



ST EDWARD'S COLLEGE

WHERE YOUNG MEN ACHIEVE

Annual Report

2018



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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

Throughout 2018, St Edward's College has been extremely active in endeavouring to continually improve the educational and behavioural outcomes of students within the school community. We are very fortunate to have the experience, zeal and vision of both our Principal, Mark Bonnici and Deputy Principal, Jay Sutton. Both leaders are in their second year in these positions.

The College Board has again operated to support, advise and guide the valuable work being done by the Leadership, Teaching, Finance, Ancillary, Maintenance and Pastoral staff of the College in the Edmund Rice tradition. There is a breadth of knowledge, experience, skills and formal qualifications in our Board with members drawn from the teaching, building, legal, media, finance and investment and business communities.

Our Board members give willingly of their time and actively participate in the overall planning and review of the College's budget, business and building plan, finance and performance.

As a Board, we congratulate and thank all the staff of St Edward's College on a successful year. Some long serving members of staff will be retiring or relocating soon, and we thank them and extend our best wishes.

During this year we have lost two valuable Board members - Brother Michael Burton has taken on a major commitment in his service to the Christian Brothers and this involved his relocation to Sydney.

Mr Scott Killalea, after eight years of dedicated and valuable service, has resigned from the Board. Scott's building and management expertise is keenly sought however as his work is mainly Sydney based, he is unable to continue his involvement with the Board. Scott will be sadly missed.

We would also like to commend those students who have completed their studies and those that are continuing, for their commitment to their studies and their overall positive contribution and support of the best College on the Central Coast.

Mr Frank Bortkevitch
Chairperson

Principal's Report

As an Edmund Rice School with a proud tradition of providing a quality Catholic education for young men, we are constantly challenging boys to *Be the best they can be*. This theme guides all the work that we do with young men in providing a rich and liberating education that encourages them to be aspirational regarding their future life beyond the gates of St Edward's. An education that is guided by a Gospel Spirituality, that promotes the values of Inclusivity, Justice and Solidarity.

As a Christian community, we hope that our young men find great inspiration and guidance from their experience of love, life and friendships. We want them to be free to react, to choose and engage with the world on their own terms, to be free to love and develop a strength of character to choose truth. Also, free to reject all that is wrong, the false and the mean spirited. We want them to develop knowledge and skills to become actively involved in co-creating their world. A world, which is free of prejudice, which celebrates our culture and is accepting of our emerging culture. We encourage them to continue to question and make meaning of their lives, to contribute and live reflectively and compassionately. We want them to be strong in their convictions, resilient and willing to learn from their mistakes and grow from their failures ensuring that they remain true to their own values. We hope they continue to develop a social conscience, become countercultural in their thinking and feel empowered to contribute positively to society through the promotion of inclusivity, justice and solidarity. We want them to continue to develop their own sense of spirituality, and to be contemplative about their place in this world and in their relationship with God. We want them to continue in life to become good partners, fathers and members of society who are committed to the Gospel values, which underpin our vision for the young men of St Edward's. But most of all we want them to be happy - we want them to know that true happiness and inner peace arise from living with purpose and from living every minute with love, grace and gratitude, a life of decency, kindness, service and authenticity consistent with their inner values.

If we have played some role in supporting families in building young men, who aspire to be the best they can be, then our work is done.

As an Edmund Rice School, our vision of building young men who aspire to these values is guided by the four touchstones of Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity and there have been many examples throughout 2018 that have expressed the College's deep commitment to these touchstones.



Baptism and Confirmation Mass

Liberating Education

A Catholic School in the Edmund Rice tradition encourages all members of the school community to work to the best of their ability, to realise their potential and to strive for equity and excellence

The theme of *Being the best you can be*, is founded in the Liberating Education Touchstone as we challenge students to raise their expectations and to strive to achieve their personal best in all endeavours. In order to foster the importance of self-reflection in achieving their personal best, we continued the program of goal setting, whereby students were provided with the opportunity to establish SMART (Smarter, Measurable, Achievable, Relevant and Timely) goals for the year. Tutor teachers spent time working with students on setting goals. Students were guided through a process on how to establish SMART goals centred on what they would like to improve upon, work harder at and achieve this year. Tutor teachers continued to discuss with students throughout the year their progress in attaining these goals and provide further opportunity for reflection.

Staff at St Edward's College are committed to ensuring that our teaching practice remains contemporary in meeting the learning needs of students. We strive to provide teaching and learning experiences that are authentic, relevant, dynamic and creative. In 2018, we embarked on a professional learning approach, based on the research of Professor John Hattie from the University of Melbourne, titled Visible Learning. A key component of this work is being able to analyse the impact that we, as teachers, are having on student learning, so that we can effectively plan to implement teaching and learning strategies to engage students in their learning.

Throughout the year, we conducted research in a variety of ways that provided evidence from teachers and students about learning at St Edward's College. Teachers were invited to complete online surveys, specifically targeting key aspects about student learning which was followed by in-depth discussion on areas of focus to bring about ongoing improvements in student learning. We also believe that student voice is an important aspect of this research. To obtain this voice a random selection of students were interviewed by senior students about learning at St Edward's. This feedback was invaluable in assisting us meet the specific learning needs of boys at the College.

Another key component of the research conducted by Professor Hattie is explicit teaching. Teachers across the College introduced into their teaching the concept of Learning Intentions and Success Criteria. Learning Intentions are descriptions of what learners should know, understand and be able to do by the end of a learning period or unit. Learning intentions are the basis for tracking student progress, providing feedback and assessing achievement. In addition to learning intentions, students may also have individual learning goals that they address. Success criteria are the measures used to determine whether, and how well, learners have met the learning intentions. It is through this explicit approach to teaching, that teachers are able to ascertain a

Liberating Education continued

deeper understanding of student learning in each lesson. We are looking forward to continuing this work over the coming years, with a specific focus on quality assessment, feedback and teaching strategies that effectively engage students in their learning.

In planning to provide a liberating education that effectively meets the holistic learning needs of our students now and into the future, the College began the process of developing a Building Master Plan for the next ten years. The aim of the Building Master Plan is to set out the types of academic and complementary facilities that are required to meet the changing needs in curriculum, student learning, teacher pedagogical changes and technological advances to ensure that we remain at the forefront of boys' education.

From a strategic point of view, the Building Master Plan will provide critical advice to the staging of building improvements in line with our teaching and learning goals, budgetary capabilities, environmental sustainability and values and traditions of an Edmund Rice School.



Gospel Spirituality

As an Edmund Rice Community, we are committed to nurturing the spiritual growth of each person through reflection, prayer, symbols, sacred stories, rituals and sacraments.

As a Catholic school conducted in the traditions of Edmund Rice, it is important that we take time as a community to reflect on the important sacred stories that underpin our faith and values. Our Ash Wednesday and Easter Liturgy are just two examples of how we remain faithful to this touchstone.

On Ash Wednesday, students were reminded of the significance of this celebration within our Catholic community. Ash Wednesday marks the start of the Lenten season where we take time to reflect upon our own spirituality and how we can improve ourselves. Teachers and students received the ashes and prayed for forgiveness and blessings to do our best to be good people. Students were encouraged to give up some of their time throughout Lent, in the service of others as a commitment to the College Waterford Project.

Easter and the sacred story of Jesus' death and resurrection is the most important Christian festival and the one that is celebrated with great passion. As Christians, we believe that Christ undertook suffering and death willingly on our behalf, in obedience to God the Father, so that all humans may live in hope for a new life with Him and God the Father in Heaven.

On Holy Thursday, the St Edward's and St Joseph's communities joined in celebration of Easter and Holy Week, through a powerful and meaningful liturgy. The exceptional talents of students from each school was on display in musical items, liturgical dances and a drama representation of the Stations of the Cross. This annual event and the telling of the story of Jesus' death and resurrection in a relevant and engaging way, combined with prayerful reflection is designed to foster the spirituality of all community members and to deepen our understanding of the importance of Easter.

As a Catholic School in the Edmund Rice Tradition, we provide opportunities to foster a personal relationship with God.



The College Retreat program in Years 10, 11 and 12 provides a great opportunity for young men at the College to take time to reflect on their developing values and what is important in their lives.

The Year 12 Retreat is a highlight of the year. This wonderful experience in some ways is the culmination of the formation opportunities offered to the young men of St Edward's. Students are provided with time 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. Students 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 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. A highlight of the Retreat is the healing ceremony on the last night. These wonderful celebrations are planned and led by teachers and students and are a very fitting way to bring together the themes of the Retreat. The engagement of students in all the activities and their level of discussion regarding what they value

Gospel Spirituality continued

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.

The Year 11 Street Retreat provides a wonderfully rich learning opportunity in which students are challenged with current day issues such as homelessness, drug addiction, poverty and social exclusion that exist within our own community in a very real way.

The Year 10 Retreat challenges boys to reflect on the relationships that they establish with their parents, family and friends. Students are involved in a range of activities and presentations that provide an opportunity for them to analyse the values that are important to them in relationships. Values such as respect, honesty, trust, forgiveness and loyalty. The day culminates in a liturgy, allowing boys time to pray, sing and reflect on specifically chosen Gospel readings that explore these values. These Retreats are some of the many opportunities provided to students at the College to reflect deeply on the type of young man they hope to become.

Inclusive Community

A Catholic School in the Edmund Rice tradition, we are challenged to look beyond ourselves to contribute to the overall growth and development of Catholic Schools in the Edmund Rice Tradition and to Edmund Rice Ministries in Australia and overseas.

During the Term 3 holidays, Mr Jon-Paul Grant, Grant Offner, Rory Mackintosh, Millar Elwin, Tyrone Mafohla, James Rigas, Luke Keiler, (students from Year 11) and I attended the annual Immersion to Nairobi, Kenya. The theme of the Immersion is Kesheni, which means 'Stay Awake' in Swahili. In attending this immersion, we were challenged to stay awake to the needs of those that are less fortunate. The program provided us with the opportunity to immerse ourselves in the work of Edmund Rice Ministries in the slums of Nairobi, with the hope of challenging and inspiring us to become agents for change in our own community and to motivate others to support the impoverished and disempowered in our local context. The program also serves to continue to develop and strengthen connections between Edmund Rice Ministries in Nairobi Kenya and St Edward's College.

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



As part of our Founders Day celebration every second year, students at St Edward's donate money which is distributed to worthy organisations in Australia and abroad. This year the funds raised from Years 7, 8 and 9 were donated to the Mary Rice Centre. The Mary Rice Centre is a school, which has been established by the Christian Brothers to support disabled students in the Kibera slum. This money was used to purchase a new demountable classroom for the Centre, which is to be used instead of the shipping containers currently serving as classrooms. The beauty of this year's immersion was that we were able to assist in building the classroom. Mr Grant, the boys and I had a wonderful day assembling the classroom under the guidance of the Kenyan builders and local men. The boys' additional muscle in lifting walls, barrowing, mixing and laying the cement floor enabled the classroom to be built in half the normal time.

Before leaving Australia, we spoke about the importance of opening our hearts and minds to the beauty of Kenya and its people. We were challenged in many ways, but the learnings were very rich.



A learning culture in which all members of the St Edward's community experience success within a safe and healthy environment has been established as an important priority for the College. Staff and student well-being and the development of respectful relationships within the community are crucial components in fostering a climate in which staff and students feel valued and cared for. Teaching staff have continued to promote within their classrooms positive and affirming relationships in which all students are encouraged to achieve their personal best.

As a team of teachers, we are increasingly aware of the need to further our understanding of the factors that contribute to adolescent mental health and the key elements required to assist young men in developing positive mental health. In May, we participated in a staff development day that focused on promoting well-being in schools. A representative from Wellbeing in Schools

Inclusive Community continued

Australia provided a range of information on student well-being including:

- The importance of empathy, safety and building strong respectful relationships based on trust.
- An interactive introduction to Circle Methodology and its value in rapidly building trusting respectful relationships in the classroom.
- A school wide common understanding and definition of student well-being.
- Why well-being is in key Australian national education policy documents.
- Why school well-being is part of school core business and the research, which demonstrates its connection to improved academic, educational, health and lifelong successful outcomes.
- Current Australian data on child and adolescent well-being needs including boys.
- WISA well-being data findings from working with schools across Australia.
- Factors and strategies, which build student and staff resilience and school well-being.

Developing our knowledge as teachers through participation in professional learning activities based on the most current recent research, is very important in the work that we do in supporting families in developing positive mental health and well-being for the young men in our care.

Justice and Solidarity

As an Edmund Rice Community, we are committed to promoting an integral ecology through demonstrating deep reverence for the earth as both God's work and our home, promoting ecojustice and working towards a sustainable and regenerative future for all creation.

The St Edward's College community is committed to ensuring that we continue to promote an awareness and understanding about issues associated with ecojustice. We are fortunate to be able to work each day in an idyllic environment on the shores of Caroline Bay. With this privilege comes a responsibility to ensure that we are aware of our impact on the environment, and that we foster in the students, knowledge and skills that develop their understanding of eco-justice issues. A range of programs are implemented throughout the year that challenge staff and students to think critically about environmental sustainability.

As a school community, we work to establish a climate of ecological sustainability. The promotion of care for our environment remains a focus for all Principals and Edmund Rice schools across Australia and New Zealand. This commitment is expressed through the newly developed Principals' Sustainability Statement titled Solidarity through the Care of our Common Home. This statement clearly articulates a connection between the EREA Touchstones and the historic Papal environmental encyclical Laudato Si' challenging us within EREA schools to respond.

The St Edward's community responded in 2018 through the introduction of a range of initiatives designed to encourage all members of the community to take an active involvement in the care of our own pristine environment. The physical environment and location of the College is something that we cannot take for granted.

Clean up programs designed to prevent our own daily waste, in particular plastic, entering into Caroline Bay were introduced. A designated time has been allocated at the end of each recess and lunch for staff and students to clean up rubbish; the Clean4Shore program further supported this. This initiative involved teachers and students volunteering their time to work with local partners in cleaning Caroline Bay and Erina Creek. Large amounts of waste have been collected from a one-kilometre stretch along the foreshore. This wonderful initiative highlights the need to constantly be reminding ourselves of the impact that we are having on our environment.

It is very pleasing to see the way 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. I would like to acknowledge the commitment of all staff to the promotion of the values of the touchstones through the work that they do. The caring, compassionate and professional way they engage with our boys daily, with the common goal of challenging them to be the best that they can be is truly appreciated.

