



# ST EDWARD'S COLLEGE

WHERE YOUNG MEN ACHIEVE



2019  
Annual Report

# 2019 Annual Report

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

## College Board Chair's Report

On behalf of the College Board it gives me great pleasure to provide the 2019 Chairman's report.

During this year there have been some changes to our Board's Membership. We were saddened to lose Kerry Baldwin who died after a brief period of illness. We extend our sympathies to Kerry's wife Leoni and family. Kerry was a long standing and valuable member of the Board. Kerry brought to this Board the skills, expertise, experience and maturity of a career educator and an ex-student of St Edward's. He was passionate about everything that is St Edward's College.

During the latter part of the year, Tracey Britt resigned. Tracey reluctantly resigned because balancing the demands of her successful business and time with her family meant she could no longer commit the time and energy that she wanted to input to the Board. Apart from her business acumen, Tracey also brought to the Board her experience and awareness of Social Justice, as she is heavily involved with Coast Shelter.

Both Board members will be sorely missed.

On a positive note we welcomed three new Board Members, Tony Ryan, Solicitor Director of Ryan and Seton Lawyers and ex-student; Joel Gosper, the General Manager of Radio Station 2NM and Power FM and father of a current St Edward's student; Colin Cartwright, a Civil Engineer and Director of Christie Civil Pty Ltd and the father of a current St Edward's student. We welcome these new members and value the qualifications, expertise and skill set that they are making available to the College Board.

I must thank the College Board for its support this year. The College is in a strong financial position and we look forward to implementing new projects and initiatives in the future and providing knowledge, expertise and guidance to Mark, Jay, and Ron.

During the year, the Board has focused its efforts and guidance in the following areas:

Review of the reports of the Principal on the progress of the Strategic Plan and the Master Building Plan.

Endorsement of the College Budget and the funding of the College objectives, priorities, and directions – our thanks and appreciation to Ron Featherston.

Serving on a College Board is a privileged opportunity to contribute and create better outcomes for the College, students, staff, parents, and community. Members of the Board generously give their time and I thank them for their efforts and dedication.

Mr Frank Bortkevitch  
Board Chair 2019

## Principal's Report

### **"Challenging, nurturing and inspiring young men to be the best that they can be"**

As an Edmund Rice School with a proud tradition of providing a quality Catholic education for boys, we are continually challenging, nurturing, and inspiring young men to be the best they can be. We strive to offer an innovative and liberating education, based on gospel spirituality, within an inclusive community committed to justice and solidarity. These values are at the core of our mission in providing a vibrant and holistic education that encourages young men to be aspirational regarding their future, to develop a social conscious; to be countercultural in their thinking to feel empowered to contribute positively to society beyond St Edward's.

At the start of the 2019 school year, we launched the College Aspiration Statement. This statement, which was collaboratively developed with teaching staff, is designed to articulate what we value to be important in the provision of a holistic education. The statement is founded in the Touchstone's for Edmund Rice Schools and guides us in the work we do with our boys.

## 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.

As an Edmund Rice School, our mission 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 2019 that have expressed the College's deep commitment to these touchstones.

## Liberating Education

As Catholic School in the Edmund Rice tradition we encourage 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 Touchstone Liberating Education guides us in providing authentic, rigorous, and creative learning experiences that challenge students to raise their expectations and to strive to achieve their personal best in all endeavours. Throughout 2019, teachers worked collaboratively through a structured Professional Learning Framework, which focused on the areas of quality assessment, feedback, and teaching strategies. The emphasis of this work was devoted to research, share and implement best practice in assessment that supports student learning, by allowing all students to demonstrate their learning in a variety of different ways catering for the diverse learning styles of students, while focusing on contemporary skills such as communication, collaboration, critical thinking and problem solving. The work on feedback focused on exploring different forms of feedback, which promotes independent learning and deeper thinking. A great deal of work was also begun on researching, implementing, and sharing teaching strategies, which are creative, authentic, and rigorous to engage boys in their learning.

Teachers committed throughout the year to working collaboratively through strategies such as team teaching, lesson walkthroughs, collaborative marking, and personalised feedback on teaching. Remaining contemporary in our teaching practice is at the forefront of our approach to professional learning, to ensure that we are facilitating learning growth in each student.

It has been wonderful to see how the boys have responded. By visiting classrooms, analysing assessment tasks, reading and discussing with teachers their evaluations of units of work and talking to the boys about their learning experiences throughout the year, I am extremely pleased with the progress we have made. I look forward to this great work in engaging boys in their learning, continuing.

Supporting the focus on teaching and learning through the provision of quality resources an infrastructure has also been a focus for 2019. In August of this year, the Building Master Plan was launched. This plan was developed through a process of consultation with the St Edward's community. The aim of the 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. Work on stage one of the Building Master Plan will commence in December of this year with the construction of the St Edward's Wellness Centre.

## Gospel Spirituality

**As and 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. We are very fortunate to have a team of Religious Education Teachers who are passionate about the importance of the Religious Education Curriculum in helping to form Catholic values in young men. Teachers in the subject area are committed to providing students with learning experiences that challenge them to explore the Gospel values through discussion, debate, research, and critical thinking on contemporary social issues.

Students have been provided with further opportunities to reflect on the Gospel values through the range of liturgies, retreats and reflection days offered throughout 2019. As a community, we have celebrated through the Eucharist and special liturgies, events such as our Commencement Mass, Founders Day, Ash Wednesday, Easter Liturgy, Year 12 Graduation, weekly prayer at assembly, year group Liturgies and class reflections. Each of these celebrations have the Gospel values central to their theme. It is through the exploration of these Gospel values that we hope to foster in our boys their relationship with God, their love of their family and friends and a social conscious where they feel empowered to look beyond themselves to those in need.

**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 Ten, Eleven and Twelve provides a great opportunity for young men at the College to take time to reflect on their developing their own values and what is important in their lives. These events immersed students in a range of areas including, relationships with family and significant people in their lives, care for those at the margins, Aboriginal Reconciliation, and the type of young man they hope to be. My experience in journeying with students through these programs continues to bring me great hope for the future. They continue to demonstrate a great passion for life, a deep respect for family and friends and a true sense of giving and service.

## 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.

St Edward's College is very fortunate to be a member of an International network of schools and ministries under the banner of Edmund Rice Education Beyond Borders. This network is committed to the education of young people from many different faiths and cultures, in over twenty countries throughout the world. The focus of this partnership is the promotion of global solidarity in the promotion of an education based on common values. St Edward's is committed to creating opportunities for staff and students to engage with other Edmund Rice ministries so that we can grow, learn, and challenge our understanding of justice and peace issues.

During the term three holidays Mrs Meagan Armstrong, Mr David Ritchie, Year 11 students, Aidan Davis, Joshua Armstrong, Jackson Robb, Joseph Hussein, Daniel Pearce, Aaron Judd, Kai Darwin, 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. 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.

Over the past few years, we have also developed a partnership with an Edmund Rice School named St Boniface, which serves the underprivileged community in the Kimberley region of South Africa providing an education for boys and girls from Year 8 to Year 12. In term three, we were honoured to have three teachers from St Boniface College visit St Edward's to further foster this relationship.

