 27.1% below Band 8.

In Band 8 we superseded both the State – 28.70%, AIS-32.71% and St Edward's – 40.4%. This represents 74 / 183 students.

Band 9, AIS have more students with 26.6%, State – 17.7%, we are below both at 17.5%. 32/183 students.

Band 10, we are significantly below AIS 17.5% and State at 12.11%. St Edward's is 4.9%. 9/183.

For the majority, our boys are falling in Bands 7, 8 and 9 with Band 8 being dominant.

115 students are Band 8 or higher, this represents just under 63% of students.

We need to investigate why our Band 10 % is so low against the State and AIS.

What are AIS schools doing that we don't know about, to produce on average 15 – 17% better in Band 10 and 10% better in Band 9?

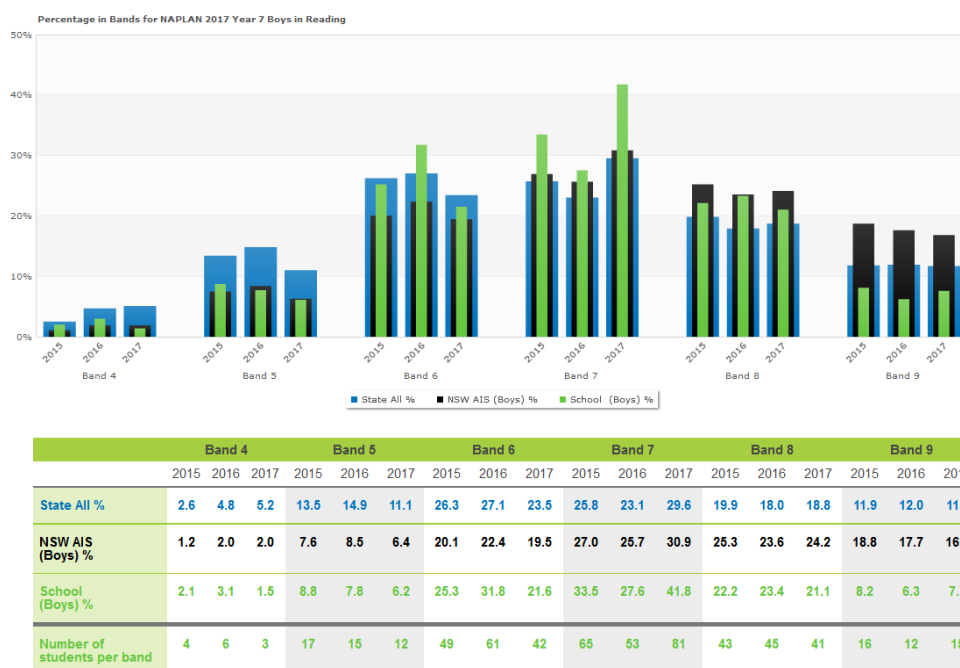
With the advent of the HSC minimum standards testing for 2018, St Edward's will need to provide additional programs for those students who are yet to reach Band 8, in their Year 9 NAPLAN tests.

It is also suggested that current teaching and learning programs identify the areas that are creating opportunities for explicit teaching of literacy and numeracy and adding to programs should there be insufficient opportunities.

Any further programs designed to increase literacy and numeracy gain across all KLAs will need to be a whole school approach for 2018 and beyond.

Year 7

Reading:



We have three students in Band 4, this is below State 5.2%, AIS 2% and St Edward's 1.5%, this a positive for St Edward's.

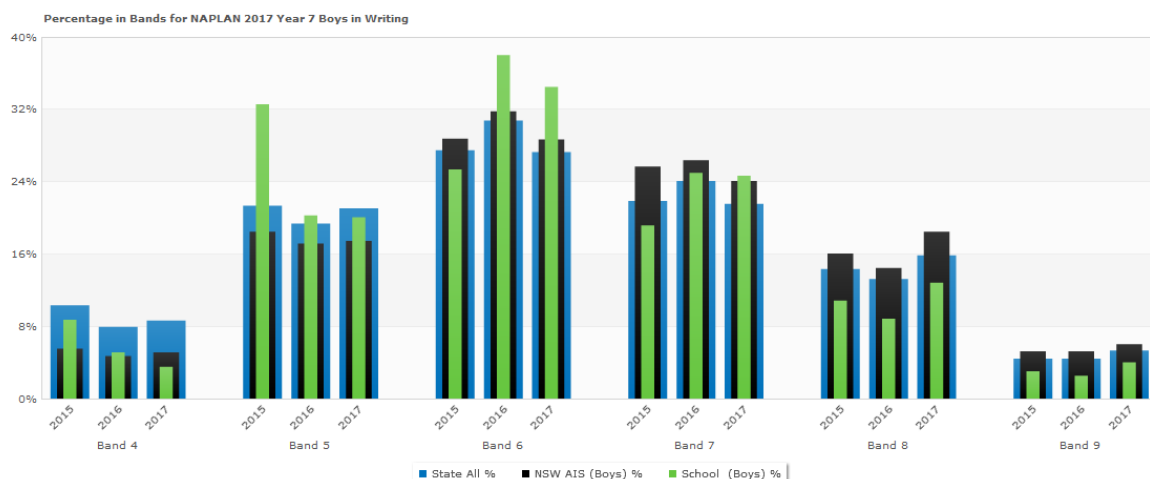
Band 5 is decreasing over 2015 – 17, 2016 – 15, 2017- 12. It is hoped that this trend will continue as we place a new directive on reading. We currently fall between the State and AIS in percentages.

Band 6 is equal to 43 students. This is 22% of the cohort. The State is 23.5%, AIS 18%.