Mark Bonnici
College Principal



Student Leadership Report

Year 12 Farewell Assembly Captain's Report

"Believe you can, and you're halfway there". These are the words I would tell my Year 7 self, struggling to find my feet in the schooling powerhouse that is St Edwards. Through 'faith and knowledge', we have experienced high school in all its glory, becoming fine young men with memories and a sense of mateship that will last a lifetime. These memories, however, could not have been created without the special people who have influenced us.

I'd firstly like to thank Mr Bonnici for his guidance and contribution to our year group. You have instilled in each of us that an Eddies' Boy isn't always at the top of the class, but the one that consistently achieves his personal best.

Mr Sutton, your organisation and positivity has been a major factor in our success as a prefect body. Your involvement in College life, retreats and the bus lines is greatly appreciated, and you even found time to throw the Frisbee with us on Founders Day, which was pretty awesome.

Mr McCauley, your seamless transition as our Year coordinator is a testament to your character and professionalism. Your blue and green suits and the 'carrot and the stick' metaphor have guided us through the highs and lows of Year 12, and we are forever grateful for the respect and kindness you have shown us.

To all the teachers, thank you for giving each of us the chance to succeed. The lessons we have learnt, both in and out of the classroom, will resonate with us for the rest of our lives. Your commitment and pursuit of excellence is a shining example of the teaching profession. Thank you for making our journey a successful one.

While time does not permit me to shout out each individual teacher, I'd like to give special mention to three extraordinary men: Mr Dell, Mr Beacroft and Mr Herringe. If Mr Bonnici is the brains of the school, you three are the heart. Assemblies and retreats would not be the same without you, and your unique personalities have instilled within each of us a strong and lasting sense of social justice and mateship.

I would also like to acknowledge the support staff of the College. Lead by Mrs Weir, our maintenance team does a lot of exceptional work behind the scenes, which keeps the school functioning smoothly. Without Mrs Devetak and Mrs Griffin in the canteen, I know myself, and a lot of other boys out there, would struggle to function also. Your reasonably priced burgers, burritos and fried rice always put a smile on my face, and my legs have never been stronger from running to the canteen every day.

I would also like to thank our two extraordinary counsellors, Mrs Tague and Mrs Killin. The patience and understanding you have shown to myself, and many other boys, are second to none. We are blessed to have such dedicated, caring professionals, such as yourselves, at our College.

To the students, Hamlet said it best: "To thine own self be true" – Thanks Mrs Hatfield. While it's important to be responsible with your decision making and academics, I encourage you to have fun. Get involved in social justice, sports, music, anything to make the most of your time here, because you won't remember school for all the hours studying. You'll remember it for dressing up at the swimming carnival, late night Maccas runs after the discos, eating a watermelon on top of Mt Kosciuszko, and the laughs shared with mates during your study periods.

To my mates, the Year 12 cohort. I am honoured to walk beside with you as we leave the gates of Eddie's, not on 'the coat tails of the previous year', but as a unique, well-balanced group of men with a bright future ahead of us. We have grown together, through the trials and challenges, and can today support each other in our future endeavours. Every single one of you has made my time here unforgettable, and I hope to look back on these days with you and reminisce over the fond memories we have forged.

To the prefects, it has been a pleasure to lead such a gifted and inclusive group of students who I am fortunate enough to call my mates. I would like to thank Nick, AKA 'Kentucky Karl', for being our mic man, dancing on stage, and always taking one for the team. While you've copped a lot of flak for your antics, your personality and willingness to give everything a go epitomises the spirit of the Eddies Boy, and our prefect body would not be the same without you.

Finally, I'd like to thank our parents who have stood alongside us through every anxious moment, bearing the strain of our struggles and sharing the joys of our success. Your love and guidance have provided us with the courage to take up the responsibilities and opportunities of a young man with purpose. In this way, I wish each Year 12 student before me, as well as the parents behind them, the best of luck entering our final exams, and I hope your sacrifices and efforts are well rewarded.

Conclusion: St Edwards College, it has been a privilege to serve as your Captain for 2018. I wake up every morning, truly grateful that I have been a part of such a wonderful school – that I am an Eddies' Boy. Thank you for making me feel proud of who I am.
Good luck and God bless.

Adam Bing
2018 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 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 2018 it claims over 1000 enrolments including students enrolled at the Haven Education Centre. St Edward's caters for boys from Year 7 to Year 12. Covering a nine-hectare site on the shores of Caroline Bay, the College has three multi-purpose ovals, other sporting facilities, a Learning Centre, 200 seat theatre, a multipurpose hall/gymnasium, specialised technology and art facilities, music facilities, computer laboratories, science laboratories, Trade Training Centre and a purpose-built food technology room. St Edward's is well served by public transport.

The Haven Education Centre

The Haven Education Centre was 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 assisted students, both boys and girls, from mainstream schools who were experiencing disruption to their learning associated with chronic truancy and school refusal. The teachers worked with the students to overcome any emotional difficulties hindering their progress while attending to their academic requirements. Unfortunately, the Haven Education Centre closed at the end of Term 2, 2018.

College Board

The Board receive its mandate from 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.



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.

Religious Dimension continued

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 2018 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. Thomas Kennedy joins a growing list of outstanding students who have received this award in the last ten years. Another feature of 2018 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. 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.

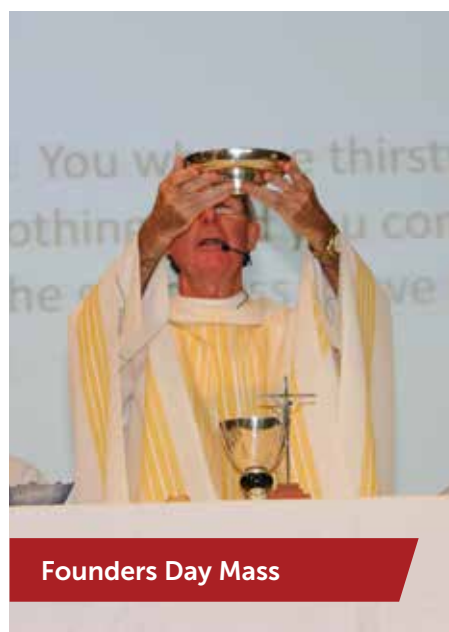
Opportunities for students to deepen their faith and the practice of it, are provided by regular classroom religious instruction along with formal and informal liturgical celebrations. Recently priests from the surrounding parishes have been visiting the College to celebrate the sacraments and assist 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.



Commencement Mass



Year 12 Graduation Mass



Founders Day Mass

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

Religious Dimension continued

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 can access the information and knowledge of the Catholic Schools Office Mission Services Team. Staff inservices 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 in 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 2018, College Principal Mr Mark Bonnici, 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 2018 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 2018 include Walgett, for senior students.

A program to work alongside Aboriginal people continues. Aboriginal students are given opportunities for cultural awareness, 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 and Geography
- Technology
- PDHPE
- Visual Arts
- Music
- French (Year 9 Only)



Curriculum continued

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
- PDHPE
- Australian History and 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 and Technology
- Marine and Aquaculture Technology
- Visual Arts
- Construction
- Graphics Technology
- Information Software and Technology
- Music
- French
- Drama
- Industrial Technology - Metal
- Metals and Engineering
- Photographic and Digital Media
- Manufacturing
- Physical Activity and Sports Studies



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

Learning Area

Courses Offered

Religion

Studies of Religion, Catholic Studies

English

Advanced, Standard, Extension 1 and 2, English Studies

Mathematics

Extension 1 and 2, Mathematics Advanced,
Mathematics Standard 1 and 2

Learning Area	Courses Offered
Science	Physics, Chemistry, Investigating Science and Biology
Human Society and Its Environment	Ancient and Modern History, Extension History, Geography, Business Studies, Legal Studies, Economics
The Arts	Music, Drama, Visual Arts and Photography
PDHPE	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 2018, 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.

Learning Support

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

In 2018 the Learning Support team took on the challenge of accommodating an additional stream in Year 7. As in previous years, the focus in Year 7 is providing additional support in English and Maths lessons. Beyond this, staff are then allocated on a needs basis, again with focus on literacy, numeracy and practical hands-on classes. As far as possible, students are catered for within the mainstream classroom, although there are some programs offered which involve smaller groupings in more intensive, short term setting.

2018 also saw the debut of our Year 7's having personal laptops which has proved to be a very positive and productive initiative. As part of this rollout, Mrs Kathy Edwards, a member of our

Curriculum continued

team, assisted in the delivery of Typing Club to each of the Year 7's. The aim of this program is to establish efficient and effective word processing skills from the outset of using laptops, both for educational purposes and ongoing practical life skills, applicable to a broad range of diverse contexts. There is also an educational recognition of increasing moves towards more online assessments, such as NAPLAN and HSC Minimum Standards testing. With these things in mind, word processing skills become an essential and valued asset. Previously the Typing Club program was only offered to individual students upon request or on a needs basis.

Another beneficial and ongoing program offered by the Learning Support team is Homework Help in the library before school. The purpose of this is to offer academic support for all students who require it. Mr Ray Fitt's expertise in maths is an asset, while Mrs Kathy Edwards mentors, instructs and supervises students who are embracing the benefits of the Typing Club or require other assignment help.

2018 also saw the full implementation of the National Consistent Collection of Data for Students who require academic adjustments to meet their learning needs. This census occurs federally and only collects numbers and adjustments from schools to calculate additional funding for resources to support these students. The Federal government also uses this data to support future planning and budgeting.

In preparation for the transition of our new Year 7 students for 2019, for the first time, St Edward's College hosted the learning support teachers from our Catholic feeder schools. The purpose of this meeting was to outline and discuss strategies to improve our transition process. The successful and effective transition of students relies heavily on the exchange of relevant academic information and sharing from the feeder schools to ensure a seamless transition. This was extremely beneficial and will become a permanent feature on our school calendar

Late in the year, Mrs Kathy Edwards attended professional training to support the introduction of Multilit into the College. Multilit is a reading intervention program developed by Macquarie University and attempts to bridge some gaps that may have occurred in the early stages of learning to read. At this stage, it is envisaged to introduce this intensive daily reading program to a small group of individual students before school. Depending upon its success, it will then be rolled out to other students of need.

As in previous years, the College continues to support students who access provisions to assist them in completing their tests. In addition, the College continues to support HSC students who require similar adjustments by applying for Disability Provisions through NESA so that they have similar access to exam support in their Higher School Certificate external exams.

In this capacity and at the end of another year, it is again important for me to acknowledge the outstanding service provided by many of our more capable students, as Reader and Writer Assistants for Years 7-11. This service is invaluable and greatly appreciated by many of our students.

Such volunteering clearly supports the EREA Touchstone of Inclusivity, in addition to our Social Justice Waterford program by utilising the students' expertise in providing service to others.

Similarly, we need to acknowledge the work of our very experienced teacher assistants Mrs Kathy Edwards, Mr Ray Fitt, Mrs Marilyn Reynolds and Mrs Ann Lynn who has come across to us from our Haven annexe. Their knowledge of the individual needs of students and the rapport they develop with teachers and students over time allow them to effectively support the individual and collective needs of all students in the classroom.

Although the Learning Support Department is set up to specifically target students with learning needs, I believe our presence in the College benefits all students by working as a team to improve learning outcomes for all. We also see parents and caregivers as partners in this process and endeavour to maintain effective home-school links based on mutual respect and the recognition of our differing roles. With such ongoing support, we are confident that St Edward's College can continue to do the best we can for all students with the resources available.

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 Edward's 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 22 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



Curriculum continued

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 many students, St Edward's is their only contact with Church, so we offer opportunity for the boys to engage and have a voice, with 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. In 2019, the Year 11 students will be engaging in the new Studies of Catholic Thought course that has been developed and endorsed by all Bishops in NSW. This course is more rigorous in its approach but with the explicit and engaging strategies of the Senior staff, the students will develop skills to think critically and develop a broader view on contemporary issues and how the past has influenced them.

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, the ways of Being and Doing, in which the students direct their focus on actions they can put into place, to care for the common good of the world they live in. The Year 10 course also challenges the boys' values and moral understanding on several issues concerning relationships in their lives.

The Year 11 students were the last students to complete the Catholic Studies course. This course will be replaced by Studies in Catholic Thought. It provides an opportunity for the development

of a Religious Education curriculum which is theologically sound, academically robust and stimulating; one which provides experiences of learning which engage, challenge, extend and empower students.

In Year 12, the students engage themselves spiritually. Their prayer sessions in class were delivered with reverence, respect and honesty. This was developed by the insight they had on their Year 12 retreat.

The ongoing professional development of the Religious Education staff is a priority and provides a platform for improved knowledge and teaching practices. This year several staff members have had the benefit of several inservices. Staff attended inservicing 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 and Studies in Catholic Thought. We live in a time of rigorous religious dialogue, and a time for such rich and positive thought.

Therefore:

Evangelisation is crucial, but not enough. Faith, like a seed newly planted in the soil of the human heart, needs water and light. That is why our schools must deepen and instruct the faith once received ... Young people in our schools and their families deserve no less than the fullness of 'the faith that comes from the Apostles'. Catholic Schools at a Crossroads, p.14.

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 in the library and 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 the team of four dedicated technicians with a centralized student service desk. A One to One Laptop programme exists for our current Year 7 students. This will continue into Year 8 in 2019.



Curriculum continued

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
- Computing

Workshops are designed and run in some of these faculties and students who demonstrate an 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 demonstrate high learning potential in the area of Visual Arts are invited to attend workshops and additional classes to further develop their skills 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, liturgical celebrations and community days 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 skills (eg: Industrial Technology - Timber, 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 can access traineeships in Construction and Metals and Engineering. These traineeships allow them to develop expertise 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

Research suggests that the average 15-year-old is predicted, throughout their life time to have 17 jobs over five different careers and that employers are paying higher salaries for people with enterprising skills coupled with relevant technical skills. These enterprising skills are important because they are transferrable from one job to another and crucial to navigating jobs and different careers. Foundation for Youth Australians identify these skills to be problem solving, communication, financial literacy, critical thinking, creativity, teamwork, digital literacy and presentation skills. St Edward's College aims to develop these skills across curriculum through



Barista Course



Careers Expo



Careers Expo

teaching and learning strategies and specific entrepreneur programs. Additionally to assist students to prepare for this new work order, St Edward's College has a full-time dedicated Leader of Learning Vocational Education and Training Educator whose role is to assist students transition from school to work, whether that be via university, college, TAFE, employment, traineeship or an apprenticeship and to work with subject faculties in developing students' enterprising skills and transitional knowledge.