The Principal of St Boniface College, Ms Nomvula Adelaide Dondola and two of her teaching staff Ms Precious Keletso Mokwena and Mr Makhosehla Sikhosana visited St Edward's meeting with teachers and students to share their experience of life and education in their homeland. Wonderful mutual learning opportunities were provided, as our staff and students engaged with our visitors in classrooms, teacher meetings, discussion forums and presentations at an assembly and staff meeting. The visitors will also spend some time at Waverley College and attend a National EREA Teaching and Learning Conference in Sydney before returning home.

The relationship that has been established between St Edward's and St Boniface College is one way in which we are responding to the Touchstone, Inclusive Community. It is anticipated that this partnership will continue to grow, providing students of St Edward's with an opportunity to experience rich learning opportunities that challenges their thoughts on the values of inclusivity, justice, and solidarity.

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

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. Throughout 2019, the



Pastoral Team led by Deputy Principal, Mr Jay Sutton and Director of Pastoral Care, Mr Paul English conducted a review of the Pastoral Care system, to ensure that the strategies that we employ in this domain are grounded in current research and reflect the values and philosophy inherent in the Touchstone, Inclusive Community. The Pastoral Team explored current practice evidenced in other schools and research and formulated a range of initiatives to be introduced in 2020, that are designed to meet the well-being needs of students in a deeper and contemporary manner.

Many new initiatives will be introduced, to support the range of strategies that are currently implemented, with some of the current strategies modified and improved. At the centre of these new initiatives is an absolute commitment to providing the best possible care for our boys in an environment, which is nurturing while challenging them to be the best that they can be.

## 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.**

As an Edmund Rice School, we are committed to the promotion of authentic reconciliation with Aboriginal and Torres Strait Islander people. Reconciliation must live in the hearts, minds, and actions of all Australians as we move forward, creating a nation strengthened by respectful relationships between the wider Australian community, and Aboriginal and Torres Strait Islander peoples.

In 2019, we celebrated Reconciliation week. The theme for this week was "Grounded in Truth Walk Together with Courage". This theme challenged us as a community to stand in solidarity with our Aboriginal and Torres Strait Islander brothers and sisters through developing a deep respect of the culture and stories of Indigenous Australians, acknowledging the historical wounds walking together towards a better future. At a whole school assembly, the importance of education in breaking down barriers and lack of understanding of Aboriginal people was highlighted. When our young people are informed of the facts of our country's history, they have empathy and are better able to walk alongside our First People. Year 11 student Ashleigh Palupe delivered a powerful and heartfelt speech on Reconciliation, from his own experience of living in another country, having come to Australia to live recently. His skills in engaging the student audience was outstanding and memorable.

The St Edward's College community is committed to ensuring that we continue to promote an awareness and understanding about issues associated with ecojustice and caring for our environment remained a focus in 2019. A committed group of staff and students in the Environmental portfolio continued to promote the theme of caring for our earth throughout the year. Programs such as Trash Free Tuesday, Enviro Bank Return and Earn program and the Clean4Shore initiative were highlights of their work. These programs have continued to gain momentum with staff and students constantly 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 ingrained in our Aspiration Statement, which, focuses on 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 manner in which they engage with our boys on a daily basis, with the common goal of challenging them to be the best that they can be is truly appreciated.

Mark  
College Principal

Bonnici

## Student Leadership Report – Year 12 Farewell Assembly Captain's Speech

Where did the last six years go? It feels like yesterday that I was entering the College with shorts past my knees and bags heavier than myself, entering the ERC to be towered over by everyone else. We entered as strangers but leave today, together, as a group of mates. As we leave together for one last time, we should hold our heads high and confidently stride into the endless opportunities that life will present to us.

We would not have made it this far if it were not for the influential and brilliant staff that holds the College Community together. I would firstly like to thank Mr Bonnici. Your consistent interest in our work and contribution partnered with your guidance throughout our time at the college has allowed us all to develop the values on which the College is founded.

Secondly, Mr Gill. I hope we have made it enjoyable and easy while keeping you on your toes. Thank you for your constant guidance, advice, and resilience with our cohort. Your experience has guided us through a year of highs and lows. We are forever grateful for your work, your commitment, and the respect you have shown us.

A massive thank you, too, must go to the teaching staff at St Edwards. Throughout six years at the College you have all played an extremely influential role. From the classes you teach, the stories and jokes you tell and the relationships you have made with us along our school journey will be remembered. Your dedication to widening our views and helping us improve has been second to none.

I would also like to thank the support staff. The maintenance team for their ongoing commitment to the College. Your work makes it possible for the College to run smoothly and for the boys and staff to enjoy immaculate college grounds. To Mrs Giffin and the canteen staff, thank you for keeping us fed every day. The canteen is a memory no one will forget, and I know the Tandoori Toasties will be missed by all.

Finally, I would like to thank our family and friends. We owe our success to the people who surround and support us every day - those who provide us guidance, advice and opportunities during the stress and anxiety that the HSC year presents. To our families who deal with the frustration that we all feel - without the unwavering support from you, school would have been a different place. To our friends, thank you for looking out for us, pushing us, and providing a helping hand when needed. We have all made life-long bonds and these bonds will endure wherever the future may take us.

It has been a big year for the College. From Year 7 to 12 we have seen excellence in sports, academic achievement, and social justice initiatives. Most notably, I believe we have also become a more

environmentally friendly school this year, with initiatives such as the music bell, trash free Tuesday, Envirobank and biodegradable options at the canteen. Thank you to the boys and staff who have participated in all that the College offers. You are the reason these initiatives are successful and why the community has grown and will continue to do so. It has been an honour to lead such a cooperative and open-minded community. Your willingness to trying new things has made mine and the Prefects' role extremely enjoyable and we are grateful. I encourage you all to voice your own ideas as your voice is the most important, now and into the future.

From my time at the College, I will remember the times on the sporting field, supporting initiatives, the relationships I have made, the laughs with my mates and most importantly, the overly intense lunchtime handball competitions. What I have learnt from my time at school is simply this: try your hardest, be respectful and to have fun. If I were to pass anything on to you boys, it would be to enjoy your time with your mates. You will remember these times over and above the countless hours you spend studying. It is important to try your best, but do not let it dominate your ability to enjoy the aspects of life in front of you.

Finally, to the graduating cohort, my mates. I am honoured to have finished my schooling period with such a talented group. Albert Einstein once said, "strive not to be a success, but rather to be of value". Success can be defined in many ways, but if you make '*being of value*' at the heart of what you do, you will never fear the spectre of failure. We are entering a next chapter in our lives. I wish you all the best of luck with your future endeavours and hope you find that place of value. We have faced many challenges and trials over our thirteen years of schooling, and to finish with such a group, is a true blessing. You have all made our final year of school and unforgettable one.

God Bless and, Forever the Black and Red

Rory Mackintosh

College Captain 2019

## 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 are 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.

## College Board

The Board receive its mandate from the EREA and is responsible for advising and assisting the Principal in maintaining the governance of the College. Presently the Board consists of the Principal and nine members representing the school community. It currently operates sub-committees in Mission and Identity; Finance; Marketing and Promotion; WH&S and Compliance; and Strategic Planning.

# Religious Dimensions 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 produces young men who throughout their life can recall the Catholic principles and Christian values taught to them. As a Catholic school in the Edmund Rice tradition, we aspire to be faithful to the four touchstones outlined in the Charter.