Band 7 is a success group, we have 81 students in total in this Band. This represents 41.8% of students. This places the school in good stead for 2019 yr 9. AIS 30.9%, State 29.6%.

Bands 8 and 9, we already have 56 students in Year 7 at Band 8 or higher. Currently, we fall between the State 18.8% and AIS 24.2%. St Edward's 21.1%. In Band 9 we are below the State 11.8%, AIS 16.9% and St Edward's 7.7% = 15 students / 195.

Writing



	Band 4			Band 5			Band 6			Band 7			Band 8			Band 9		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
State All %	10.4	8.0	8.7	21.4	19.4	21.1	27.5	30.8	27.3	21.9	24.1	21.6	14.4	13.3	15.9	4.5	4.5	5.4
NSW AIS (Boys) %	5.6	4.8	5.2	18.5	17.2	17.5	28.8	31.8	28.7	25.7	26.4	24.1	16.1	14.5	18.5	5.3	5.3	6.1
School (Boys) %	8.8	5.2	3.6	32.6	20.3	20.1	25.4	38.0	34.5	19.2	25.0	24.7	10.9	8.9	12.9	3.1	2.6	4.1
Number of students per band	17	10	7	63	39	39	49	73	67	37	48	48	21	17	25	6	5	8

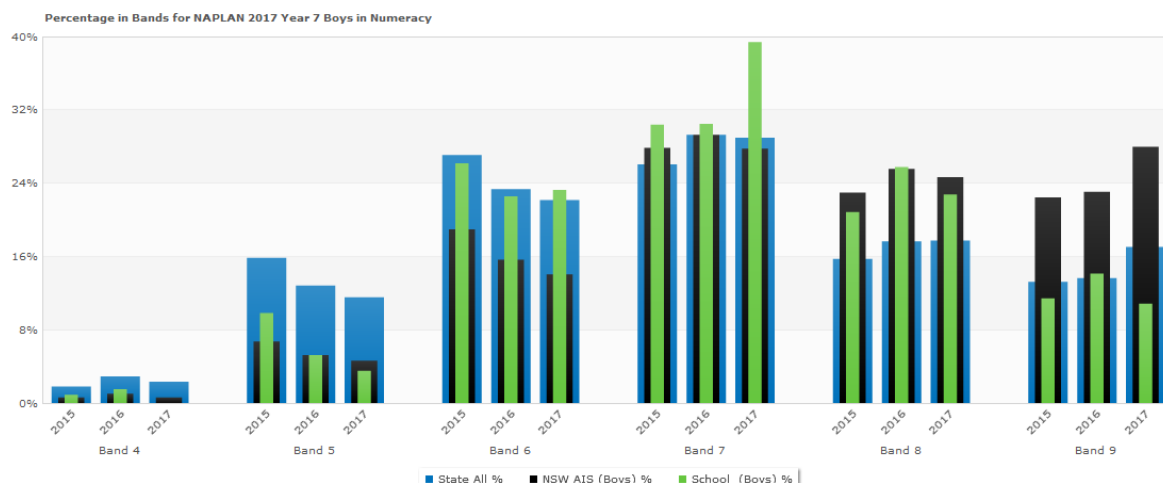
It is good to see that we are below the State 8.7%, AIS 5.2% in Band 4. Band 4 has been consistently declining since 2015.

In both Bands 5 and 6, we fall between the State and AIS percentages. We have had a decline from these Bands in previous years. This does suggest that students are presenting in Year 7 at a higher Band initially.

At this point, a trend has emerged, similar to Year 9, in that we have a higher percentage (58.3%) of students below Band 7, if scaled up would perhaps predict 2019 outcomes.

Outstandingly, Band 8 already has 25 students and Band 9 has eight students. It is these students that we must insure continue to grow. The results in this graph do not indicate students who are working in Band 10 or who have hit the ceiling.

Numeracy



	Band 4			Band 5			Band 6			Band 7			Band 8			Band 9		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
State All %	1.9	3.0	2.4	15.9	12.9	11.6	27.1	23.4	22.2	26.1	29.3	29.0	15.8	17.7	17.8	13.3	13.7	17.1
NSW AIS (Boys) %	0.7	1.1	0.7	6.8	5.3	4.7	19.0	15.7	14.1	27.9	29.3	27.8	23.0	25.6	24.7	22.5	23.1	28.0
School (Boys) %	1.0	1.6	0.0	9.9	5.3	3.6	26.2	22.6	23.3	30.4	30.5	39.4	20.9	25.8	22.8	11.5	14.2	10.9
Number of students per band	2	3	0	19	10	7	50	43	45	58	58	76	40	49	44	22	27	21

Outstanding to see that we have no student in Band 4 and only seven in Band 5, we are below the State and AIS in both Bands.

Band 6: although we are higher - 23.3% - this represents 45 /193. The State is 22.2% and AIS a much lower 14.1

Our greatest numbers fall in Band 7, 76 students. We have surpassed both the State 29% and AIS 27.8%. This is an indication that AIS have higher numbers in higher Bands but also it can be seen as a strength for St Edward's.

We currently have 33.7 % of students (65/193) in Band 8 or higher.

The current approaches in Numeracy at St Edward's suggests that we are making good use of opportunities in the teaching of numeracy.

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 fifteen 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 2017 were Entertainment, English Extension 1, Food Technology, Mathematics General, Music, PD/H/PE, Studies of Religion, Industrial Technology and Metals and Engineering.
- For a comparison between St Edward's students' performance and student performance across NSW, please refer to Appendix I, located at the end of this report.