The Careers Education Program at St Edward's is adapting to equip students with the necessary skills and confidence to navigate their different pathways and careers. In 2018 the Careers Education Program included the following activities: subject selection, job preparation, career exploration, career planning, self-exploratory interest and strengths quizzes, work experience, work placement and presentations from the University Admission Centre, TAFE, Newcastle University, Macquarie University, Australian Defence Force and The Apprenticeship Centre. Excursions to the HSC & Careers Expo and TAFE Try A Skill was arranged to assist in career pathway planning and decision making. Careers Counselling was also available to students and accompanying parents/care givers, at Student Led Conferences and College Open Day. Finally, our Careers online resources are extensive on our school website and within our Touchstones newsletter. Students are kept up to date with relevant information via student email, careers website and the College portal.

Camps

In 2018 the camps attended by students at the College included:

- Year 7: Three days - Active Education, Mangrove Mountain
- Year 8: Three days - Great Aussie Bush Camp, Karuah
- Year 9: Three days - Active Education, Picton (Douglas Park)
- Year 10: Five days - Active Learning Initiatives, Jindabyne (Snowy Mountains)

Student Performance in Nationwide Tests

Summary: Year 9

Above state average

- Reading
- Writing
- Grammar and Punctuation

Below State Average

- Spelling
- Numeracy

Comparison to State Average

Literacy	
Reading	3 marks above State mean
Writing	17 marks above State mean
Spelling	3 marks below State mean
Grammar and Punctuation	4 marks above State mean
Numeracy	
Numeracy	5 marks below State mean

Percentage of Students in Bottom 2 Bands (Bands 5 and 6)

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
St Edward's	16%	38.7%	25.4%	22.7%	9.5%
State	22.3%	46%	23.5%	28.5%	15.7%

- 3 (1.7%) students in the cohort placed in Band 4

Percentage of Students in Top 2 Bands

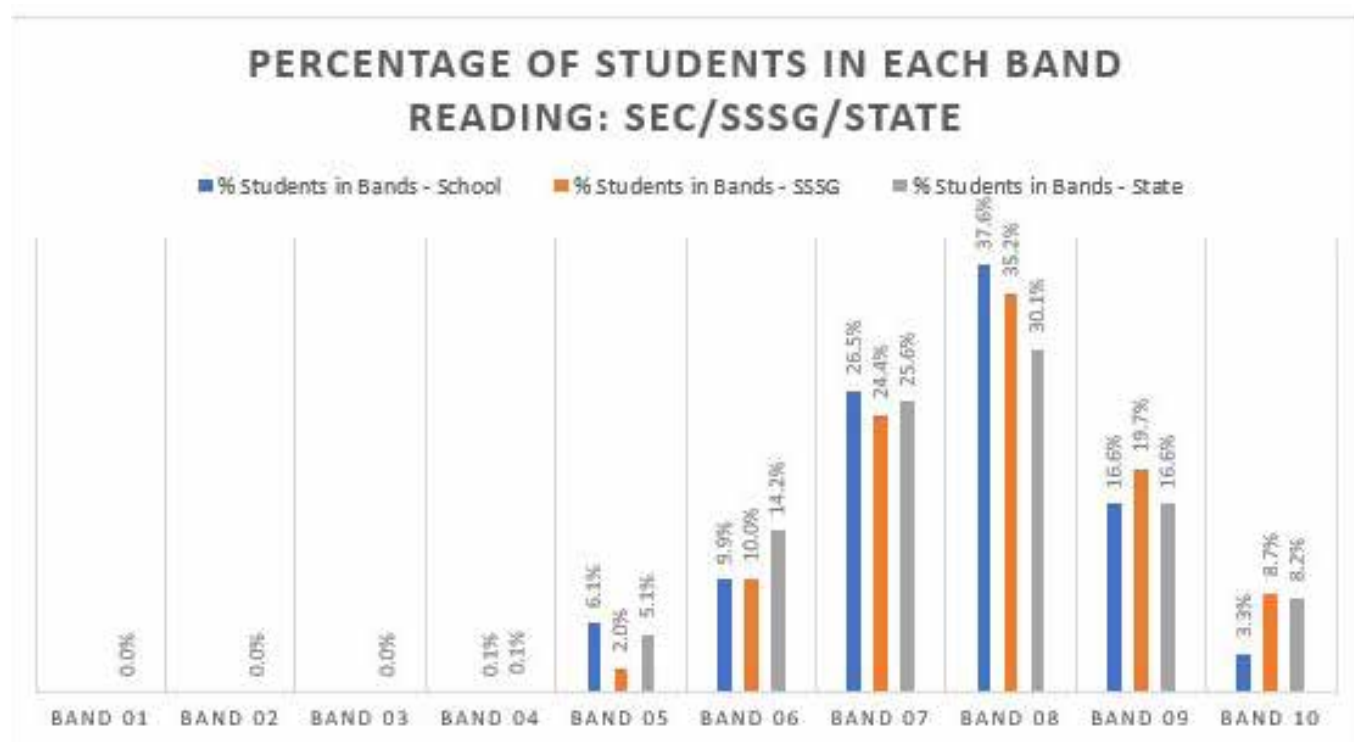
	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
St Edward's	20%	11%	19.9%	21.5%	27%
State	25%	15%	27%	26.9%	33%

Comparison of the Same Students in Years 7 and 9

	Year 7 2016	Year 9 2018	Improvement/ Decrease
Reading	548.5	588.2	+39.7
Writing	512.5	552.4	+39.9
Spelling	549.0	578.7	+29.7
Grammar and Punctuation	541.5	580.6	+39.1
Numeracy	568.0	602.5	+34.5

Analysis

Percentage of Students in each Band : Reading

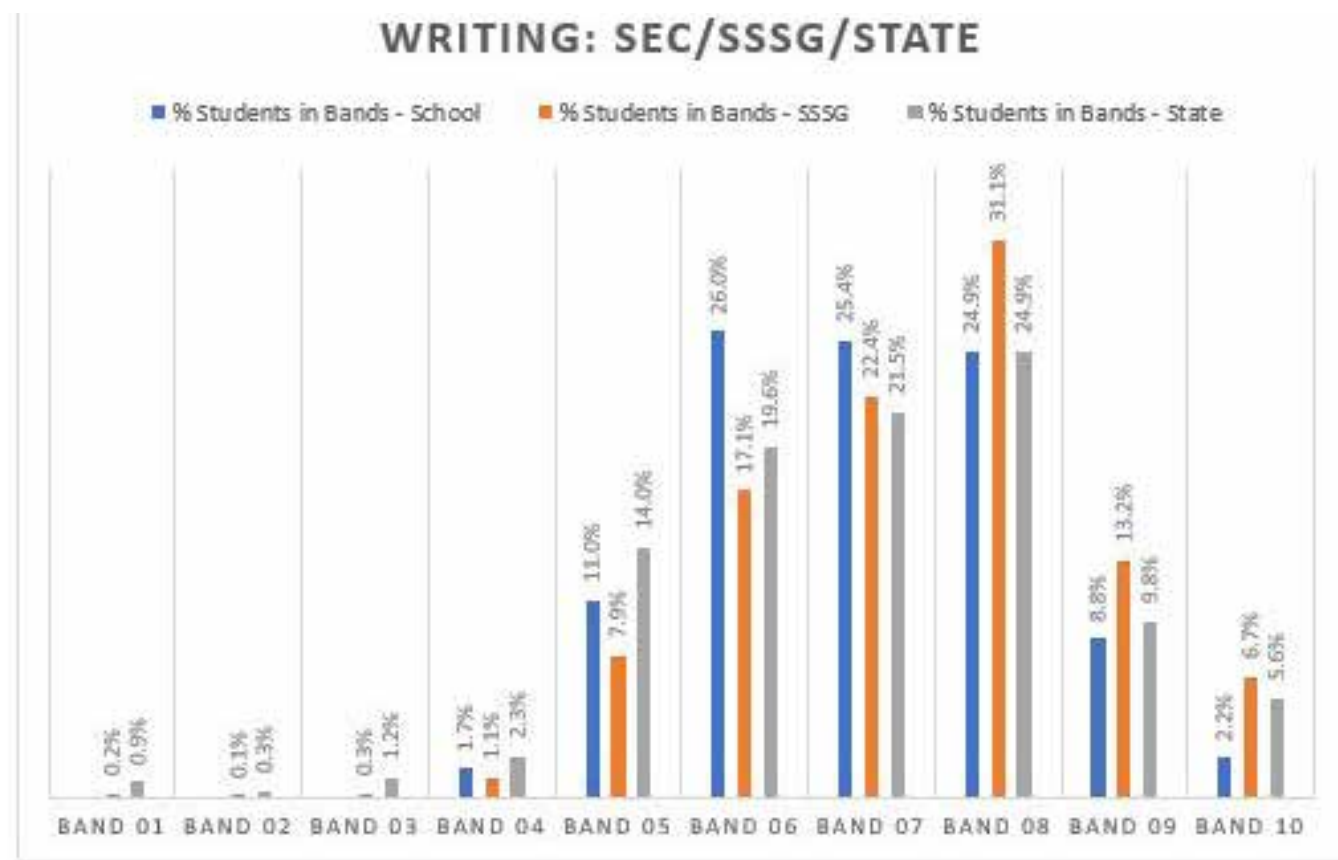


Reading Analysis

- St Edward's has fewer students in Top Band (Band 10) than either the State or SSSG (AIS) schools with the largest proportion of students falling into the Band 8 category.
- The school also has a higher proportion of students in the bottom bands than SSSG but fewer than State schools.
- Most of our students' achievement in the Reading test is at Band 8 or above. The HSC minimum standard is set at the Level 3 of the Australian Core Skills framework which aligns to a standard between NAPLAN Bands 7 and 8. Therefore 57.5% of our students were operating at a level above the HSC Minimum Standard when they were in Year 9; a level they will be working to attain via online testing in 2019.

Student Performance in Nationwide Tests continued

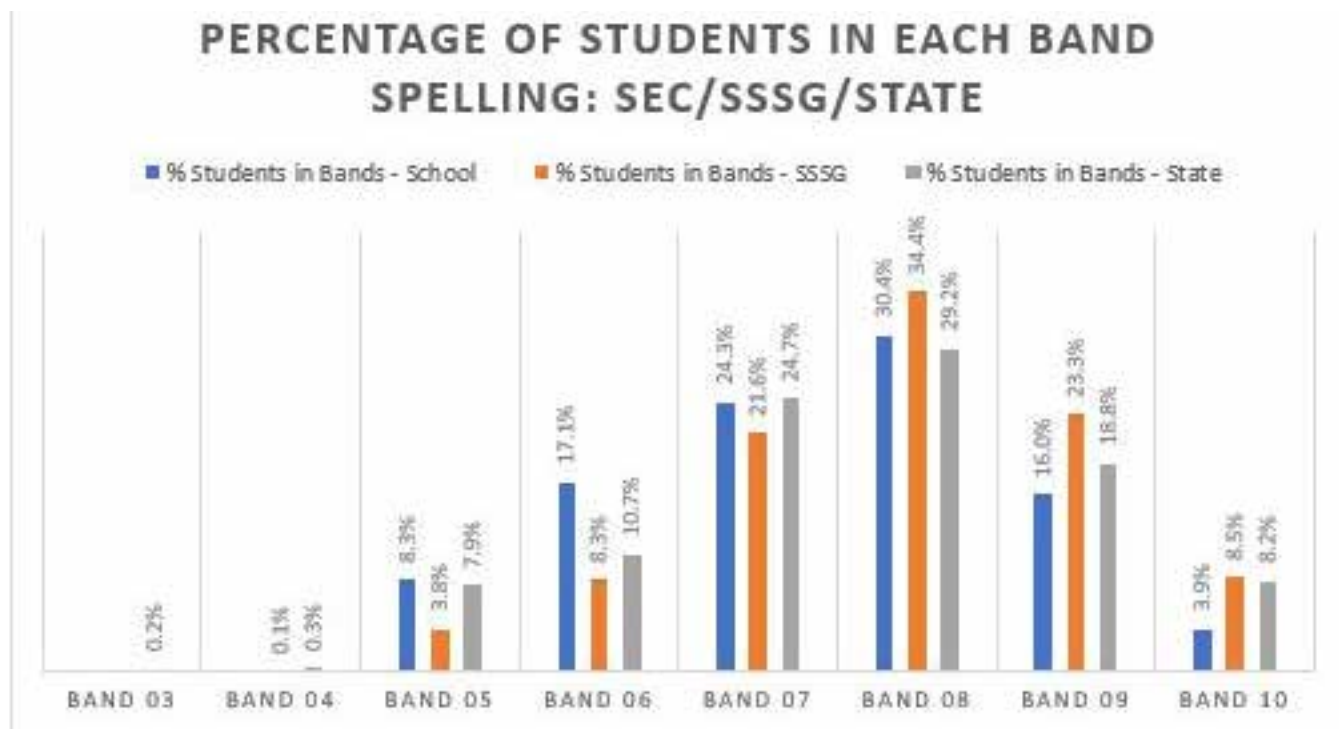
Percentage of Students in each Band: Writing



Writing Analysis

- St Edward's has fewer students in Top Band (Band 10) than either the State or SSSG (AIS) schools with the largest proportion of students falling into the Band 6 category.
- St Edward's has a smaller proportion of students in Bands 4 and 5 than the State as a whole, however, we have more students in those bands than SSSG.
- 26% of students achieved a Band 6. This was the largest group.
- The HSC minimum standard is set at the Level 3 of the Australian Core Skills framework which aligns to a standard between NAPLAN Bands 7 and 8. Therefore 36 % of our students were operating at a level above the HSC Minimum Standard when they were in Year 9; a level they will be working to attain via online testing in 2019.