## Charter for Catholic Schools in the Edmund Rice Tradition

All schools and educational entities in the Edmund Rice tradition across Australia are bound by a Charter which identifies four touchstones authentically linked with the Charism of Blessed Edmund Rice and which underpin the ministry in our schools and educational endeavours.

These touchstones help us set our direction and define our goals as, following Blessed Edmund's example, we continue to reflect and to seek to make the Gospel a living reality in our communities. Living these touchstones gives Edmund Rice Education Australia a special position in educating for liberation and possibility.

As Catholic schools in the Edmund Rice tradition, we aspire to be faithful to these four touchstones.

## **Liberating Education**

We open hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement each person is hope-filled and free to build a better world for all.

## **Gospel Spirituality**

We invite all people into the story of Jesus and strive to make his message of compassion, justice, and peace a living reality within our community.

## **Inclusive Community**

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

## **Justice and Solidarity**

We are committed to justice and peace for all, grounded in a spirituality of action and reflection that calls us to stand in solidarity with those who are marginalised and the Earth itself.

Each school and educational entity within Edmund Rice Education Australia is called to be authentic to The Charter. The Charter aims to inspire school communities to foster energetically the vision of a charismatic leader, Blessed Edmund Rice, in the Spirit of Christ and the educational mission of the Catholic Church. The formulation of the Charter was the result of consultation and collaboration by Edmund Rice Education Australia with the schools and educational entities throughout Australia.

These principles and values have their foundation in the Gospel teachings of Jesus Christ as presented by the Catholic Church. St Edward's is imbued with the charism of Edmund Rice, which is the inspiration for the comprehensive social justice program which brings to life the Religious Education curriculum.

The highlight of 2019 was the opportunity for a group of our students to complete their sacraments in a special Mass celebrated with Father Greg at St Patrick's Parish.

In a beautiful ceremony our students were received into the Church. With their parents and classmates present each candidate received a certificate to acknowledge the reception of the sacraments.

We congratulate

- Jack Spedding
- Harry Mitchell
- Kaelan Markey
- Finn Leary

- Eli Lear

Congratulations also to Ash Palupe from Year 11 who twice this year inspired our College Community with his insightful words during liturgies. It is not easy today to speak about following Jesus, but Ash speaks from lived experience and has made a huge impact at these ceremonies.

The Year 12 Graduation Mass celebrated by Father Greg was another high point in a very busy year. At this Mass, Lachlan Smith responded to the Gospel. He wrote an insightful response that exemplifies the characteristics that as a staff we aspire to instill in our students after six years at St Edward's College.

Our social justice program, "The Waterford Project" continued with great success. A senior student from St Edward's was again nominated for 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. Congratulations to Lachlan Smith for this nomination. Lachlan was awarded the prestigious Catholic Diocese of Broken Bay award for commitment to the Catholic faith.

Another feature of the year was our Kenya immersion. Six Year 12 students accompanied our Principal, Mr Bonnici 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 at the College and the Priests of the Central Coast. The spiritual life of any Catholic College should have its beginnings in each home: St Edward's College is no exception.

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

Religious Education at the College is the core element of its Catholic Life and Mission. This dimension of the College encompasses the spiritual and intellectual aspects of Christianity in the Catholic Tradition. The pursuit of personal excellence in this subject is expected. Religious Education is a key learning area and by the time students leave in Year 12 they should have a clear understanding of Christianity in the Catholic Tradition.

The Religious Education Department is the largest in the College and the College is fortunate to have the skills and expertise of many teachers hailing from different curriculum backgrounds bound together by the same vision – promoting discipleship within the community.

Although an Independent school, St Edward's College staff can access the information and knowledge of the Catholic Schools Office Mission Services Team. Staff in-services conducted by the Catholic Schools

Office of Broken Bay have been invaluable in assisting the staff of St Edward's to keep abreast of new initiatives in the field of Religious Education.

The Religious Education staff endeavours to ensure that assessment tasks have a high intellectual quality, a quality learning environment, and are significant for the students. This last factor is a challenge as the secular values of a materialistic world seem strongly at odds with a Catholic worldview and this is where the commitment and professionalism of the staff is crucial.

Many senior students choose Studies in Catholic Thought to continue their faith formation. This 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 Studies in Catholic Thought 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 Shine Youth Event to be held at St Peter's Catholic College in 2020. This will be another opportunity for students to enrich their spirituality with at least 500 other Catholic adherents. We anticipate that the fruits of this event will be substantial and long lasting.

## Curriculum

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

In Years 7 and 8 students' study:

Religious Studies	English	Mathematics	Science	History & Geography
Technology	PD/H/PE	Visual Arts	Music	French (Year 8 only)

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

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

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

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

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

Learning Area	Examples of Courses Offered
Religion	Studies in Religion, Studies of Catholic Thought
English	Advanced, Standard, Extension 1 and 2 English, English Studies
Mathematics	Extension 1 and 2 Mathematics, Mathematics Advanced, Mathematics Standard 1 and 2
Science	Physics, Chemistry, Investigating Science and Biology
Human Society and Its Environment	Ancient & Modern History, Extension History, Geography, Business Studies, Legal Studies, Economics
The Arts	Music, Drama, Visual Arts and Photography
PD/H/PE	Personal Development, Health and Physical Education
Language	French Continuers.
Technology	Information Processes and Technology, Industrial Technology (Timber, Metals, Graphics and Multimedia), Design and Technology, Software Design, Food Technology, Engineering Studies, and Industry Based Learning
Vocational Education	Retail Services, Construction, Hospitality, Information Technology, Entertainment, Metals and Engineering, Sport Coaching



In 2019, 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 College, we are a comprehensive Year 7 – 12 boys' school that endeavours to meet the academic needs of all students. Our goal is to develop well rounded men by providing a holistic education in the Edmund Rice tradition incorporating the following Touchstones: y, Liberating Education, Inclusive Community, Justice and Solidarity and Gospel Spirituality. In this context, there is a significant commitment to students who need learning support due to learning difficulties, physical disability, behavioural and/or emotional concerns.

This additional academic support is provided in several ways, including the services of four experienced teacher assistants who support students both within the classroom context, before school in the library or for specifically targeted intervention programs, such as Macqlit or PowerUp.

In Years 7 to 10, we continue to offer additional academic support in smaller classes for English and Maths. In addition, Year 7 to 10 Science practical classes are supported on a needs' basis. All students are encouraged to seek additional assistance. Homework Help is offered each morning from 8:00am till 8:45am in the library. In this context, students may specifically access maths and word processing tutoring, or generally research support.

All students have their learning monitored regularly with the aim of identifying those students who require additional adjustments. This process considers any previous academic or medical assessments supported by documentation, academic results, and anecdotal notes, as supplied by primary schools and previous NAPLAN results. In addition, the College undertakes external standardised academic assessments in the year prior to enrolment. Together this data informs optimal class placement and best teaching practice considering the range of diverse learning styles and needs. With the increasing utilisation of laptops, Canvas and OneNote, our goal is that students become more confident with the use of these Learning Tools, Voice-Text, and Text-Voice accessibility. Greater educational utilisation of mobile phones also allows students to take photos of missed notes or homework. With the ongoing rollout of One to One device, we hope to see the continuing implementation of assistive technology for all students, thus enabling easier access to support and enhance learning.