WORKFORCE COMPOSITION

In 2017, the College had 81 teaching staff which included a total of 73 full time and 8 part time teaching staff. In addition the College employed a total of 44 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 three 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	81
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, \$90,523 was spent on professional learning by teachers throughout the year which equates to approximately \$1117 per staff member.

- Edmund Rice Education Australia offers a number of personal formation programs to teachers. In 2017, three of the College's new staff members attended the 'Galilee' program, designed to induct new teachers into the teachings and Charism of schools conducted in the traditions of Edmund Rice. Three staff members attended 'Into the Deep', a program designed to promote leadership within the context of a Catholic school and three staff members attended the 'Mt Sinai' program, which provides teachers the opportunity to reflect on their working life thus far and plan for the future. St Edward's College was also represented at national and regional EREA Conferences for Principals, Deputy Principals, Pastoral Care Leaders, Mission and Identity Leaders and Aspiring Leaders. Another nineteen teachers attended the College retreats for senior students, an

experience which allows staff time to reflect on social justice issues and the overall spiritual development.

- The Professional Learning Partnership Framework continued to provide an excellent means for teachers to focus on the quality of teaching and learning, sharing experience and critiquing each other's 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. Data in the 2017 Staff PLP Survey indicates that more staff are participating in lesson observations than in previous years.
- The Professional Learning Plans developed by teachers enables a more strategic approach to identifying and participation in external professional development. Feedback from staff suggested that the administration of the plans needed refining and so the plans will move across to Microsoft OneNote in 2018. This will allow for greater staff collaboration and administration of professional development. Staff feedback also suggests that the development of the Professional Learning Plans have provided staff with greater clarity of the school's strategic directions.
- Four areas have been identified by staff as a focus for professional learning. These being: an ongoing focus on Literacy and Numeracy, a focus on contemporary learning skills: Critical thinking and problem solving, Creative thinking, Communication and Collaboration, Effective use of Information and Communication Technology.
- An ongoing commitment was made by staff to develop quality teaching strategies which integrated the use of ICT into the Curriculum with a particular focus on Microsoft OneNote.
- A leadership succession program was continued in 2017. Staff interested in pursuing a leadership role in the future were identified through their Professional Learning Plans and a range of Professional Development opportunities were planned, which will continue into the future.
- All teaching staff were engaged in professional development either internally or through attendance at an external professional development experience.
- A number of teachers also attended local subject network meetings and annual conferences in their curriculum area and were part of examination committees or advisory committees. A new initiative developed by the Broken Bay Diocese allowed staff interested in pursuing Highly Accomplished and Lead teacher accreditation to collaborate with staff from local Catholic high schools once a term.
- Twenty teachers were involved in marking of HSC examinations across a variety of courses.

STUDENT ATTENDANCE RATES

The average attendance rate for boys at the St Edward's campus from Year 7 to Year 12 during the 2017 school year was 93.5%. This varied from year group to year group as indicated in the table below. The average attendance rate for the boys and girls at The Haven Education Centre was 92.25% 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
94.2%	93%	92.2%	92.1%	94.2%	95%

The rate at the St Edward's campus was on average with the attendance rates of recent years (2016 94.8%, 2015 93.5%, 2014 94.2%, 2013 93.1%, 2012, 93.8% in 2011 93.5%) with the rate at The Haven Education centre showing an increasing trend in comparison to recent years being (2016 89.4%, 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.

Year 10 to Year 12 Transition	No of Students enrolled
Year 10, 2015 (December)	163
Year 12, 2017 (December)	129
Retention Rate	79%

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 2017 are presented below.

Year 12: 129 students in the year group at the conclusion of the HSC in 2017

Destination	Percentage of students
University	38%
Unknown	12%
TAFE	2%
Private College	4%
Apprenticeships / Traineeships	15%
Employment	26%
Other	3%

Year 11: 171 students in the year group at the start of 2017

Destination	Percentage of students
St Edward's College (Year 12)	97.9%
Employment/ Apprenticeship	1.4%
Other school	0.7%
TAFE	0%

Year 10: 190 students in the year group at the start of 2017

Destination	Percentage of students
St Edward's College (Year 11)	87.2%
Employment/ Apprenticeship	4.8%
Other school	6.4%
TAFE	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 on the basis of academic ability. Hence, we accept students with varied abilities and diverse learning backgrounds. We are committed to the enrolment of students with disabilities who are likely to benefit from the inclusive model which we operate. Once an application for enrolment has been made, an interview will be organised with the College Registrar, the Principal or a member of the College Executive.

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



Priorities of Enrolment Policy

- The College's foundation in the traditions and teachings of the Catholic Church is fundamental to its existence. There is a programmed system of Religious Education instruction in the Catholic faith as well as provision for experiences that assist students to explore their spirituality culminating in the senior retreat programme.