Percentage of Students in each Band: Spelling

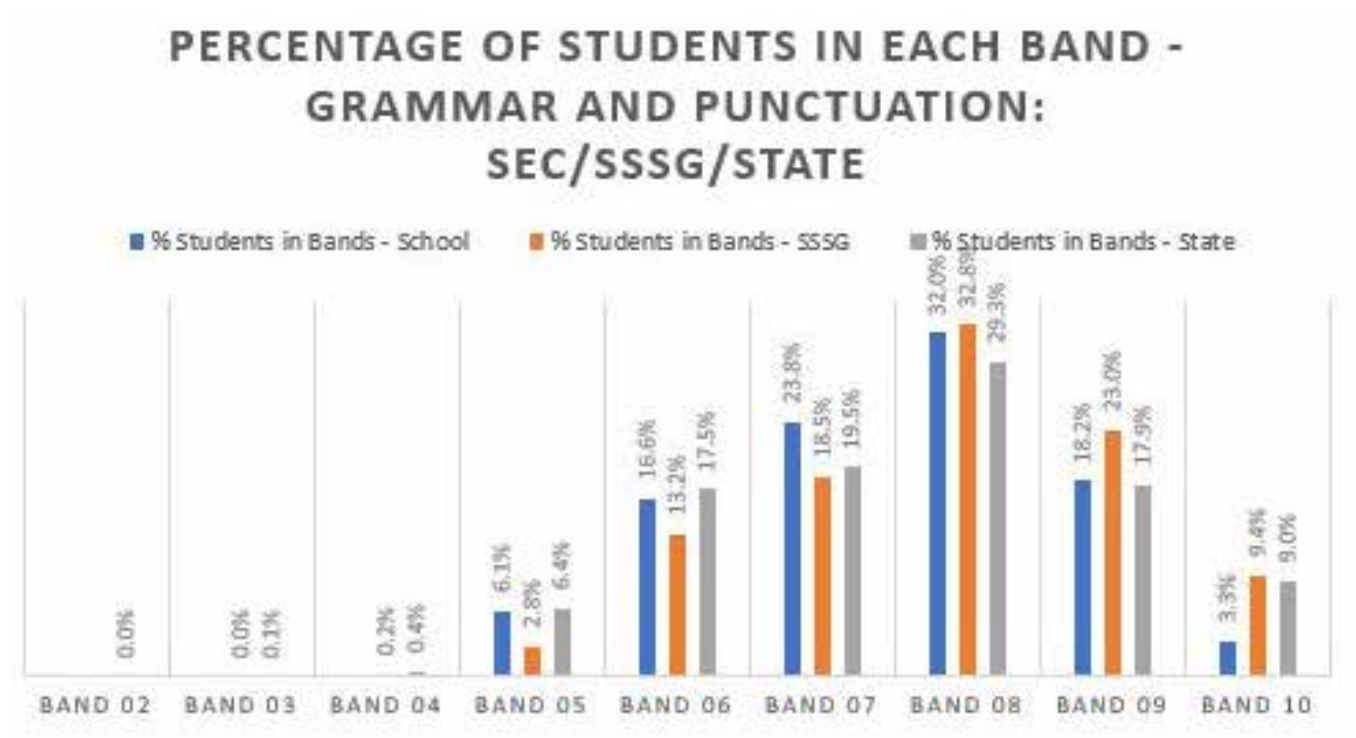


Spelling Analysis

- St Edward's has a lower proportion of students in the top two bands than the state or SSSG.
- St Edward's has 25.4% of student in Bands 5 and 6 indicating that a quarter of our students struggle with Spelling.
- The largest proportion of our students achieved a Band 8.
- 50.3% of our students achieved a Band 8 or above.

Student Performance in Nationwide Tests continued

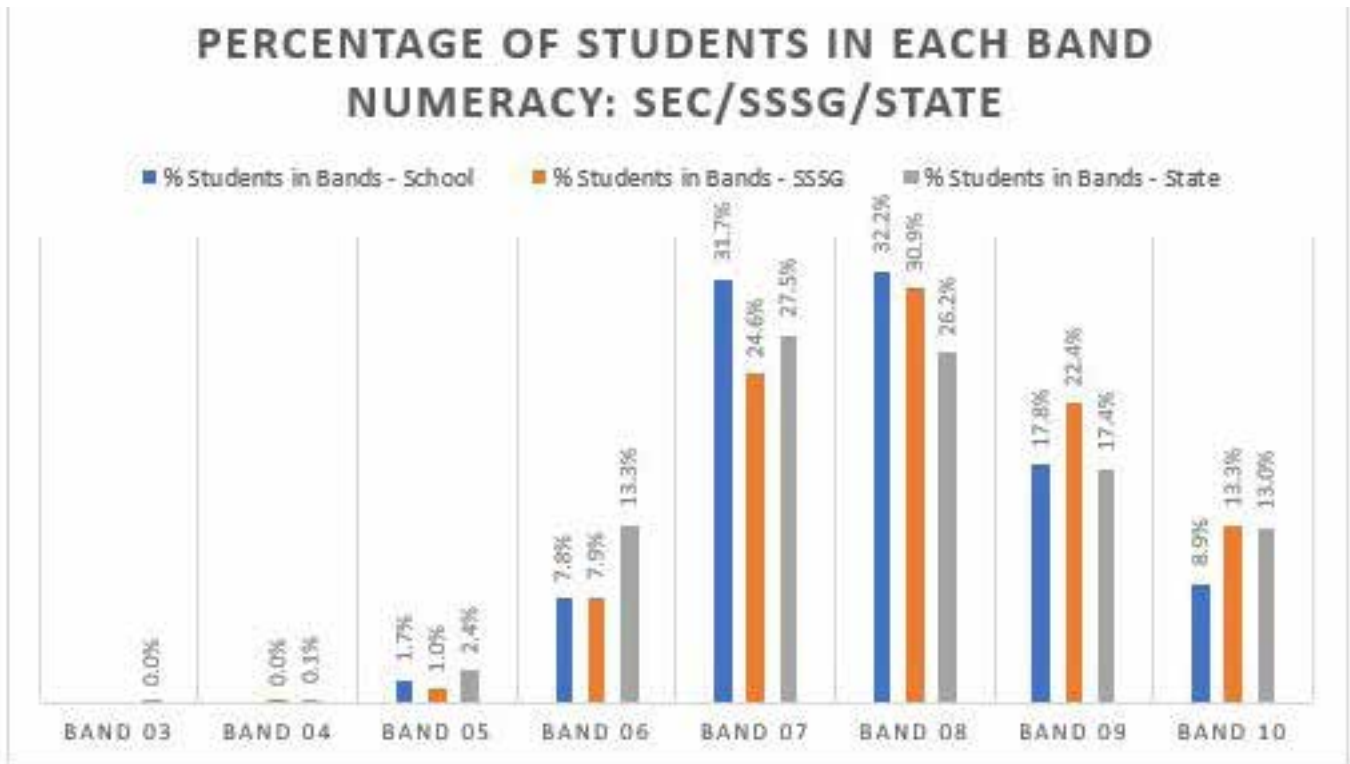
Percentage of Students in each Band: Grammar and Punctuation



Grammar and Punctuation Analysis

- St Edward's has a lower proportion of students in the top two bands than the state or SSSG.
- St Edward's has 22.7% of student in Bands 5 and 6 indicating that nearly a quarter of our students struggle with Grammar and Punctuation.
- The largest proportion of our students achieved a Band 8.
- 54.1% of our students achieved a Band 8 or above.

Percentage of Students in each Band: Numeracy

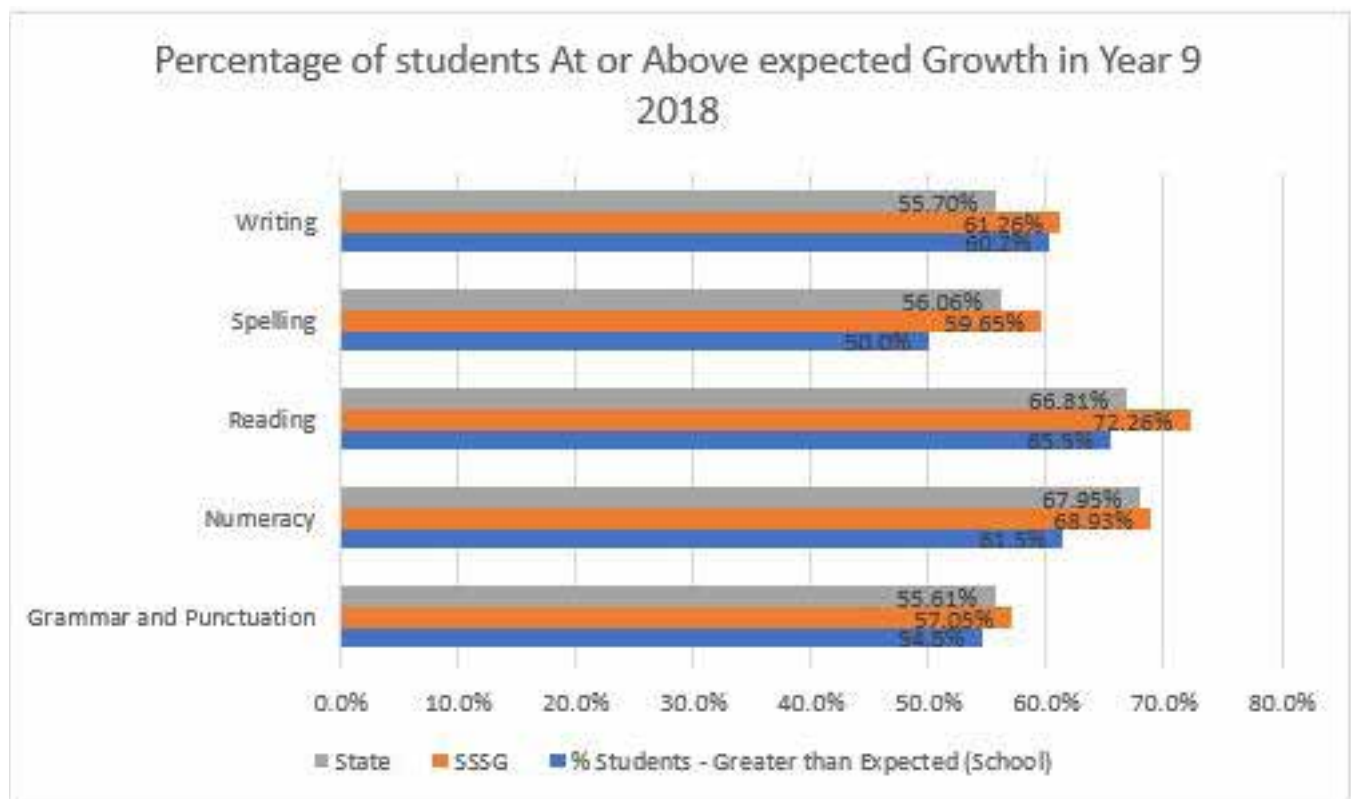


Numeracy Analysis

- St Edward's has a lower proportion of students in the top two bands than the state or SSSG.
- St Edward's has 9.5% of student in Bands 5 and 6 - this is less than the number of students in the state in these bottom 2 bands
- The HSC minimum standard is set at the Level 3 of the Australian Core Skills framework which aligns to a standard between NAPLAN Bands 7 and 8. Therefore 58.9% of our students were operating at a level above the HSC Minimum Standard when they were in Year 9; a level they will be working to attain via online testing in 2019.
- Overall fewer St Edward's students are in the bottom two or top two bands indicating that our students are clustered at Band 7 and 8- 63.9%

Student Performance in Nationwide Tests continued

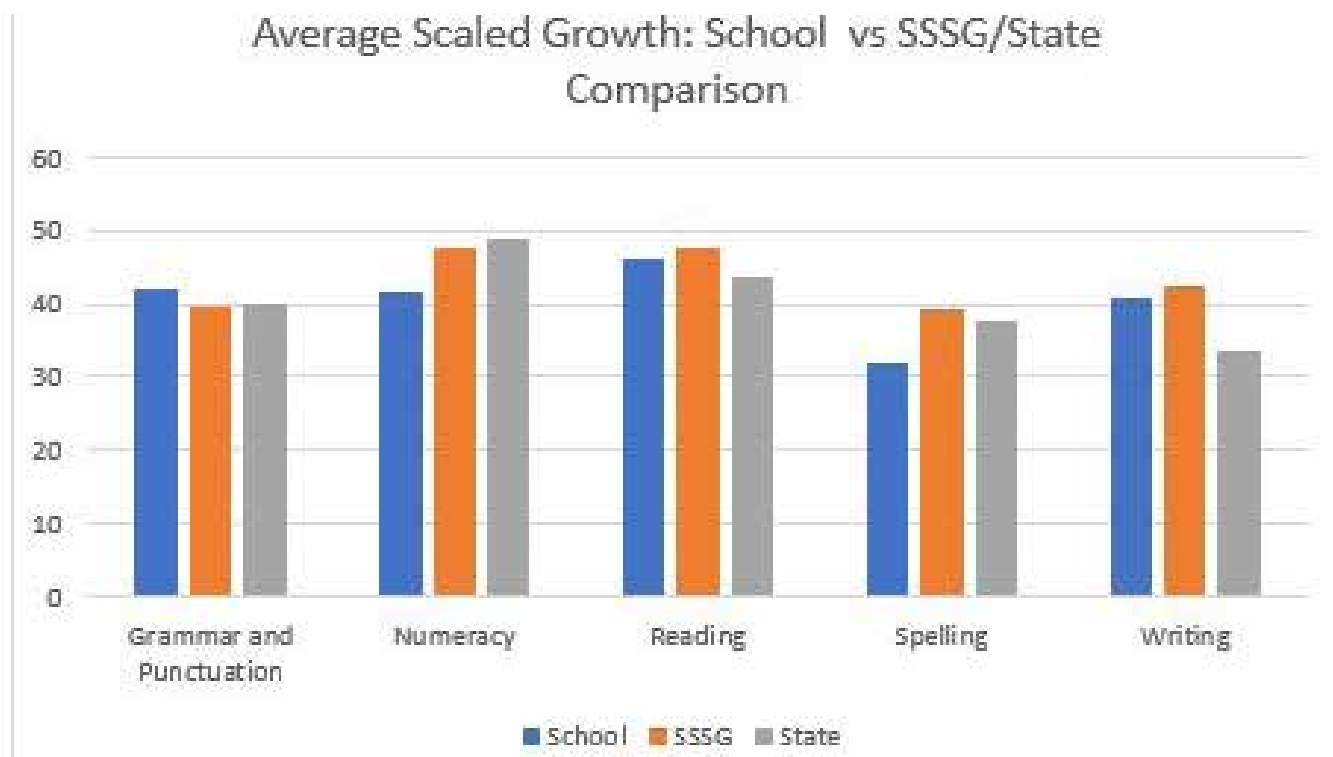
Year 9: Student Growth across All Domains



At or Above Expected Growth Analysis

- More than 50% of St Edward's students were at or above expected growth in all domains of testing.
- Spelling was the area with the lowest number of students at or above expected growth.
- There was a lower proportion of St Edward's students at or above expected growth in Spelling, Reading, Numeracy and Grammar and Punctuation.
- St Edward's students had a greater degree of growth than other students across the state in Writing.
- The focus on writing through the Pilot program in English lessons in Year 8 (2017) and 9 (2018) was a successful strategy.