The most common form of supplementary adjustment for students with learning needs, or for those who have a physical injury that prohibits them from writing, is the ability to access separate, small group supervision of common assessment tasks. In some cases, depending on the learning need, students may also be supported by having access to a Reader and/or Writer.

Each year, through a range of evidence-based practice, we continue to identify students of higher need who would benefit from these provisions so that they have equitable academic access. Based on a similar range of standardised criteria, each year the College applies for eligible students to make application for

Disability Provisions through NSW NESA so these students may have similar access to exam support in the Higher School Certificate external exams.

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

## Religious Education Curriculum

Religious Education enables the students of St Edwards to understand, appreciate and celebrate the richness of an authentic Catholic School in the Edmund Rice tradition. 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. 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 24 teachers dedicated and committed to educating and forming the boys in the light of Gospel values and the EREA Touchstones. The level of commitment and quality of teaching has been reflected in the high level of assessment tasks being presented by the students in all year levels. The students' engagement and open-minded approach towards faith driven young men, has been the result of the expertise of the RE teachers.

In the junior years, 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 Studies of Catholic Thought Course provides important opportunities for personal, spiritual, and moral development as well as time to be 'silent' and reflective about their own lives. It also 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 2020, the Year 12 students will be engaging in the second part of the Stage 6, 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. In 2020, we will introduce Studies of Religion, 2unit. This course is an extension to the Studies of Religion, 1-unit course, already implemented at St Edwards. The students will have the opportunity to learn and understand another major religious tradition, breaking down barriers that may otherwise exist.

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.

Year 8 students 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. 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.

Year 11 students had the opportunity to enrol in Studies of Religion 2-unit. With two different Religion courses running in Year 11, students in the Studies in Catholic Thought course are able to develop an awareness of their own faith journey. Studies of Religion is more academically rigorous and allows students to develop an in-depth knowledge of other Religions of the world. Year 11 continue with their retreat programs and engage themselves in a Street retreat in Sydney, experiencing how many people who are marginalized seek reconciliation in their own lives.

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 in-services. Staff attended in-servicing on HSC Marking and Standards in Studies of Religion, HSC content and ways of approaching the new HSC style of questions for Studies of Religion, Religious Diversity and Aboriginal Spirituality and Studies in Catholic Thought.

We live in a time of rigorous religious dialogue, and a time for such rich and positive thought.

I encourage staff and students to 'live with the guidance of the Holy spirit and go and make disciples, starting with themselves and extending this to "the ends of the earth" (Act 1:8)

## Technology

St Edward's College takes pride in the extensive range of technology resources available to all students. Programs and policies have been developed to ensure that the College stays current with the latest technological trends. The College provides over 320 desktops, 600 notebooks, 60 iPads, 55 multimedia

classrooms and a digital media library throughout the campus. This allows students to access a range of educational resources. Computer access is also available to students at the library and in other specialist areas e.g. Photography, Drama, Design and Technology, and Music rooms. A range of professional development opportunities were also provided to assist teachers to incorporate computers and other technology into their lessons. Supported by team of four dedicated technicians with a centralized student service desk. A One to One Laptop program exists for our current Year 7. This continue into Year 8 in 2019.

## 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 and Mock Trials.

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 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 particular skills (e.g.: Industrial Technology - Timber and Graphics, Visual Arts, Photography, Drama, Music and a variety of courses using computer technology).

St Edward's College is a registered Trade Training Centre. As part of the initiative, students can access traineeships in Construction and Metal 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

Careers education is about developing the skills, attitudes, and knowledge to assist students making sound choices to effectively manage their *careers*. With work trending towards contract work and less permanency it offers students more flexibility when, where and how they work. In this environment people need to be able to be entrepreneurial with how they approach and attract work/career. Credentials in some shape or form will always have value but enterprising skills will become paramount in a competitive job market. These skills include 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 teaching and learning strategies and specific entrepreneur programs. St Edward's College also has a dedicated Leader of Learning in Careers and Vocation Education whose role is to assist students'

transition from school to work, whether that be via university, college, TAFE, employment, traineeship or an apprenticeship.

In 2019 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 to assist in careers exploration. Careers Counselling was also available to Monday to Friday to student's and accompanying parents/care givers. 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 school portal.

## Camps

In 2019 the camps attended by students at the College were:

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: NAPLAN

### Summary: Year 9

Above state mean in all testing domains

- Reading
- Writing
- Grammar and Punctuation
- Numeracy
- Spelling

### Comparison to State Average

Literacy	
Reading	13 marks <b>above</b> STATE mean
Writing	24 marks <b>above</b> STATE mean
Spelling	1.26 marks <b>above</b> STATE mean
Grammar and Punctuation	6 marks <b>above</b> STATE mean
Numeracy	
Numeracy	4 marks <b>above</b> STATE mean

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

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
St Edward's	10.5%	30.5%	13%	18.4%	30%
State	19.2%	34.0%	16.5%	24.4%	43%

- 1 (0.6%) 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	21.1%	7.8%	16.7%	13.9%	33.5%
State	25.5%	13.8%	25.7%	22.1%	28.7%

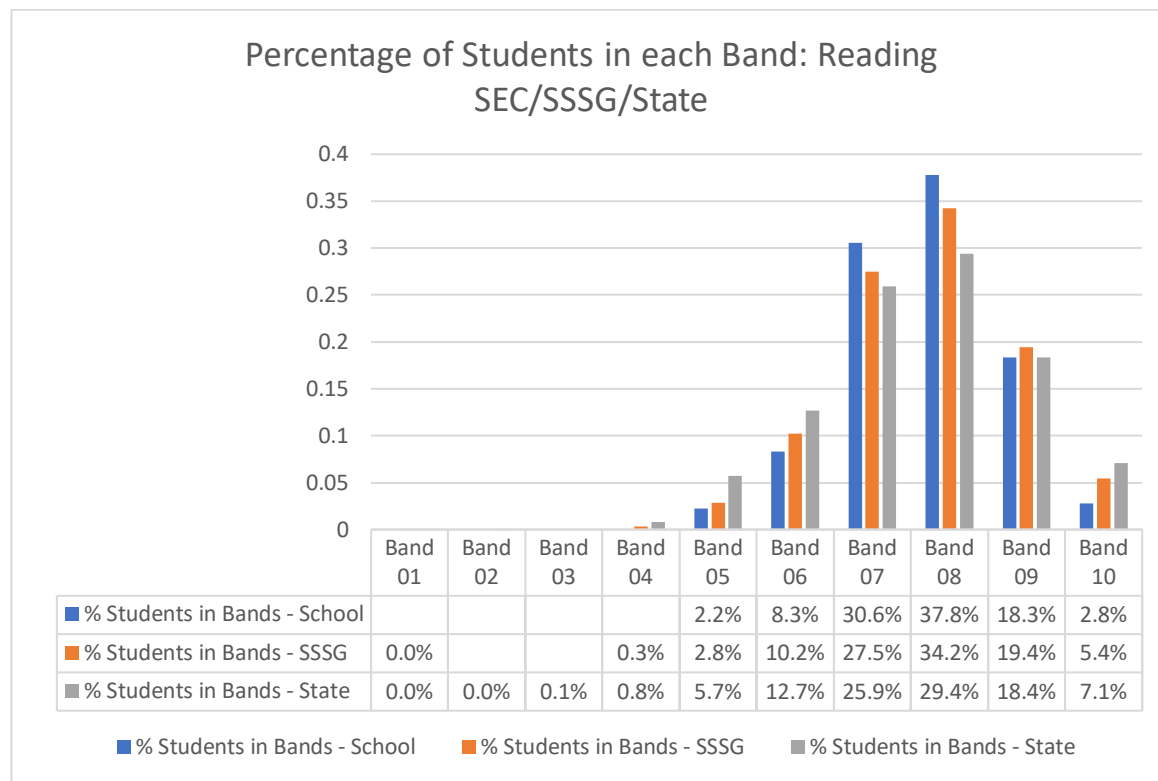
## Comparison of the same students in Years 7 and 9

This analysis table conveys that the Year 9 cohort made considerable learning gains in all domains with strong gain in Numeracy. These gains demonstrated considerable improvement on past learning gains.