- The College endeavours to be a living Christian Community through the way in which we treat each other and develop positive relationships through our programmes and practices. A programme of Christian Service through a Social Justice Programme operates through Years 7 to 12.
- It is appropriate to infuse all study wherever possible with insights provided by Catholic teachings and values so that knowledge, culture and faith are integrated.
- The College welcomes and respects students from other Christian traditions and it is our experience that these students are quite comfortable with the Religious ethos of the College.
- When considering enrolment priority, the College Enrolment Committee will examine the following criteria:-
 - The Catholic boys currently attending Catholic Primary feeder schools
 - The Catholic boys currently attending other Catholic primary schools
 - The Catholic boys currently attending Government and Non-Government primary schools
 - Boys who have a brother/s enrolled at St Edward's College
 - Boys who are sons of ex-students of St Edward's College
 - Boys who are from other Christian denominational tradition known to their faith community
 - Boys who are from other Christian denominational traditions
 - Boys who are from non-Christian faith traditions

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

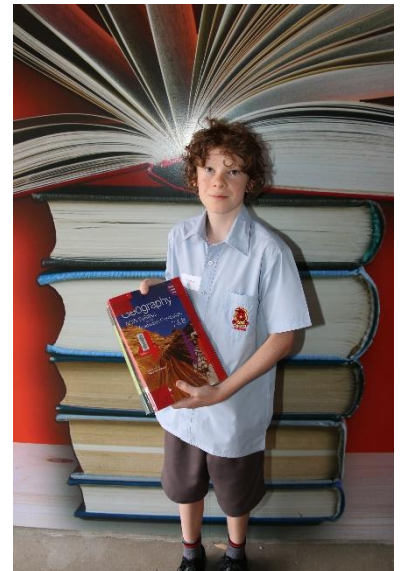
- In general, places that become available after the commencement of the school year will be filled by the student who best suits the place being vacated, eg class numbers, subjects and elective choices.
- The Enrolment Committee and College Principal may digress from these guidelines for pastoral reasons.

ANTI-BULLYING POLICY

The information below is an extract from the St Edward's Pastoral Care Policy outlining the College's approach to dealing with bullying.

Bullying Introduction

Bullying is defined as "any action or implied action, such as threats of violence, intended to cause fear or distress". In the words of students at St Edwards College "it is giving someone a hard time for no specific or apparent reason".



Such bullying can be emotional, verbal and/or physical. It can be subtle or obvious, and can occur once or over a period of time. Whatever form the bullying takes it utilises the illegitimate use of power in order to hurt others. Examples of bullying are threats of violence, actual physical violence or intimidation, verbal malice, exclusion of the victim and harassment (including sexual or racial). It also includes electronic bullying, outside the College hours. Students may be skilled in bullying behaviours such as fighting, manipulating or intimidating. Others may be skilled in those behaviours associated with being a victim, such as attention seeking, over sensitivity and the inability to have their needs met. In both categories students are often inadequate in the socially desirable behaviours, such as negotiating differences, dealing with conflict, responding to failure, responding appropriately to stressful situations, to rejection, peer pressure and anger.

This policy is designed in response to the understanding that bullying has painful consequences for the victim and also subsequently for the classroom environment and the College's learning culture. This is because a student's feeling of safety and their ability to learn is affected by the power struggles within the school environment. This Policy acknowledges that early intervention to address bullying behaviours may reduce the incidence of anti-social behaviours in adulthood.



Research has shown that taking two important steps can reduce bullying:

- Creating an active, practical policy;
- Openly discussing bullying (silence and secrecy nurture bullying).

The Proactive Process

- Staff will actively supervise students in all school activities.
- The College's attitude to bullies will be communicated to boys on a regular basis through College Assemblies.
- The rights and responsibilities of the College Community are published and supported.
- Students are urged to report bullying to the appropriate people. This can be verbally or by using the College email: bullying@stedwards.nsw.edu.au
- The College also surveys various year groups regarding bullying throughout the year.

Reporting Bullying Behaviour

Students report the behaviour to the tutor, another teacher, directly to a member of the Pastoral Care Team or through the College website. When bullying is reported the following may occur:

- Peer conferencing between the victim, support person/s, the bully/bullies and supporting teacher.

- Follow up by the supporting teacher.
- Contact with the parents of the victim and the bully.
- If the bullying is repeated, intervention by Pastoral Care Coordinator

Conclusion

One of the main aims of St Edward's College is to ensure that all members of the College Community feel valued. Productive and enjoyable relationships will flow from this and will acknowledge the individual differences of each member. In particular we endeavour to encourage all to respect the spiritual, educational, mental, emotional and physical well-being of others. Our Pastoral Care Policy is based on the inherent goodness of each student. This will require a high degree of self-respect and self-discipline.

STUDENT PROFILE

In August of 2017 there were 1069.5 boys and six girls (full-time) enrolled at St Edward's College, including a group of 24 at The Haven Education Centre. 2.6% of the student enrolment at the College campus and 79% 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	192	193	188	156	130.5	1051.5
The Haven Education Centre	7	17	0	0	0	0	24
Total	199	209	193	188	156	130.5	1075.5

STUDENT WELFARE AND DISCIPLINE POLICIES

The College student welfare and discipline policies are distributed on enrolment, can be obtained from the College office on request and are available on the College website – the link is www.stedwards.nsw.edu.au (click on 'College Documents' and then 'Pastoral Care').

In implementing the policies, the teachers at the College seek to acknowledge appropriate behaviour in a concrete way by promoting students through positive levels. Boys who access these positive levels are rewarded in various ways throughout the school year. Boys whose behaviour is inappropriate are moved through a series of 'negative levels' and given appropriate support via the College Counsellors, Tutors, Year Coordinators, Pastoral Care Coordinator and Deputy Principal to amend their behaviour and return to positive levels. The teachers have a time-out system available to them if students are constantly interfering with the rights of others to learn in the classroom. Students who constantly fail to meet their responsibilities and interfere with the rights of others in the College community may be suspended.

Recent changes to this policy ensure 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 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. 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 2017 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 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.

Listed below are some of the school priorities which were successfully implemented in 2017 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 Coordinator to begin in 2017.
- Implementation of the recommendations of the NSEA in relation to scope and sequences, programs and policies.
- Annual Review of College Policies.
- 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 2017 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.
- 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. This 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 2017:

- 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, in each year, they were expected to complete a minimum of 20 hours of outreach to others. Students may choose

from a variety of activities such as collecting for charitable organisations, support for the poor and homeless or support for community institutions. It is optional for Year 12.