Average Year 9 Scaled Growth in 2018



Average Scaled Growth Analysis

- Student growth in Grammar and Punctuation was greater at St Edward's than across the state or in SSSG schools.
- Student growth in Writing and Reading was greater at St Edward's than across the state.
- The highest area of growth at St Edward's was in Reading.
- Average scaled growth was lower at St Edward's than in SSSG schools or across the state in Numeracy and Spelling

Overall Conclusions

Areas of Strength

- Percentage of students in the lowest two bands in all domains lower than across the state.
- Over 50% of students at or above expected growth in all domains of testing.
- Strong growth in Writing.
- 57.5% of students in Year 9 achieving a Band 8 or above in Reading
- 58.9% of students in Year 9 achieved a Band 8 or above in Numeracy

Areas of Challenge

- Spelling identified as an area of lower achievement and lower growth

Student Performance in Nationwide Tests continued

- Lower percentage of students in the top two bands compared to SSSG schools and all the state in all domains.
- The percentage of students at or above expected growth was lower compared to SSSG and the state.
- Between 40-50 % of our students are operating below the HSC minimum standard in Writing and Numeracy, presenting a challenge in supporting these students to reach the minimum standard by the end of Year 10.

Summary Year 7

Year 7

- Reading, Writing, Spelling and Grammar and Punctuation above STATE average.
- Numeracy below state average

Comparison to STATE Average

Reading	2.04 marks above STATE mean
Writing	5.02 marks above STATE mean
Spelling	4.82 marks above STATE mean
Grammar and Punctuation	6.48 marks above STATE mean
Numeracy	6.1 marks below STATE mean

Percentage of Students in Bottom 2 Bands (Band 4 and 5)

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
St Edward's	4.7%	34.4%	34.9%	29.2%	11.4%
State	12.4%	29.2%	35.6%	30.2%	13.9%

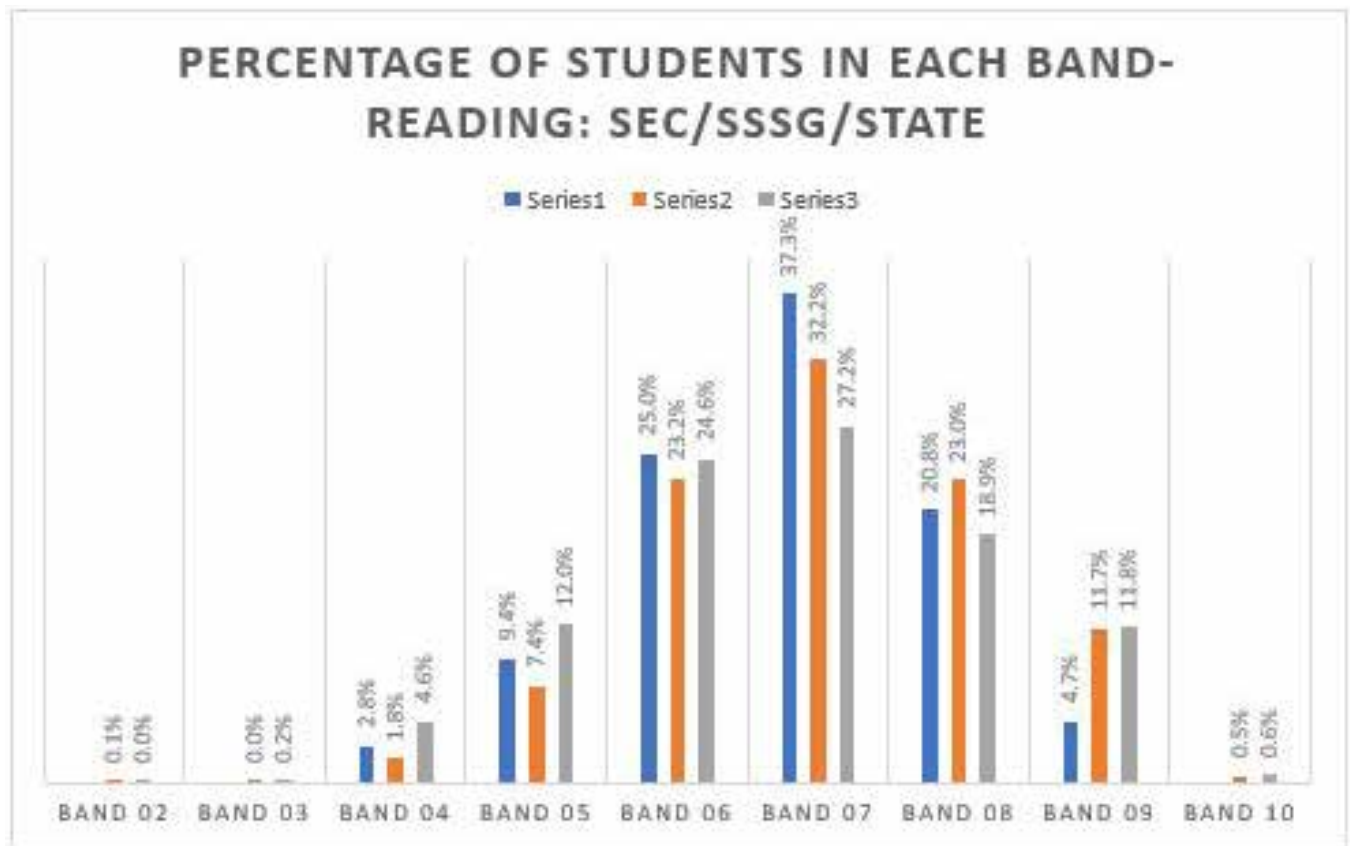
- A small number of students (6) placed at Band 4 and below in Writing

Percentage of Students in Top 2 Bands (Bands 9 and 10)

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
St Edward's	12.2%	1.4%	15.5%	14.2%	29.8%
State	16.6%	4.7%	15.2%	19.9%	31.2%

Year 7 Students in Each Band

Reading



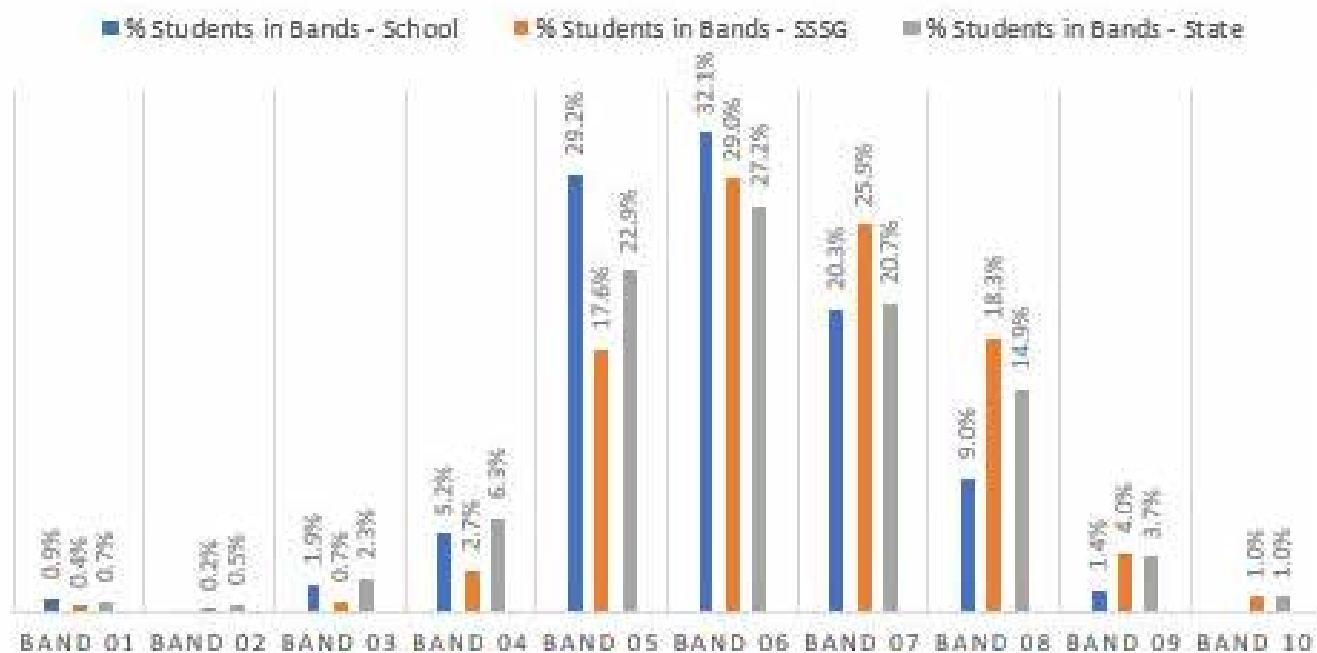
Reading Analysis

- St Edward's has much lower proportion of students in the top two bands than the state or SSSG with no students achieving Band 10.
- St Edward's has a lower proportion of students in the bottom two bands than the state or SSSG.
- 37.3% of students achieved a Band 7
- Most of our students are clustered in the middle bands.

Student Performance in Nationwide Tests continued

Writing

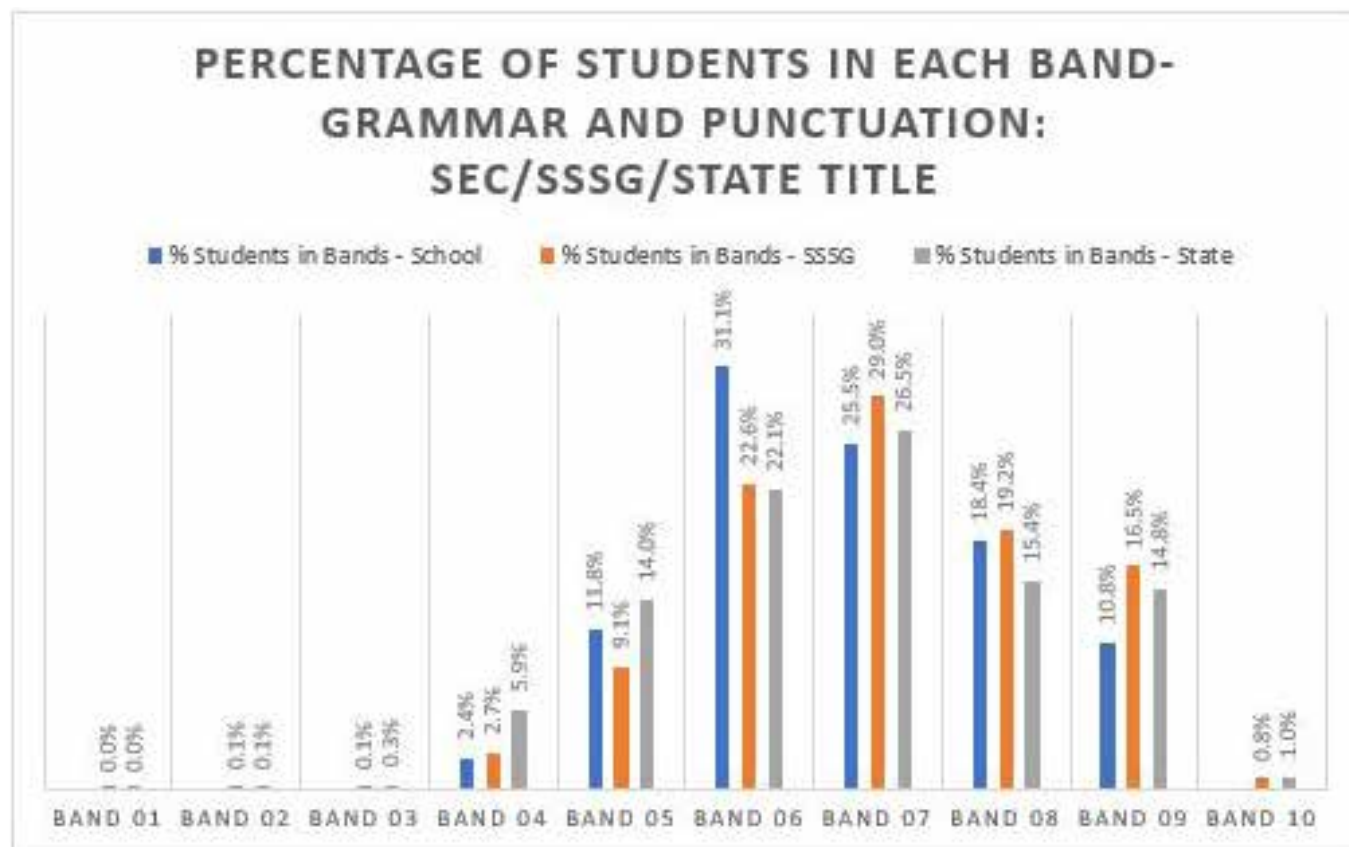
PERCENTAGE OF STUDENTS IN EACH BAND- WRITING: SEC/SSSG/STATE



Writing Analysis

- Only 1.4% of student at St Edward's achieved in the top two bands, in comparison with 4.7% in the SSSG and 5% across the state.
- St Edward's has a higher proportion of students in the bottom two bands in comparison with the SSSG.
- A small number of students (6) placed at band 4 and below in Writing, we have no record of students placing in these bands from 2015 to 2017
- Most of our students achieved a Band 5 or 6 (61.3%)
- These results indicate that writing is a considerable area of challenge for our Year 7 2018 cohort. This data is line with historical patterns of achievement at St Edward's