Testing Domain	Year 7 2017	Year 9 2019	Improvement / Decrease
Reading	555.1	593.9	+38.8
Writing	524.1	559.3	+35.2
Spelling	554.1	583.8	+29.7
Grammar and Punctuation	544.9	574.8	+29.9
Numeracy	565.2	609.2	+44.0

# Analysis

## Percentage of Students in each Band: Reading

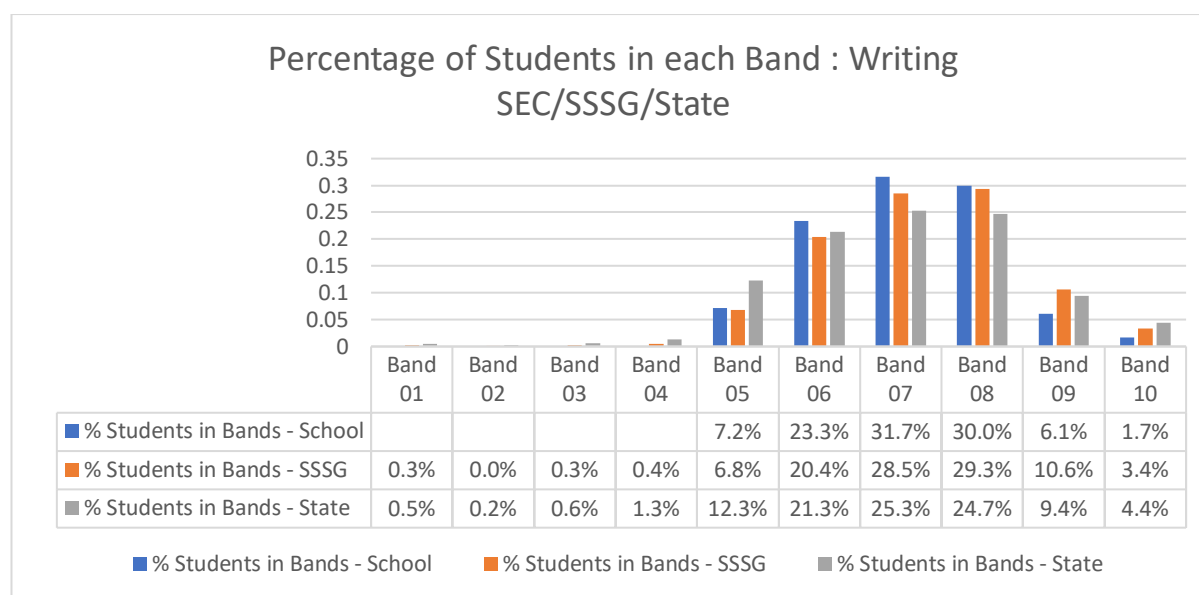


## Reading Analysis

- 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 lower proportion of student in the bottom Bands than SSSG and 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 58.9% of our students in 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 2020.



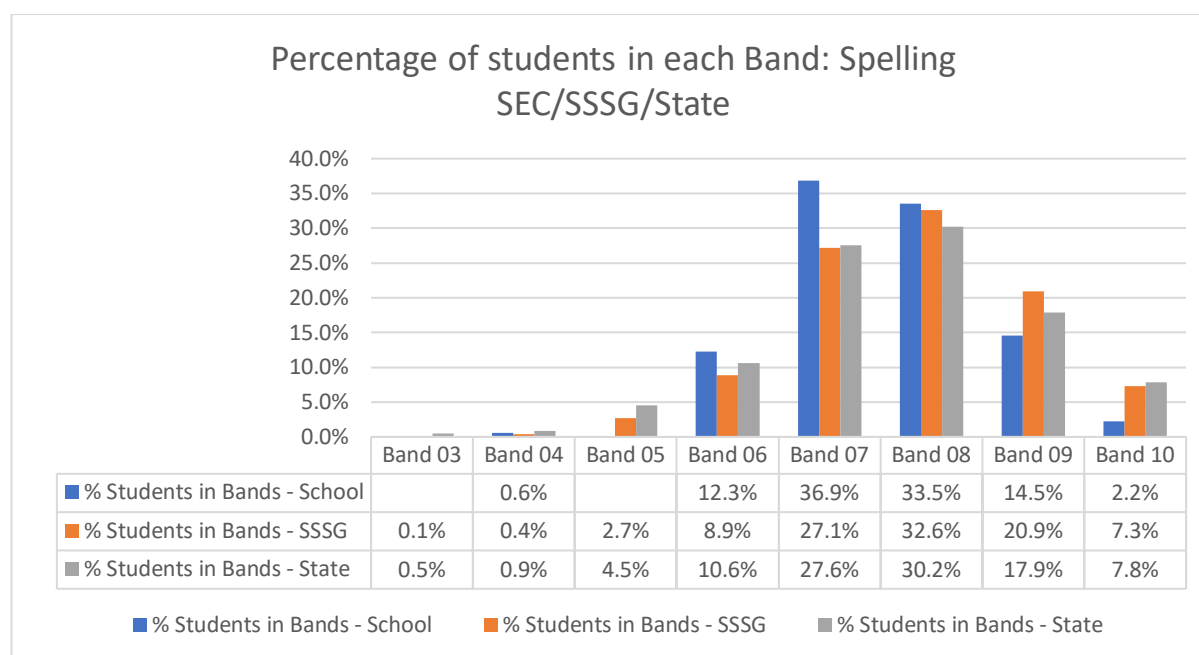
## Percentage of Students in each Band: Writing



### 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 7 category.
- St Edward's has a smaller proportion of students in Bands 4 and 5 than the State and SSSG.
- 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 38% 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 2020.