Students are encouraged to strive for Edmund Rice Honours, for committing to more than 100 hours of service for others.

Students were involved in various fundraising activities throughout 2017. Examples include:

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

Students continue to be involved in a number of activities in the local and wider community. Some examples include:

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

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 R.E. departments 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. This day focused on the promotion of principles of inclusivity of all members of the community, regardless of race, religious beliefs, sexual orientation and cultural background.

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

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 our 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.

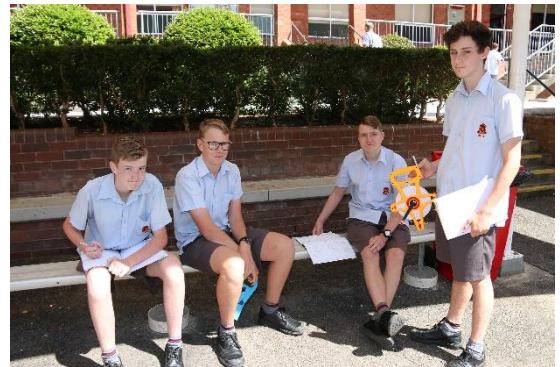
Continuing with the Touchstones, the College Renewal Process was based on the four touchstones of Liberating Education, Inclusive Community, Gospel Spirituality and Justice and Solidarity. I would like to share with you the feedback provided by the parents, staff and students at St Edward's College.

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 coordination 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 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 Michael Burton and Br Denis Cusack 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 highlighted 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 aided 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 the welcoming and inclusive nature of the College was highlighted numerous times by staff, students and parents. 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.

MAJOR AREAS OF EXPENDITURE ON PLANT AND RESOURCES

During 2017 the College completed the following major projects:

- New enrolments building – No. 15 Frederick Street was purchased and renovations carried out to accommodate enrolments, college registrar and counsellors.
- Pastoral Care – alterations made to set up time out room plus another small office.
- Bollards installed around the bus turning circle in Russell Drysdale Street.
- New back fence in Russell Drysdale Street was replaced.
- Rooms 30 and 31 renovated to one room for IT purposes.
- Painting – various areas including external parts of Mona Vale, external parts of TAS building, Pastoral Care, Rooms 1, 2, 3, 22, 23 & 24.
- New air conditioning installed in Rooms 22, 23, 24 & 25 and the IT rooms 30 and 31.
- Lockers installed outside Room 67 for Year 7.
- The Green Room in the ERC was converted back into a GLA classroom.
- Investigated music to play through PA system for trial to encourage students to be more responsible for rubbish disposal.
- TAS – ran new gas lines into Rooms 43 and 47 to replace the cost of hiring gas cylinders.
- Tag testing in all areas throughout the College.
- Removal of dangerous trees from behind Ovals 1, 2 & 3.

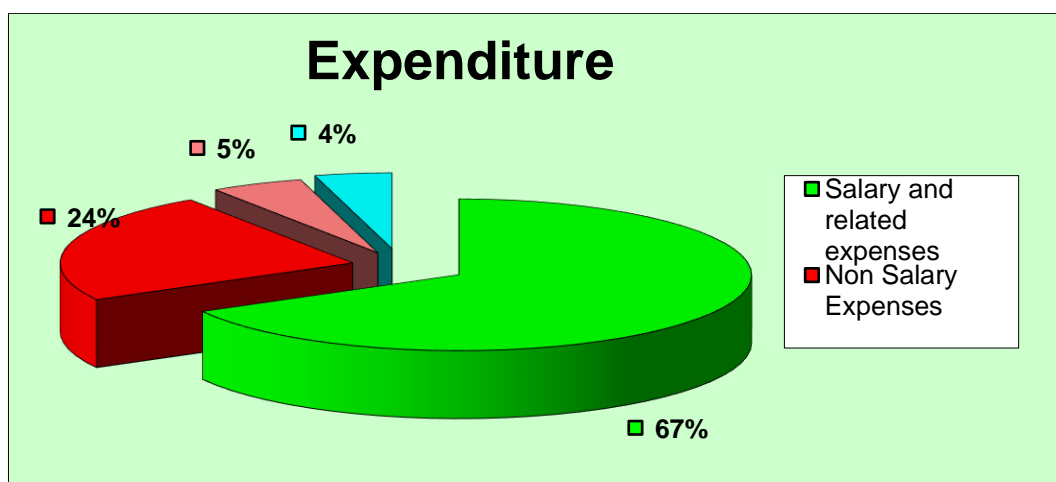
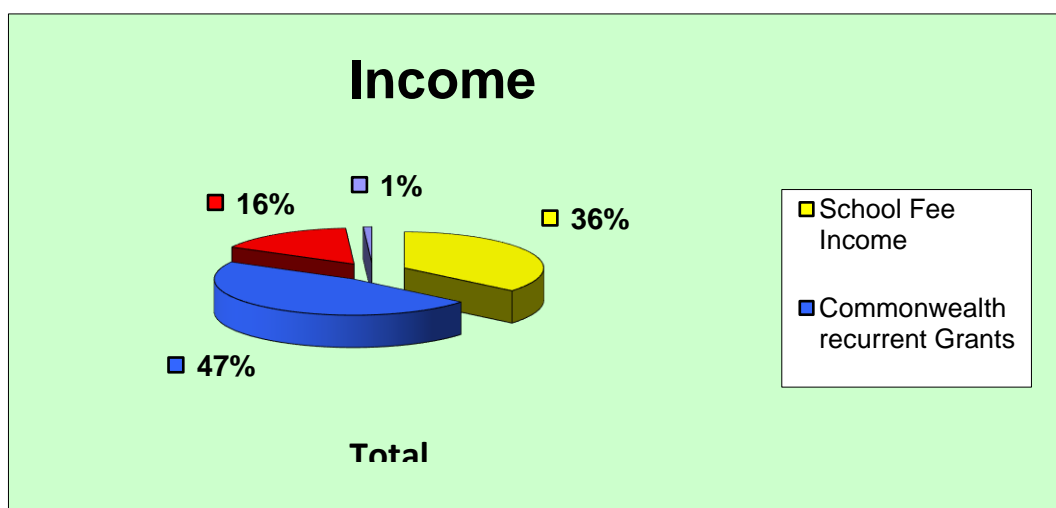
In the Information Technology area, additional funds were allocated to the installation of new devices and upgrades in the following areas:

- 216 new student laptops setup and provided to Year 7 students;
- 30 Projectors upgraded in classrooms;

- Wireless upgrade with additional 30 wireless points installed to accommodate Year 7 One to One and Senior BYOD programmes, expanding to 100 wireless points in total;
- Upgrade to 280 student laptops;
- Upgrade of 110 desktops in rooms 14, 15, 29, 46;
- 20 TV panels upgraded throughout the Shannon Learning Centre (SLC);
- 60 iPad upgraded in the Learning Centre;
- Commissioning of new Student Help Desk for Year 7 laptop programme;
- New Service Technician employed, expanding the IT Support team to four in total;
- Replacement of Battery Backup in the SLC data Centre;
- New server installed to facilitate online backup storage;
- New video surveillance system installed in key areas of the college to monitor student wellbeing.



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 - NAPLAN

Year 7

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

Course	Averages	2010	2011	2012	2013	2014	2015	2016	2017
Reading	School Average	552	548	553	551	557	551	547	555
	State Average	544	539	541	541	545	545	539	549
	Similar Schools	560	552	551	550	555	557	552	575
Writing	School Average	532	533	523	523	507	502	511	520
	State Average	518	512	504	517	497	495	500	517
	Similar Schools	549	541	527	529	521	524	530	543
Spelling	School Average	546	542	549	552	550	540	549	554
	State Average	544	538	547	549	544	547	543	558
	Similar Schools	554	543	548	556	550	555	553	579
Grammar and Punctuation	School Average	528	538	550	544	551	534	541	544
	State Average	527	529	542	535	541	536	534	547
	Similar Schools	551	544	558	548	553	555	554	576
Numeracy	School Average	570	568	553	561	567	554	567	565
	State Average	557	556	552	542	557	553	557	560
	Similar Schools	563	556	548	552	554	552	561	589

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

Test Item	Averages	2010	2011	2012	2013	2014	2015	2016	2017
Reading	School Average	57	46	55	58	50	44	34	48
	State Average	56	44	51	52	51	43	39	46
Writing	School Average	39	NA	NA	36	27	22	NA	32
	State Average	35	NA	NA	21	25	25	NA	33
Spelling	School Average	61	45	51	63	47	55	46	55
	State Average	54	43	54	62	46	51	45	52
Grammar & Punctuation	School Average	22	28	37	42	43	30	18	37
	State Average	35	32	41	35	47	36	30	37
Numeracy	School Average	80	65	38	55	59	53	53	61
	State Average	61	46	46	48	54	51	56	61

Year 9

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

Course	Averages	2010	2011	2012	2013	2014	2015	2016	2017
Reading	School Average	595	592	587	581	589	579	583	589
	State Average	572	581	572	580	580	577	580	589
	Similar Schools	588	591	589	592	592	592	591	615
Writing	School Average	566	576	577	566	559	551	554	547
	State Average	547	546	536	554	530	526	529	559
	Similar Schools	585	584	569	568	565	562	565	592
Spelling	School Average	587	583	584	583	576	580	580	578
	State Average	578	579	576	583	581	584	580	591
	Similar Schools	585	589	588	592	591	594	593	611
Grammar and Punctuation	School Average	591	584	586	570	571	559	565	567
	State Average	572	570	569	573	569	561	564	582
	Similar Schools	596	586	588	590	586	580	581	609
Numeracy	School Average	622	612	598	596	606	592	598	599
	State Average	600	599	601	584	604	605	599	602
	Similar Schools	600	595	597	596	597	602	598	628

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

Test Item	Averages	2010	2011	2012	2013	2014	2015	2016	2017
Reading	School Average	52	47	29	33	34	26	24	36
	State Average	35	42	26	41	38	34	34	39
Writing	School Average	34	NA	NA	36	34	29	NA	39
	State Average	25	NA	NA	21	25	25	NA	46
Spelling	School Average	40	30	34	43	27	26	28	39
	State Average	37	36	31	45	34	31	36	36
Grammar & Punctuation	School Average	54	44	56	39	20	15	12	30
	State Average	44	37	39	33	26	27	21	35
Numeracy	School Average	55	58	26	28	50	29	29	40
	State Average	38	40	41	45	50	47	40	52

Record of School Achievement

The table below represents the distribution of grades in each subject studied until the end of Year 10 in 2017. The 'State Average' grade includes all students in NSW i.e. both boys and girls.