Grammar and Punctuation

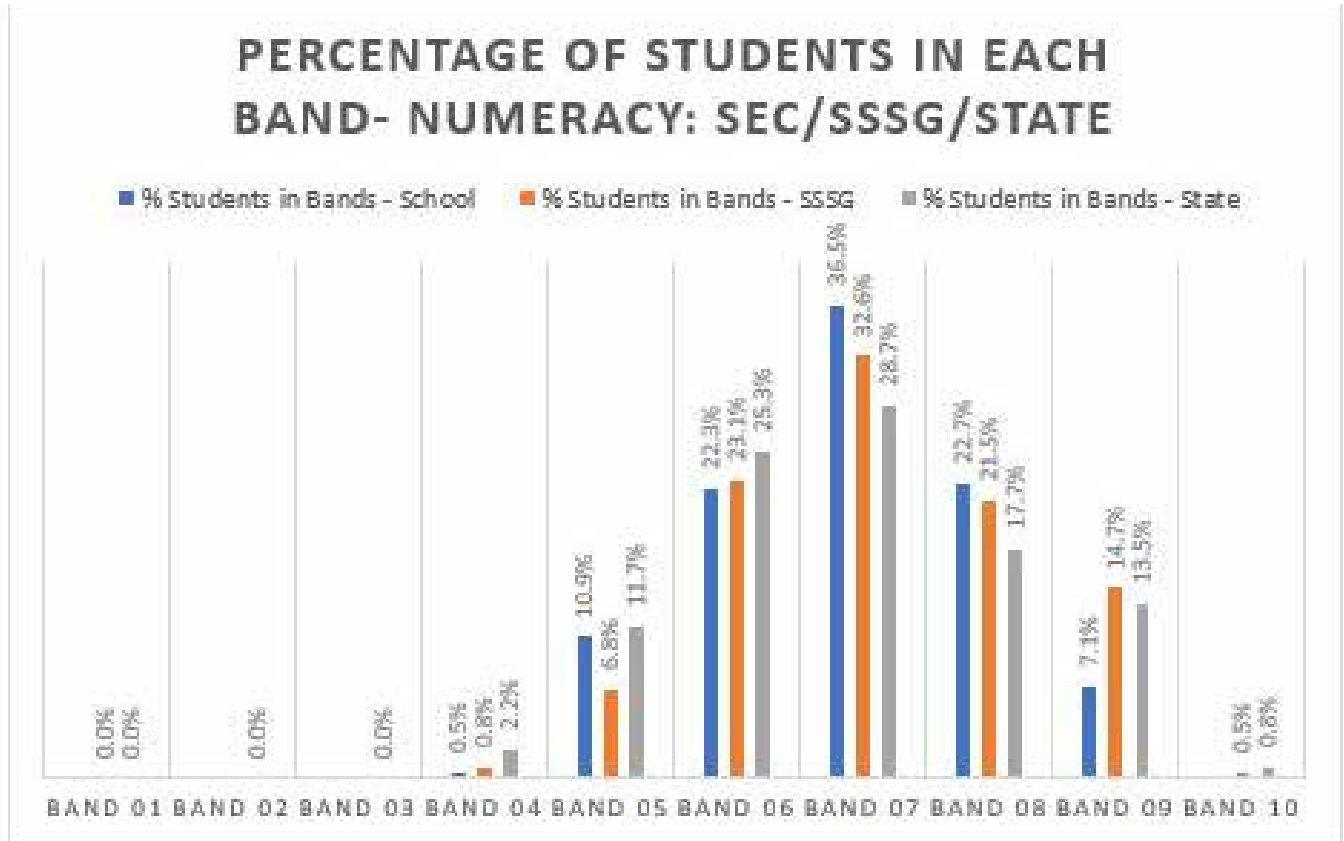


Grammar and Punctuation Analysis

- Only 10.8 % of student at St Edward's achieved in the top 2 bands, in comparison with 17.3% in the SSSG and 15.8% across the state.
- St Edward's has a higher proportion of students in the bottom two bands in comparison with the SSSG.
- Students were clustered in the middle bands with 75% of students achieving a Band 6 to 8.

Student Performance in Nationwide Tests continued

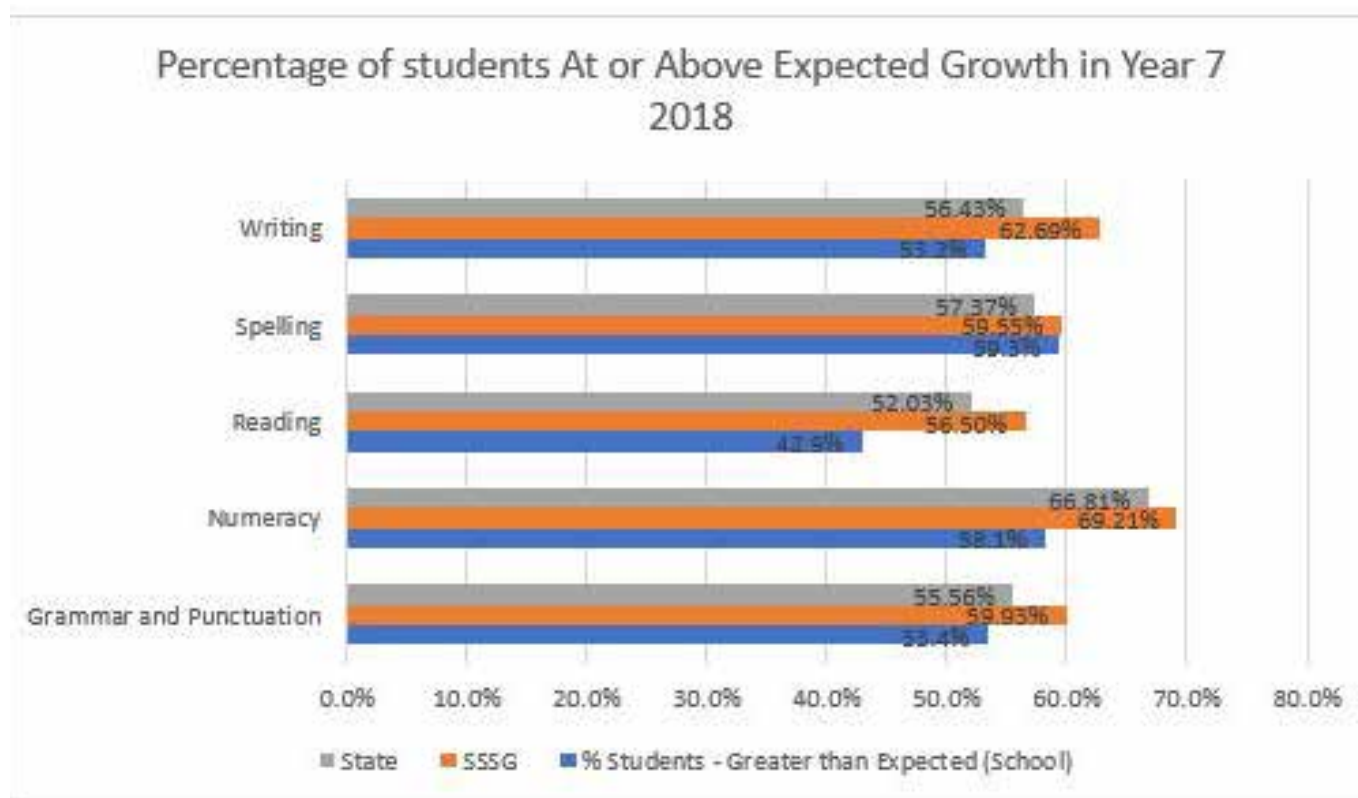
Numeracy



Numeracy Analysis

- Students in the Year 7 2018 cohort struggled with the Numeracy component of NAPLAN testing
- The largest group of students in the cohort achieved a Band 7
- Achievement in the numeracy test in 2018 was considerably lower than in 2016 and 2017 and indicated results more in line with the Year 7 2015 cohort.

Year 7: Student Growth across All Domains

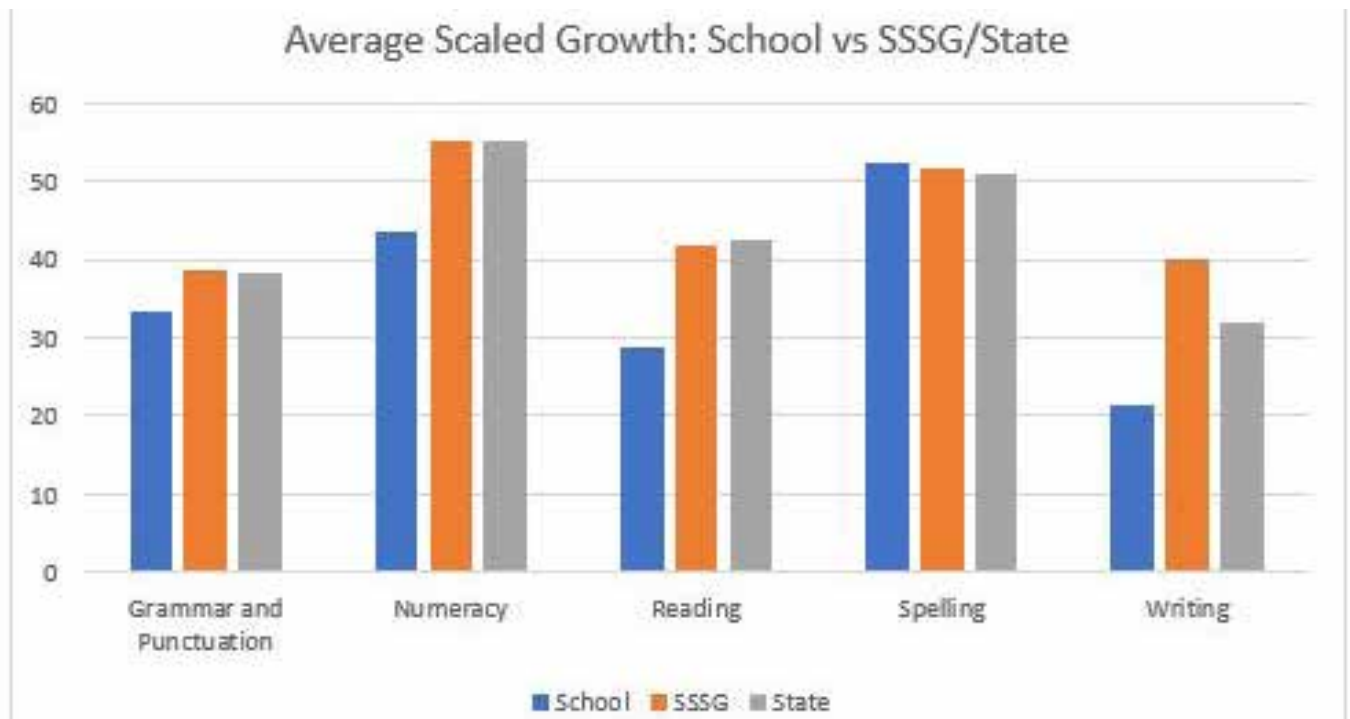


Analysis of Students at or Above Expected Growth

- More than 50% of students achieved at or above expected growth in Writing, Spelling, Numeracy and Grammar and Punctuation
- 42.9 % of students achieved at or above expected growth in Reading.
- Spelling was the domain where the largest percentage (59.3%) of students were at or above expected growth.
- Numeracy was the area where there was the greatest disparity between growth rates at St Edward's and in the SSSG and across the state.

Student Performance in Nationwide Tests continued

Average Year 7 Scaled Growth in 2018



Growth Analysis

- The area of greatest growth for St Edward's students was Spelling, where our growth was larger than both the SSSG and the State.
- Average Scaled Growth was lower than either the SSSG and the State in Grammar and Punctuation, Numeracy, Reading and Writing
- The lowest area of growth was Writing.

Overall Conclusions

Areas of Strength

- More than 50% of students achieved at or above expected growth in Writing, Spelling, Numeracy and Grammar and Punctuation
- In Year 7 the greatest area of growth was Spelling.
- Nearly 30 % of students achieved a Band 8 or 9 in the Numeracy test.

Areas of Challenge

- Many Year 7 2018 students at St Edward's struggle with Numeracy as this is the area with the greatest disparity in average scaled growth between the SSSG and state. There is a wide spread of abilities in Numeracy as while this is the only domain where our marks are below the state mean it is also the area with more students in Bands 8 and 9.
- Reading is an area where we can work to achieve greater growth.

- St Edward's has a higher proportion of students in the bottom two bands and a smaller percentage of students in the top two bands in all domains.
- A small number of students (6) placed at Band 4 and below in Writing, we have no record of students placing in these bands from 2015 to 2017

Workforce Composition

In 2018, the College had 83 teaching staff which included a total of 77 full time and 6 part time teaching staff. In addition, the College employed a total of 45 non-teaching staff. 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	83
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, \$132 127 was spent on professional learning by staff throughout the year which is a \$41 604 increase from 2017.

Edmund Rice Education Australia offers several personal formation programs to teachers. In 2018, two 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. Two staff members attended the 'Mt Sinai' program, which provides teachers the opportunity to reflect on their working life thus far. 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 (PLP) 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. In 2018, PLPs also provided staff with an opportunity to gain NESA endorsed professional learning hours for their accreditation. 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. This model was revised at the end of 2018, to incorporate the new Teacher Accreditation Authority (TAA) compliance measures.

Professional Learning by Teachers continued

In 2018 we embarked upon our Visible Learning journey. This started with a full staff day introducing teachers to the research of John Hattie and followed by two days for Middle Leaders to investigate the learning in classrooms around the College. The result of this inquiry was the development of three focus areas; Teaching and Learning Strategies, Feedback and Assessment. It also led to the development of our College Aspiration Statement (see next page).

An ongoing commitment was made by staff to develop quality teaching strategies which integrated the use of ICT into the Curriculum with a focus on Microsoft OneNote. More work needs to be done in this area, identifying the needs of staff. The College also made the decision to subscribe to Canvas, an online Learning Management System (LMS). A small group of teachers began work in Canvas in 2018 with the full staff training in Canvas in 2019.

An 'Introduction to Leadership' workshop series was introduced in 2018. Twenty staff enrolled themselves in these after school sessions that ran twice a term. Topics included; What is an Effective Leader, Emotional Intelligence, Leading or Managing, How to Run Successful Meetings and Conversations, Finance, Governance and sessions listening to current leaders' personal journeys. Staff were also invited to visit other schools to shadow a leader for the day. These staff also had an opportunity to meet with the Principal to discuss their leadership aspirations. As per previous years, staff interested in pursuing a leadership role were identified through their Professional Learning Plans.

All teaching staff were engaged in professional development either internally or through attendance at an external professional development experience. There were 286 professional learning events on the College calendar in 2018, with 147 being for external events. As the College is a NESA accredited provider, we were able to provide 37 hours of NESA endorsed professional learning.

Several teachers also attended local subject network meetings and annual conferences in their curriculum area and were part of examination committees or NESA 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. At present, there are four staff that are actively preparing evidence for their Highly Accomplished Teacher application.

Twenty-three teachers were involved in marking of HSC examinations across a variety of courses.

Aspiration Statement

St Edward's College aspires to provide students with a liberating education that empowers them to build a better world for all.

St Edward's College is a faith-filled, community. We are committed to growth and strive for equity and excellence.

St Edward's College promotes a safe and inclusive learning community, committed to fostering right relationships and the well-being of students and staff.

St Edward's College inspires students to be compassionate, curious, respectful and autonomous learners.

St Edward's College students demonstrate resilience, discipline and perseverance on their learning journey.

Student Attendance Rates

The average attendance rate for boys at the St Edward's campus from Year 7 to Year 12 during the 2018 school year was 93.5%. This varied between year groups as indicated in the table below.

Attendance Rate by College Year Group

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
93.5%	92.8%	92.6%	91.6%	94.7%	96%

The rate at the St Edward's campus was on average with the attendance rates of recent years (2017 93.5%, 2016 94.8%, 2015 93.5%, 2014 94.2%, 2013 93.1%, 2012, 93.8% in 2011 93.5%).