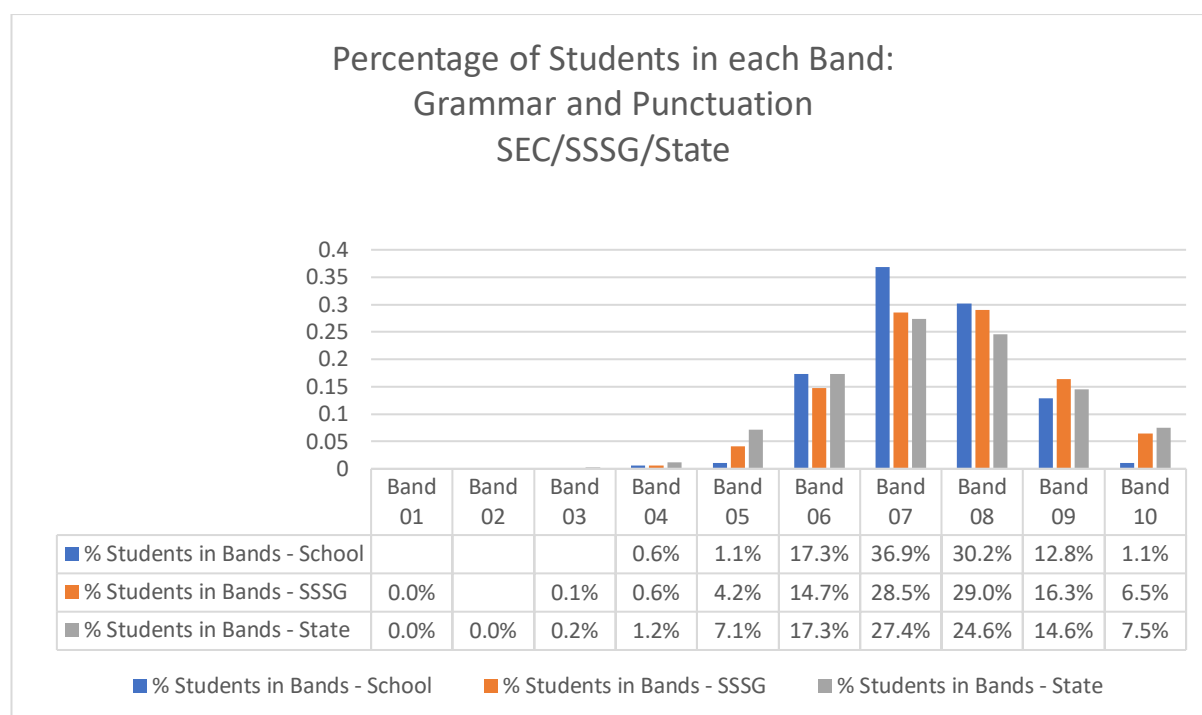
## Percentage of Students in each Band: Spelling



### Spelling Analysis

- St Edward's has a lower proportion of students in the top 2 Bands than the state or SSSG.
- St Edward's has 12.3 % of student in Bands 5 and 6, this is a considerable improvement to the results of the 2018 Year 9 cohort who had 25.4 % of student in these lower Bands.
- The largest proportion of our student achieved a Band 7.
- 50.2% of our students achieved a Band 8 or above.

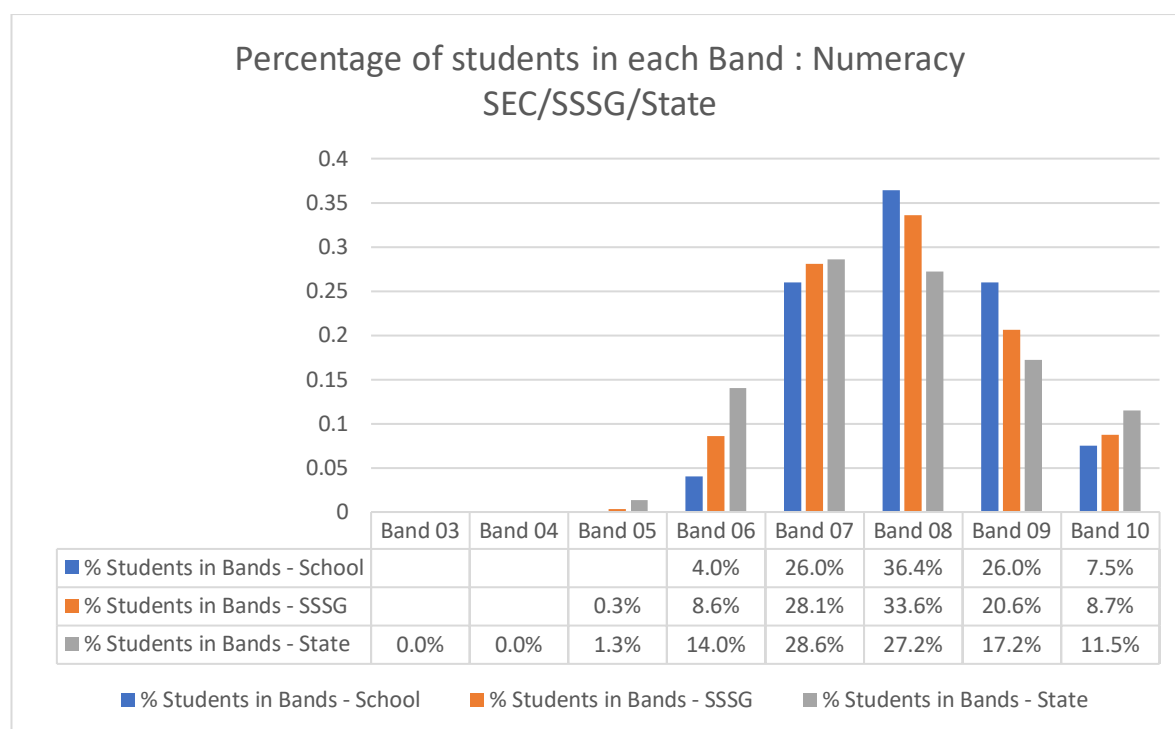
## Percentage of Students in each Band: Grammar and Punctuation



### Grammar and Punctuation Analysis

- St Edward's has a lower proportion of students in the top 2 Bands than the state or SSSG.
- St Edward's has 18.4% of student in Bands 5 and 6 this is reduction from 22.6% in the 2018 Year 9 cohort
- The largest proportion of our students achieved a Band 7
- 45.6% of our students achieved a Band 8 or above.
- This data suggests that there has been more growth in lower achieving students in the 2019 Year 9 cohort than in the 2018 cohort where more students achieved both the top Bands and the lower Bands.

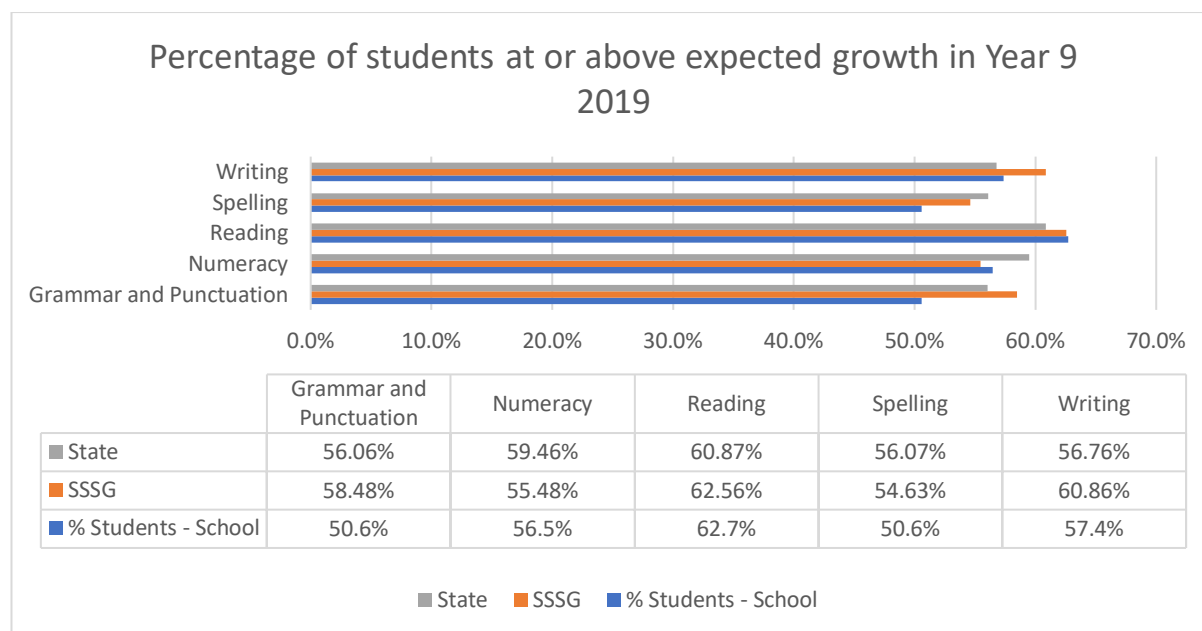
## Percentage of Students in each Band: Numeracy