Course	Averages	A	B	C	D	E
English (200hrs)	School Average	5.85	33.51	49.47	10.64	0.53
	State Average	12.08	27.72	37.35	16.24	5.56
Mathematics (200hrs)	School Average	12.23	27.13	31.38	28.72	0.53
	State Average	15.18	23.33	31.43	22.13	6.99
Science (200hrs)	School Average	5.32	21.81	53.72	15.96	3.19
	State Average	13.12	24.30	36.81	18.43	6.47
History (100hrs)	School Average	9.04	16.49	49.47	19.68	5.32
	State Average	13.57	27.22	35.59	16.60	6.20
Australian Geography (100hrs)	School Average	9.57	20.21	60.64	6.38	3.19
	State Average	12.89	26.04	36.62	17.36	6.30
Commerce (200hrs)	School Average	25.00	18.75	53.13	3.13	0.00
	State Average	25.28	34.52	29.18	8.26	2.50
French (200hrs)	School Average	42.86	21.43	21.43	14.29	0.00
	State Average	36.36	32.90	21.96	7.22	1.49
Food Technology (200hrs)	School Average	19.05	23.81	38.1	14.29	4.76
	State Average	17.29	29.82	33.1	13.37	5.34
Industrial Technology Timber (200hrs)	School Average	2.9	24.64	43.48	28.99	0.00
	State Average	11.26	27.84	37.41	16.11	6.51
Information & Software Technology (200hrs)	School Average	20.93	39.53	32.56	6.98	0.00
	State Average	23.2	29.53	30.97	11.54	4.41
Drama (200hrs)	School Average	13.64	45.45	36.36	4.55	0.00
	State Average	27.86	36.7	24.63	7.54	2.92
Music (200hrs)	School Average	6.25	25	68.75	0.00	0.00
	State Average	25.98	32.49	26.76	10.55	3.71

Photographic & Digital Media (200hrs)	School Average	15.15	69.7	9.09	6.06	0.00
	State Average	21.35	32.28	29.38	11.04	4.77
Visual Arts (200hrs)	School Average	13.33	60	26.67	0.00	0.00
	State Average	26.23	33.07	27.4	9.01	3.52
Personal Development, Health and Physical Education (200hrs)	School Average	15.96	42.55	35.11	6.38	0.00
	State Average	13.31	32.91	37.32	11.63	4.00

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	16.67	33.33	20.83	20.83	8.33
	State Average	5.50	21.52	38.54	21.93	9.82
English (Advanced) 2 unit	School Average	7.50	42.86	10.71	8.93	0.00
	State Average	18.90	41.11	33.37	5.81	0.71
English Extension 1 unit	School Average	27.27	36.36	27.27	9.09	0.00
	State Average	36.93	41.76	17.44	3.17	0.61
English Standard	School Average	1.35	13.51	35.14	43.24	6.76
	State Average	2.94	19.10	48.78	22.70	5.81
Mathematics Extension 1 unit	School Average	10.53	21.05	52.63	15.79	0.00
	State Average	26.21	27.18	28.07	14.09	4.40
Mathematics General 2 unit	School Average	5.26	19.30	29.82	43.86	1.75
	State Average	7.09	20.31	35.16	24.92	11.54
Mathematics 2 unit	School Average	29.27	34.15	21.95	12.20	2.44
	State Average	24.16	25.12	30.39	15.44	4.79
Biology 2 unit	School Average	12.73	20.00	32.73	30.91	3.64
	State Average	12.54	28.41	39.08	15.39	4.27
	School Average	21.05	15.79	42.11	15.79	5.26

Chemistry 2 unit	State Average	16.64	27.74	35.03	15.96	4.44
Physics 2 unit	School Average	17.39	34.78	39.13	4.35	4.35
	State Average	16.23	29.22	35.75	14.89	3.73
Senior Science 2 unit	School Average	5326	33.33	16.67	50.00	0.00
	State Average	5.48	21.80	39.47	22.83	8.75
Ancient History 2 unit	School Average	5.56	22.22	44.44	11.11	16.67
	State Average	15.88	27.44	34.98	15.06	5.63
Business Studies 2 unit	School Average	1.96	21.57	50.98	25.49	0.00
	State Average	13.18	28.37	36.10	16.17	5.50
Economics 2 unit	School Average	0.00	21.43	57.14	21.43	0.00
	State Average	21.55	32.51	31.09	11.52	3.10
Legal Studies 2 unit	School Average	13.33	6.67	33.33	33.33	13.33
	State Average	15.18	27.03	34.64	17.03	5.48
Modern History 2 unit	School Average	8.11	18.92	62.16	10.81	0.00
	State Average	16.90	28.92	35.04	13.89	4.62
Studies of Religion 1 unit	School Average	9.52	30.95	42.86	16.67	9.52
	State Average	13.19	28.09	39.63	16.31	2.75
Engineering Studies 2 unit	School Average	11.76	35.29	29.41	23.53	11.76
	State Average	16.00	27.61	34.09	15.88	5.86
Food Technology 2 unit	School Average	17.14	20.00	31.43	20.00	11.43
	State Average	13.72	24.88	33.41	18.45	8.41
Industrial Technology 2 unit	School Average	4.35	23.91	30.43	32.61	8.70
	State Average	10.11	24.00	36.03	19.89	8.27
Information Processes and Technology 2 unit	School Average	12.50	37.50	25.00	25.00	12.50
	State Average	15.85	30.39	34.72	12.33	6.16
Software Design and Development	School Average	12.50	25.00	43.75	18.75	12.50
	State Average	17.97	25.97	31.41	16.88	7.02