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 considering 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, 2016 (December)	187
Year 12, 2018 (December)	140
Retention Rate	74.8%

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).

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 2018 are presented below.

Year 12: 140 students in the year group at the conclusion of the HSC in 2018

Destination	Percentage of Students
University	50%
Unknown	2%
TAFE	2%
Private College	1%
Apprenticeships/Traineeships	18%
Employment	19%
Other	8%

Year 11: 169 students in the year group at the start of 2018

Destination	Percentage of Students
St Edward's College (Year 12)	77.6%
Employment/Apprenticeship	14.2%
Other School	6.5%
TAFE	1.7%

Year 10: 190 students in the year group at the start of 2018

Destination	Percentage of Students
St Edward's College (Year 11)	85.8%
Employment/Apprenticeship	2.6%
Other School	10%
TAFE	1.6%

Enrolment Policy

St Edward's College is an inclusive Catholic community conducted in the Edmund Rice Tradition. Catholic students applying from Catholic Primary Schools are offered priority in enrolment. Students from other Non-Government and Government Schools are also welcome to make application for enrolment as we value our association with parents and their son/s from all religious denominations.

As an Edmund Rice School, we are guided by Catholic Social teaching which states that "each person possesses a basic dignity that comes from God, not from any human quality or accomplishment, not race, gender, age or economic status". We aim to provide an education where the dignity of each young person is paramount.

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 program.

The College endeavours to be a living Catholic Community through the way in which we treat each other and develop positive respectful relationships through our well-being programs and practices. A compulsory program of Service Learning through a Social Justice Program operates through Years 8 to 12 and is a condition of continued enrolment

The relationship we establish with families throughout their sons' educational journey is of paramount importance in building young men who exemplify the Catholic values that underpin an Edmund Rice Education.

As an Inclusive Community, St Edward's College Gosford does not exclude students based on academic ability. We are accepting of students with various abilities and diverse learning backgrounds and gifts. We are committed to serving the individual needs of each person, providing teaching and learning experiences that are authentic, relevant, rigorous and creative. We are committed to providing a holistic education integrating faith with culture and learning, while instilling an appreciation of the need to strive for the greater good of all society.



Year 7 at work and play



Priorities of Enrolment

Preference for enrolment will be given to boys currently attending Catholic Primary Schools and to Catholic boys attending Non-Catholic Schools. However, our current College Community does include boys and families from other Christian and non-Christian faith traditions, and we continue to invite and welcome such applications.

When considering enrolment priority, the College Enrolment Committee will consider the families' acceptance of and commitment to the ethos and goals of the College, in conjunction with the following criteria:

- Catholic boys currently attending Catholic Primary feeder schools
- Catholic boys currently attending other Catholic primary schools
- 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 an application for enrolment has been made, an interview will be organised with the Principal, the Director of Enrolments or a member of the College Leadership Team. In this important part of the enrolment process, we endeavour to discern expectations of parents concerning an education at St Edward's; clarify the expectations we have and ensure that there is a compatibility of aims and expectations which can be mutually productive.

After first round of offers have been accepted, further offers will then be made according to the criteria above.

The College Principal may digress from these guidelines for pastoral reasons.

In general, places that become available after the commencement of the school year are offered to students with consideration given to class numbers, subject and elective choices.

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

Anti-Bullying Policy continued

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 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. We endeavour to encourage all to respect the spiritual, educational, mental, emotional and physical wellbeing 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 2018 there were 1076 boys (full-time) enrolled at St Edward's College

Year	7	8	9	10	11	12	Total
St Edward's Campus	216	188	188	186	158	140	1076



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.

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.

Student Welfare and Discipline Policies continued

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.



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 the Deputy Principal who will work with them on the next and subsequent steps in the process.

School Review and Development

During 2018 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 2018 based on the Strategic Plan.

- Implementation of Visible Learning to enhance student learning.
- College Aspiration Statement.
- Partnership with Complispace - governance, risk, compliance and policy management.
- 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 Director of Teaching and Learning.
- Implementation of the recommendations of NESAs in relation to scope and sequences, programs and policies.
- Preparation for NESAs Registration and Accreditation for 2019.
- 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.

School Review and Development continued

- 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.

Educating for Justice and Peace

Respectful and Responsible Behaviour

The following are examples of whole school programs that were conducted during 2018 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.



Educating for Justice and Peace continued

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 15 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 groups. Waterford 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 2018, through Founder's Day in August and other organized events. Examples include:

- Coast Shelter
- Christmas Hampers
- Christian Brothers in Kenya
- Operation Christmas Child
- Red Shield Appeal
- 40 Hour Famine
- Legacy
- St Edmund's Wahroonga
- St Joseph's Walgett
- Edmund Rice Camps

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

- Visit to Gallipoli Mosque Auburn
- Walgett Immersion experience
- Edmund Rice Camps
- Immersions to Walgett
- Visits to King Cross
- Coast Shelter
- White Ribbon Day

These actions above are designed to create Awareness, Advocacy and Action in all our students.



Hampers and White Ribbon Day

Curriculum Class Based Activities

Each Year 10 class visited St Edmund's School at Wahroonga – a school educating students with disabilities.

Talks were provided to Years 10 to 12 students on social justice issues at various times throughout the year. Topics included – homelessness, reconciliation and human rights.

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 Vinnies.

The Waterford Project is coordinated in Religious Education classes and the topic of Social Justice is taught in Year 10 Religious Education and it blends throughout into the wider R.E. curriculum in Years 7-12 and across KLA's in various topics and contexts.

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. More than 80 students received the award of Edmund Rice Honours at Awards night, for completing more than 100 hours.

A new cross KLA resource package on asylum seekers was shared and attempts were made for it to be integrated into various aspects of the Curriculum. Detention 4 Detention concept, adopted across EREA schools through EREA for Change, was not conducted this year and instead a focus on anti-violence against women.

Parent, Student and Teacher Satisfaction

I would like to begin by highlighting that St Edward's College enjoys a very positive reputation within the Central Coast community and for several 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,

Parent, Student and Teacher Satisfaction continued

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. 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

Parent, Student and Teacher Satisfaction continued

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

Justice and Solidarity

At St Edward's College, we are committed to justice and peace for all, grounded in a spirituality of action and reflection that calls us to stand in solidarity with those who are marginalised and the earth itself. As an Edmund Rice College, social justice is embedded in the St Edward's experience for students and influences many dimensions of the educational program. The Waterford Project is an amazing programme that encourages all students to give service to others and our Social Justice initiatives are frequently highlight during assemblies.

The College has increased the visual presence of indigenous culture. The Yarning Circle provides an opportunity to apply the wisdom from this culture to various interactions within the College. Our Aboriginal and Torres Strait Islander students and their families receive significant support in the College and staff are 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 2018 the College completed the following major projects:

- Installed an extra bench in the library
- Replaced timber around the bottom of Grovenor Building with Colourbond
- Installed bird netting over air conditioning area in the SLC area
- Repaired the metal façade around the roof of the ERC
- Installed new blinds in the librarian's office
- Replaced glass in windows around the Cashin Wing and the Quad with 6.38 mm clear laminated safety glass
- Installed shelving in the music storeroom in the SLC
- Painting carried out on doors and external areas of buildings
- Replaced old faculty banners with new College logo design

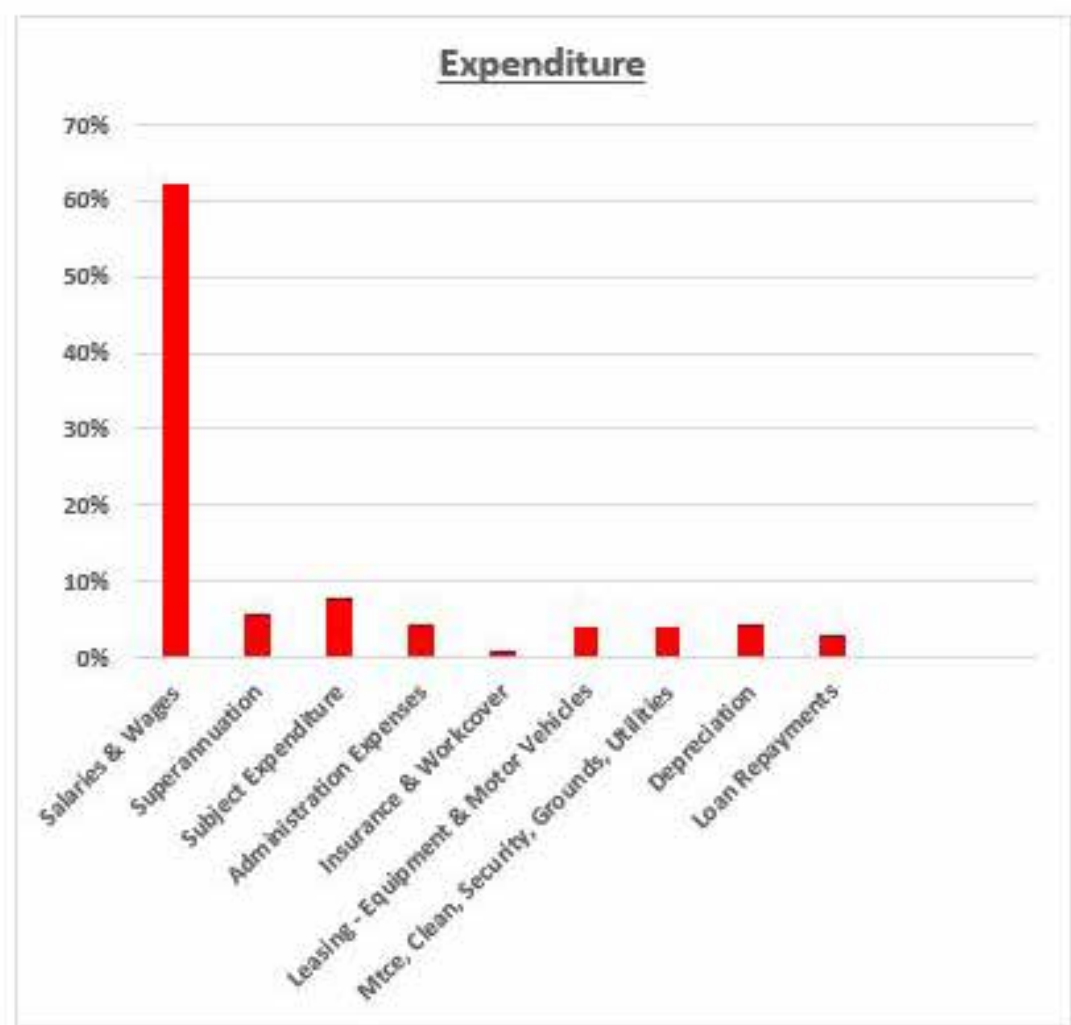
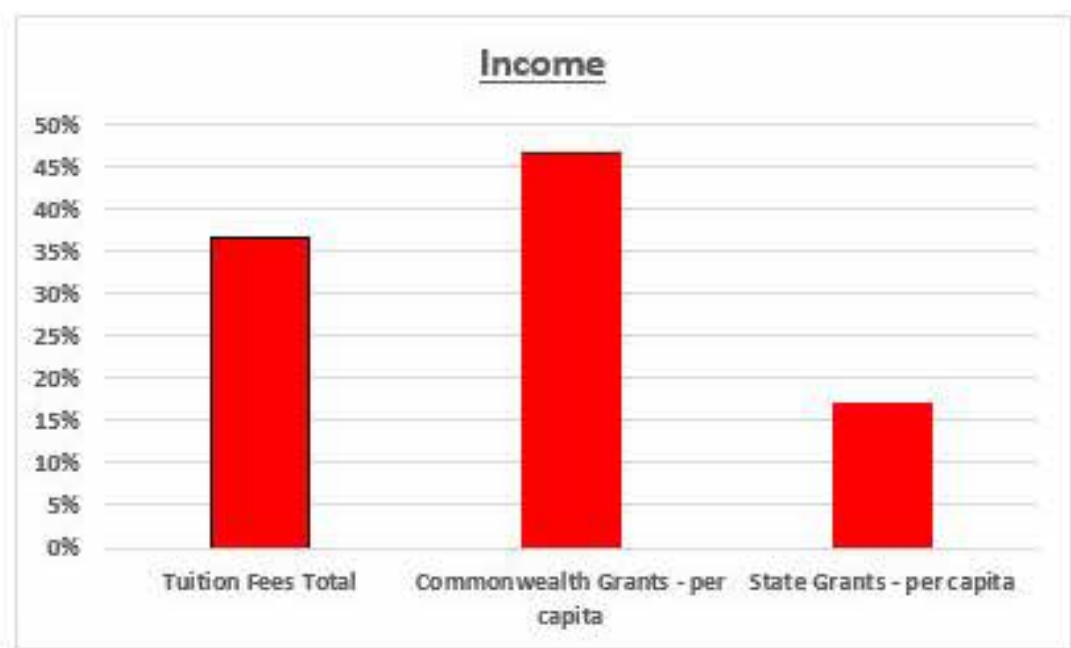
In the Information Technology area, additional funding was allocated to the installation of new devices and upgrades in the following areas:

- Improved College Firewall security
- 200 new student laptops setup and provided to Year 7 students;
- Projectors upgraded in Science Lab 11 and Classroom 14;
- Upgraded 64 student laptops;
- Software update to all desktops in the College;
- Upgrade to the Canteen Point of Sale terminals;
- School wide implementation of Education Perfect;
- Server upgrades to Student Administration system;
- New Adobe licencing secured for all students which will enable the use on laptop programs for Year 7-10 and Senior BYO devices.



Point of Sale in the Canteen

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.