### Numeracy Analysis

- St Edward's has a higher proportion of students in the top 2 Bands than the state or SSSG. This is a considerable improvement from previous Numeracy performance.
- St Edward's has 4.0% of student in Bands 5 and 6 this is less than the number of students in the state or SSSG in this 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 69.9% 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 to 10 – 96%. This demonstrates impressive growth and achievement in the Numeracy domain.

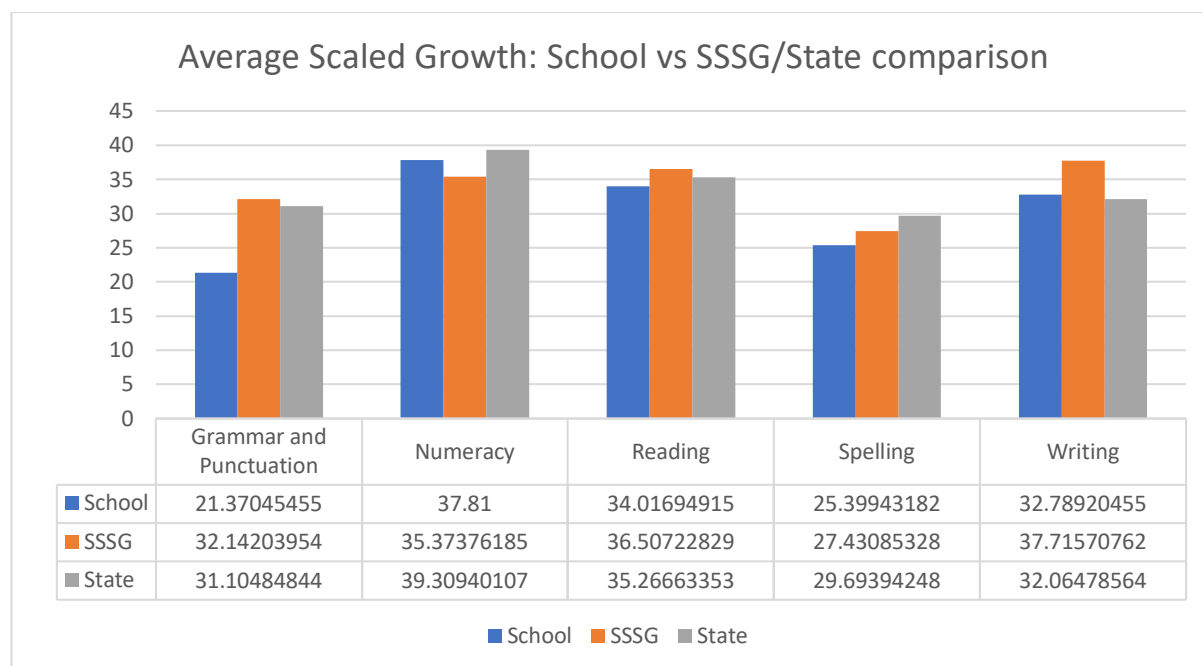
## Year 9: Student Growth across All Domains



### At or Above Expected Growth Analysis

- More than 50% of St Edward's students were at above or expected growth in all domains of testing.
- Spelling and Grammar and punctuation were the areas with the lowest number of students at or above expected growth.
- There was a lower proportion 9 (in comparison to the State and SSSG) of St Edward's students at or above expected growth in Spelling, Grammar and Punctuation and Numeracy. It is worth noting that we did have more students achieving at high levels in Numeracy so this may affect the growth statistics.
- St Edward's students had a greater degree of growth than other students across the state in Writing.
- The ongoing focus on writing through the English lessons in Year 8 and was a successful strategy.

## Average Year 9 Scaled Growth in 2019



### Average Scaled Growth Analysis

- Student growth in Numeracy was greater at St Edward's than in SSSG schools.
- Student growth in Writing greater at St Edward's than across the state.
- The highest area of growth at St Edward's was in Numeracy.
- Average scaled growth was lower at St Edward's than in SSSG schools or across the state in Grammar and Punctuation, Reading 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 Reading and Numeracy.
- 58.9 % of students in Year 9 achieving a Band 8 or above in Reading
- 69.9% of students in Year 9 achieved a Band 8 or above in Numeracy with 96% of students achieving above Band 7.

### Areas of Challenge

- Grammar and Punctuation identified as an area of lower achievement and lower growth.
- Lower percentage of students in the top two Bands compared to SSSG schools and all the state in all domains except for Numeracy.

- The percentage of students at or above expected growth was lower in several domains compared to SSSG and the state.
- Between 40-50 % of our students are operating below the HSC minimum standard in Writing, 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	0.44 marks <b>above</b> STATE mean
Writing	0.81 marks <b>below</b> STATE mean
Spelling	10.73 marks <b>below</b> STATE mean
Grammar and Punctuation	1.34 marks <b>above</b> STATE mean
Numeracy	10.19 marks <b>below</b> STATE mean

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

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
St Edward's	12.2%	30.9%	14.2%	18.6%	13.8%
State	15.3%	24.5%	12.6%	20.7%	13.9%