Drama 2 unit	School Average	11.11	66.67	22.22	0.00	0.00
	State Average	24.55	35.95	28.42	8.10	2.43
Music 1 2 unit	School Average	10.00	40.00	40.00	10.00	0.00
	State Average	18.59	36.08	30.62	9.94	3.79
Visual Arts 2 unit	School Average	25.00	50.00	25.00	0.00	0.00
	State Average	20.20	32.59	30.45	11.45	4.03
Personal Development, Health and Physical Education 2 unit	School Average	5.56	22.22	44.44	27.78	0.00
	State Average	12.12	26.97	37.44	17.30	5.64

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	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Ancient History	School Average	72	70	67	72	78	70	72	70	70	74	62
	State Average	72	72	73	73	73	69	72	72	71	72	72
Biology	School Average	75	73	68	74	70	72	73	71	69	74	74
	State Average	73	73	73	73	73	72	74	72	71	74	74
Business Studies	School Average	72	72	76	78	79	74	75	71	73	74	73
	State Average	70	72	74	74	73	74	74	74	74	73	73
Chemistry	School Average	79	77	70	71	71	75	77	74	72	70	67
	State Average	75	75	75	74	75	76	76	76	76	76	75
Drama	School Average	78	70	80	75	76	74	77		73	75	73
	State Average	76	78	78	77	77	78	78		78	78	78
Economics	School Average	NA	NA	NA	NA	NA	NA	77	64	71	65	69
	State Average	NA	NA	NA	NA	NA	NA	74	76	76	77	77
Engineering Studies	School Average	77	76	NA	79	78	78	74	75	78	73	68
	State Average	72	73	NA	75	75	75	74	73	75	75	74
English (Standard)	School Average	68	70	68	67	70	72	68	69	68	70	69
	State Average	65	66	65	64	65	68	65	67	67	69	69

English (Advanced)	School Average	77	75	76	77	80	82	75	75	78	79	78
	State Average	79	79	79	81	80	80	79	81	80	81	81
English Extension 1 (mark out of 50)	School Average	39	34	33	35	35	39	38	37	43	39	41
	State Average	39	40	39	40	40	40	40	41	42	42	41
English Extension 2 (mark out of 50)	School Average	47	37	NA	NA	42	40	40	34	33	NA	32
	State Average	39	40	NA	NA	39	39	39	38	40	NA	39
Food Technology	School Average	75	77	78	78	74	77	72	69	70	74	71
	State Average	69	73	74	70	72	74	71	71	71	71	72
Industrial Technology	School Average	78	83	81	84	83	80	80	76	84	77	74
	State Average	73	72	72	71	72	71	72	71	70	69	68
Information Processes and Technology	School Average	77	77	76	74	68	69	76	76	76	71	66
	State Average	73	71	73	73	71	71	74	73	72	71	72
Legal Studies	School Average	77	75	81	77	78	77	81	64	83	76	77
	State Average	74	75	74	73	74	74	75	73	75	75	76
General Mathematics	School Average	77	73	71	73	72	71	72	72	70	72	70
	State Average	71	70	70	72	69	69	67	69	69	69	69
Mathematics	School Average	79	73	75	75	79	77	78	76	73	74	72
	State Average	75	76	75	76	77	75	77	78	78	78	78
Mathematics Extension 1	School Average	40	36	38	42	85	79	76	73	79	73	73
	State Average	39	40	40	40	81	81	80	81	81	80	81
Mathematics Extension 2	School Average	74	80	62	73	87	73	NA	73	78	69	83
	State Average	81	83	83	83	84	83	NA	82	82	81	81
Modern History	School Average	77	NA	70	72	77	74	73	74	69	74	75
	State Average	75	NA	76	75	75	76	76	75	75	74	74
	School Average	24	32	29	27	41	36	31	33	35	35	38

History Extension 1 (mark out of 50)	State Average	38	38	38	38	39	37	38	39	39	39	39
Music 1	School Average	80	79	89	85	89	87	81	83	84	83	84
	State Average	79	79	80	80	80	80	80	80	81	81	81
Personal Development, Health and Physical Education	School Average	78	74	78	76	77	75	76	70	71	76	70
	State Average	73	73	72	75	74	73	71	73	73	72	71
Physics	School Average	77	74	74	73	78	76	71	69	76	71	66
	State Average	73	73	75	75	75	74	74	73	73	73	73
Senior Science	School Average	76	NA	NA	NA	NA	78	73	NA	72	71	NA
	State Average	75	NA	NA	NA	NA	75	74	NA	71	73	NA
Software Design and Development	School Average	NA	70	NA	NA	NA	NA	73	72	NA	72	74
	State Average	NA	75	NA	NA	NA	NA	74	73	NA	75	74
Studies of Religion (mark out of 50)	School Average	40	40	39	38	40	39	41	37	39	39	36
	State Average	38	38	39	38	38	37	38	38	38	38	39
Visual Arts	School Average	83	82	79	78	79	80	82	78	82	77	79
	State Average	80	81	80	79	78	79	79	78	79	80	80
French Beginners	School Average	NA	NA	87	NA	NA	NA	NA	NA	NA	NA	NA
	State Average	NA	NA	74	NA	NA	NA	NA	NA	NA	NA	NA
French Continuers	School Average	72	79	83	68	NA	78	NA	NA	76	NA	73
	State Average	80	82	80	81	NA	82	NA	NA	82	NA	82
Construction Examination	School Average	80	74	72	73	72	70	72	74	75	87	74
	State Average	72	72	70	73	67	68	70	72	72	73	72
Hospitality Examination	School Average	74	74	75	75	79	74	75	73	75	72	79
	State Average	71	74	75	76	76	76	76	75	76	73	74
Entertainment Industry Examination	School Average	NA	70	NA	NA	76	69	67	NA	73	84	80
	State Average	NA	74	NA	NA	71	70	70	NA	73	76	76

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