Year 7

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

Course	Averages	2011	2012	2013	2014	2015	2016	2017	2018
Reading	School Average	548	553	551	557	551	547	555	542
	State Average	539	541	541	545	545	539	549	540
	Similar Schools	552	551	550	555	557	552	575	540
Writing	School Average	533	523	523	507	502	511	520	502
	State Average	512	504	517	497	495	500	517	497
	Similar Schools	541	527	529	521	524	530	543	497
Spelling	School Average	542	549	552	550	540	549	554	549
	State Average	538	547	549	544	547	543	558	544
	Similar Schools	543	548	556	550	555	553	579	544
Grammar and Punctuation	School Average	538	550	544	551	534	541	544	547
	State Average	529	542	535	541	536	534	547	541
	Similar Schools	544	558	548	553	555	554	576	541
Numeracy	School Average	568	553	561	567	554	567	565	554
	State Average	556	552	542	557	553	557	560	560
	Similar Schools	556	548	552	554	552	561	589	560

Appendix: External Test Results continued

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

Test Item	Averages	2011	2012	2013	2014	2015	2016	2017	2018
Reading	School Average	46	55	58	50	44	34	48	27
	State Average	44	51	52	51	43	39	46	43
Writing	School Average	NA	NA	36	27	22	NA	32	21
	State Average	NA	NA	21	25	25	NA	33	32
Spelling	School Average	45	51	63	47	55	46	55	52
	State Average	43	54	62	46	51	45	52	51
Grammar and Punctuation	School Average	28	37	42	43	30	18	37	33
	State Average	32	41	35	47	36	30	37	38
Numeracy	School Average	65	38	55	59	53	53	61	44
	State Average	46	46	48	54	51	56	61	55

Year 9

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

Course	Averages	2011	2012	2013	2014	2015	2016	2017	2018
Reading	School Average	592	587	581	589	579	583	589	588
	State Average	581	572	580	580	577	580	589	585
	Similar Schools	591	589	592	592	592	591	615	585
Writing	School Average	576	577	566	559	551	554	547	552
	State Average	546	536	554	530	526	529	559	535
	Similar Schools	584	569	568	565	562	565	592	535
Spelling	School Average	583	584	583	576	580	580	578	579
	State Average	579	576	583	581	584	580	591	582
	Similar Schools	589	588	592	591	594	593	611	582
Grammar and Punctuation	School Average	584	586	570	571	559	565	567	581
	State Average	570	569	573	569	561	564	582	577
	Similar Schools	586	588	590	586	580	581	609	577
Numeracy	School Average	612	598	596	606	592	598	599	603
	State Average	599	601	584	604	605	599	602	608
	Similar Schools	595	597	596	597	602	598	628	608

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

Test Item	Averages	2011	2012	2013	2014	2015	2016	2017	2018
Reading	School Average	47	29	33	34	26	24	36	46
	State Average	42	26	41	38	34	34	39	44
Writing	School Average	NA	NA	36	34	29	NA	39	41
	State Average	NA	NA	21	25	25	NA	46	34
Spelling	School Average	30	34	43	27	26	28	39	32
	State Average	36	31	45	34	31	36	36	38
Grammar and Punctuation	School Average	44	56	39	20	15	12	30	42
	State Average	37	39	33	26	27	21	35	40
Numeracy	School Average	58	26	28	50	29	29	40	42
	State Average	40	41	45	50	47	40	52	49

Appendix: External Test Results continued

Record of School Achievement

The table below represents the distribution of grades in each subject studied until the end of Year 10 in 2018. The 'State Average' grade includes all students in NSW i.e. both boys and girls.

Course	School A(%)	School B(%)	School C(%)	School D(%)	School E(%)	State A(%)	State B(%)	State C(%)	State D(%)	State E(%)
English 200 hours	16.22	29.19	34.05	17.84	2.70	12.20	28.22	37.55	15.57	5.55
Mathematics 200 hours	9.19	21.08	43.78	24.32	1.62	15.02	22.91	31.61	22.80	6.79
Science 200 hours	13.51	16.22	34.05	33.51	2.70	13.29	24.85	36.31	18.32	6.36
Australian Geography 100 hours	10.27	17.30	47.57	20.54	4.32	13.75	27.43	35.22	16.49	6.39
Commerce 200 hours	16.67	27.78	38.89	16.67	0	24.65	34.75	30.31	7.87	2.19
History 100 hours	9.19	15.14	52.97	16.76	5.95	13.88	27.15	35.46	16.76	6.02
French 200 hours	14.29	14.29	57.14	14.29	0	36.47	30.16	23.73	7.75	1.81
Food Technology 200 hours	25.00	29.55	29.55	9.09	6.82	18.76	29.85	31.51	13.49	5.60
Graphics Technology 200 hours	20.00	70.00	10.00	0	0	23.30	31.10	29.62	11.84	3.82
Industrial Technology (Timber) 100 hours	0	0	100.00	0	0	9.80	26.23	40.83	15.80	6.94
Industrial Technology (Timber) 200 hours	10.53	27.63	34.21	25.00	2.63	11.11	26.73	37.93	16.81	6.84
Information and Software Technology 200 hours	19.05	38.10	33.33	9.52	0	23.08	28.51	30.08	13.27	4.81
Drama 200 hours	18.18	36.36	27.27	9.09	9.09	30.05	35.84	24.14	7.12	2.42
Music 200 hours	18.18	31.82	27.27	18.18	4.55	27.24	32.42	26.33	9.86	3.54
Photographic and Digital Media 200 hours	12.50	66.67	16.67	4.17	0	22.00	31.52	29.31	11.68	4.53
Visual Arts 200 hours	42.11	47.37	0	5.26	5.26	27.16	32.83	27.82	8.25	3.19
Personal Development, Health and P.E. 200 hours	15.68	41.08	30.81	10.81	1.62	13.12	33.18	37.14	11.94	3.92

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 2018. The 'State Average' grade includes all students in NSW i.e. both boys and girls.

Course	School A(%)	School B(%)	School C(%)	School D(%)	School E(%)	State A(%)	State B(%)	State C(%)	State D(%)	State E(%)
English Advanced 2 unit (11140)	27.59	51.72	20.69	0	0	19.44	43.17	31.40	5.16	.75
English Extension 1 unit (11150)	50.00	50.00	0	0	0	36.66	42.17	17.51	2.93	.68
English Standard 2 unit (11130)	13.16	37.72	37.72	11.40	0	3.28	23.19	48.58	18.71	5.52
English Studies 2 unit (30105)	26.67	26.67	40.00	6.67	0	5.71	20.58	36.17	23.08	11.44
Mathematics Extension 1 unit (11250)	22.22	44.44	22.22	11.11	0	25.21	27.95	28.79	14.37	3.65
Mathematics Standard 2 unit (11236)	7.63	42.37	31.36	16.10	2.54	7.40	21.06	37.03	23.62	9.99
Mathematics 2 unit (11240)	20.51	15.38	48.72	15.38	0	24.93	25.93	29.54	15.23	4.30
Biology 2 unit (11030)	16.67	33.33	18.75	29.17	2.08	11.34	26.47	39.18	17.37	5.30
Chemistry 2 unit (11050)	21.05	31.58	42.11	5.26	0	15.33	27.75	36.70	16.14	3.91
Investigating Science 2 unit (11215)	14.29	47.62	28.57	9.52	0	7.94	21.95	40.38	21.02	7.57
Physics 2 unit (11310)	7.69	53.85	26.92	11.54	0	15.47	28.48	36.75	14.98	4.02
Ancient History 2 unit (11020)	7.14	21.43	42.86	21.43	7.14	15.94	27.42	34.23	15.22	6.29
Business Studies 2 unit (11040)	9.33	20.00	56.00	12.00	2.67	13.12	27.71	35.97	16.58	6.06
Economics 2 unit (11110)	4.76	9.52	61.90	19.05	4.76	20.61	32.45	31.76	11.84	3.19
Legal Studies 2 unit (11220)	10.53	21.05	47.37	15.79	5.26	15.61	28.38	34.00	15.50	5.83
Modern History 2 unit (11270)	9.52	23.81	52.38	14.29	0	15.62	29.63	34.47	14.45	5.24
Studies of Religion I 1 unit (11350)	12.50	42.50	30.00	15.00	0	13.88	29.99	39.23	14.51	2.34
French Continuers 2 unit (11640)		20.00	40.00	40.00	0	40.77	30.58	22.42	5.44	.68

Appendix: External Test Results continued

Course	School A(%)	School B(%)	School C(%)	School D(%)	School E(%)	State A(%)	State B(%)	State C(%)	State D(%)	State E(%)
Engineering Studies 2 unit (11120)	9.52	19.05	47.62	23.81	0	15.46	29.40	35.30	13.90	5.54
Food Technology 2 unit (11180)	17.65	23.53	35.29	23.53	0	12.91	26.32	33.00	17.64	8.91
Industrial Technology 2 unit (11200)	20.51	28.21	33.33	12.82	5.130	10.02	25.05	35.38	18.31	9.67
Information Processes and Technology 2 unit (11210)	12.50	25.00	37.50	25.00	0	15.68	28.63	33.64	15.65	5.95
Software Design and Development 2 unit (11340)	7.14	42.86	35.71	14.29	0	20.60	28.37	29.56	15.25	5.71
Drama 2 unit (11090)	11.76	41.18	23.53	17.65	5.88	25.27	38.13	24.78	8.61	2.55
Music 1 2 unit (11280)	28.57	14.29	42.86	14.29	0	19.12	35.71	29.06	11.23	3.85
Visual Arts 2 unit (11380)	9.09	45.45	27.27	18.18	0	20.26	32.85	30.15	11.57	4.29
Personal Development, Health and Physical Education 2 unit	10.67	40.00	38.67	9.33	1.33	12.70	28.22	36.41	16.54	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	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Ancient History	School Average	70	67	72	78	70	72	70	70	74	62	77
	State Average	72	73	73	73	69	72	72	71	72	72	73
Biology	School Average	73	68	74	70	72	73	71	69	74	74	72
	State Average	73	73	73	73	72	74	72	71	74	74	74
	School Average	72	76	78	79	74	75	71	73	74	73	74

Business Studies	State Average	72	74	74	73	74	74	74	74	73	73	74
Chemistry	School Average	77	70	71	71	75	77	74	72	70	67	72
	State Average	75	75	74	75	76	76	76	76	76	75	75
Drama	School Average	70	80	75	76	74	77	N/A	73	75	73	75
	State Average	78	78	77	77	78	78	N/A	78	78	78	78
Economics	School Average	NA	NA	NA	NA	NA	77	64	71	65	69	73
	State Average	NA	NA	NA	NA	NA	74	76	76	77	77	76
Engineering Studies	School Average	76	NA	79	78	78	74	75	78	73	68	77
	State Average	73	NA	75	75	75	74	73	75	75	74	75
English (Standard)	School Average	70	68	67	70	72	68	69	68	70	69	69
	State Average	66	65	64	65	68	65	67	67	69	69	69
English (Advanced)	School Average	75	76	77	80	82	75	75	78	79	78	79
	State Average	79	79	81	80	80	79	81	80	81	81	81
English Extension 1 (mark out of 50)	School Average	34	33	35	35	39	38	37	43	39	41	42
	State Average	40	39	40	40	40	40	41	42	42	41	42
English Extension 2 (mark out of 50)	School Average	37	NA	NA	42	40	40	34	33	NA	32	NA
	State Average	40	NA	NA	39	39	39	38	40	NA	39	NA
Food Technology	School Average	77	78	78	74	77	72	69	70	74	71	73
	State Average	73	74	70	72	74	71	71	71	71	72	73
Industrial Technology	School Average	83	81	84	83	80	80	76	84	77	74	76
	State Average	72	72	71	72	71	72	71	70	69	68	68

Appendix: External Test Results continued

Information Processes and Technology	School Average	77	76	74	68	69	76	76	76	71	66	77
	State Average	71	73	73	71	71	74	73	72	71	72	73
Legal Studies	School Average	75	81	77	78	77	81	64	83	76	77	72
	State Average	75	74	73	74	74	75	73	75	75	76	75
General Mathematics	School Average	73	71	73	72	71	72	72	70	72	70	72
	State Average	70	70	72	69	69	67	69	69	69	69	70
Mathematics	School Average	73	75	75	79	77	78	76	73	74	72	75
	State Average	76	75	76	77	75	77	78	78	78	78	78
Mathematics Extension 1	School Average	36	38	42	85	79	76	73	79	73	73	80
	State Average	40	40	40	81	81	80	81	81	80	81	79
Mathematics Extension 2	School Average	80	62	73	87	73	NA	73	78	69	83	78
	State Average	83	83	83	84	83	NA	82	82	81	81	81
Modern History	School Average	NA	70	72	77	74	73	74	69	74	75	76
	State Average	NA	76	75	75	76	76	75	75	74	74	74
History Extension 1 (mark out of 50)	School Average	32	29	27	41	36	31	33	35	35	38	40
	State Average	38	38	38	39	37	38	39	39	39	39	39
Music 1	School Average	79	89	85	89	87	81	83	84	83	84	88
	State Average	79	80	80	80	80	80	80	81	81	81	82
Personal Development, Health and Physical Education	School Average	74	78	76	77	75	76	70	71	76	70	71
	State Average	73	72	75	74	73	71	73	73	72	71	72
	School Average	74	74	73	78	76	71	69	76	71	66	72

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Physics	State Average	73	75	75	75	74	74	73	73	73	73	73
Senior Science	School Average	NA	NA	NA	NA	78	73	NA	72	71	NA	81
	State Average	NA	NA	NA	NA	75	74	NA	71	73	NA	71
Software Design and Development	School Average	70	NA	NA	NA	NA	73	72	NA	72	74	71
	State Average	75	NA	NA	NA	NA	74	73	NA	75	74	74
Studies of Religion (mark out of 50)	School Average	40	39	38	40	39	41	37	39	39	38	40
	State Average	38	39	38	38	37	38	38	38	38	39	37
Visual Arts	School Average	82	79	78	79	80	82	78	82	77	79	83
	State Average	81	80	79	78	79	79	78	79	80	80	80
French Beginners	School Average	NA	87	NA	NA	NA	NA	NA	NA	NA	NA	NA
	State Average	NA	74	NA	NA	NA	NA	NA	NA	NA	NA	NA
French Continuers	School Average	79	83	68	NA	78	NA	NA	76	NA	73	NA
	State Average	82	80	81	NA	82	NA	NA	82	NA	82	NA
Construction Examination	School Average	74	72	73	72	70	72	74	75	87	74	79
	State Average	72	70	73	67	68	70	72	72	73	72	73
Hospitality Examination	School Average	74	75	75	79	74	75	73	75	72	79	76
	State Average	74	75	76	76	76	76	75	76	73	74	73
Entertainment Industry Examination	School Average	70	NA	NA	76	69	67	NA	73	84	80	77
	State Average	74	NA	NA	71	70	70	NA	73	76	76	75
Retail Services Examination	School Average	NA	75	NA	68	78	79	70	78	80	74	69
	State Average	NA	74	NA	NA	72	74	71	72	73	70	69

Appendix: External Test Results continued

Information Technology Examination	School Average	77	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	State Average	72	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Metals and Engineering	School Average	NA	NA	NA	NA	NA	74	80	70	73	67	76
	State Average	NA	NA	NA	NA	NA	67	68	66	69	65	69
Human Services Examination	School Average	NA	NA	NA	NA	NA	NA	NA	NA	77	NA	NA
	State Average	NA	NA	NA	NA	NA	NA	NA	NA	72	NA	NA