A small number of students (7) placed at Band 4 and below in Spelling

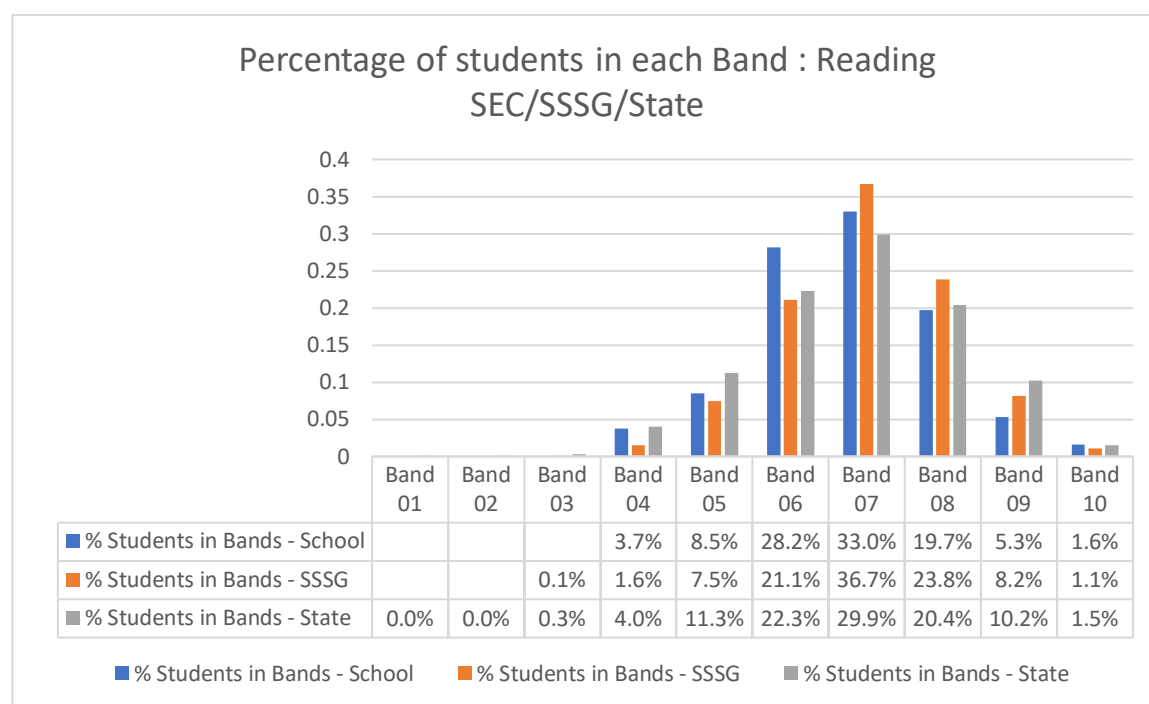
### Percentage of Students in Top 2 Bands (Bands 9 and 10)

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
St Edward's	6.9%	1.0%	4.4%	8.2%	9.9%
State	11.7%	4.4%	13.6%	15.6%	18%



## Year 7 Students in Each Band

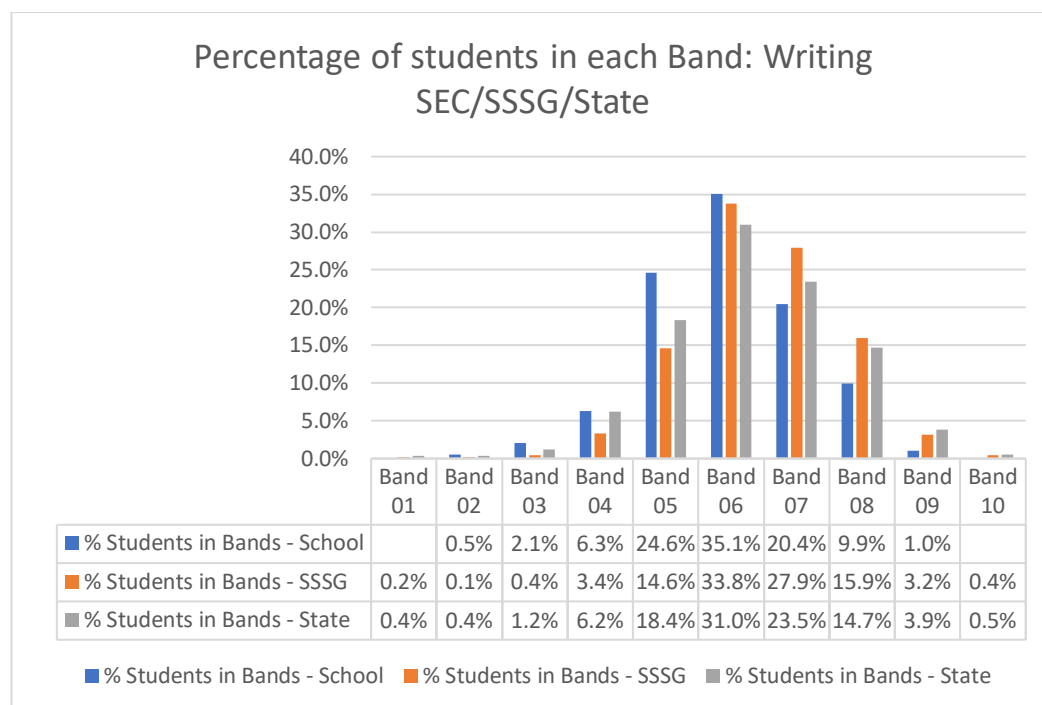
### Reading



### Reading Analysis

- St Edward's has much lower proportion of students in the top 2 Bands than the state or SSSG with only 1.6% of students achieving Band 10.
- St Edward's has a higher proportion of students in the bottom 2 Bands than SSSG.
- 59.7 % of students achieved a Band 7 or above.
- Most of our students are clustered in the middle Bands, 6 to 8.

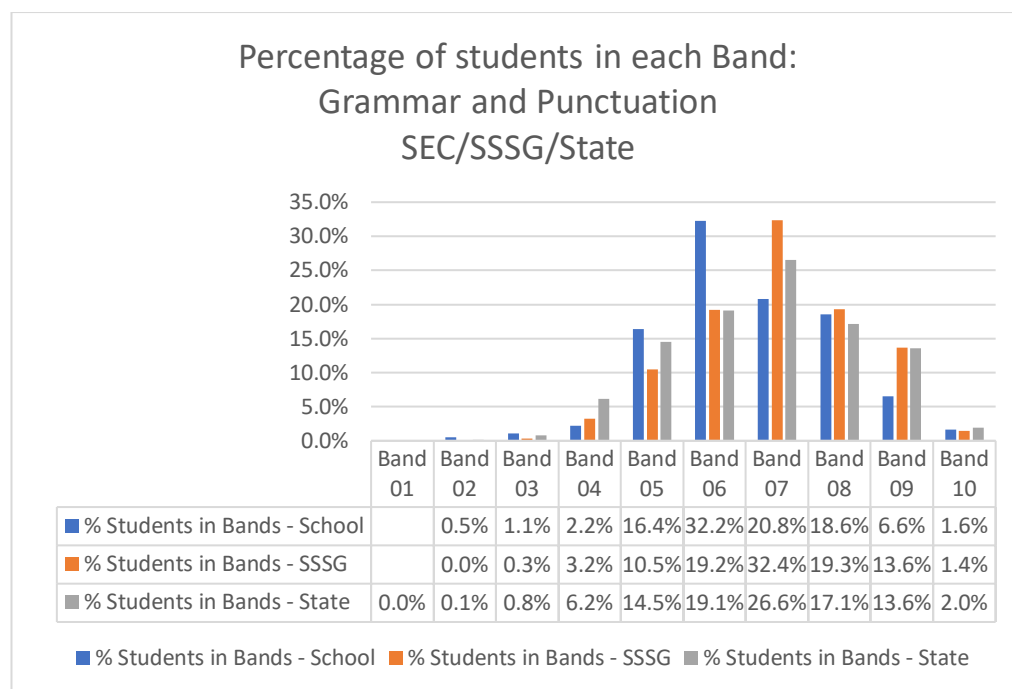
## Writing



### Writing Analysis

- Only 1 % of student at St Edward's achieved in the Top 2 Bands, in comparison with 3.6% in the SSSG and 4.4% across the state.
- St Edward's has a far higher proportion of students in the bottom two Bands in comparison with the state and SSSG.
- A small number of students (5) placed at Band 3 and below in Writing, we have no record of students placing in these Bands from 2015 to 2017
- Many 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 2019 cohort.

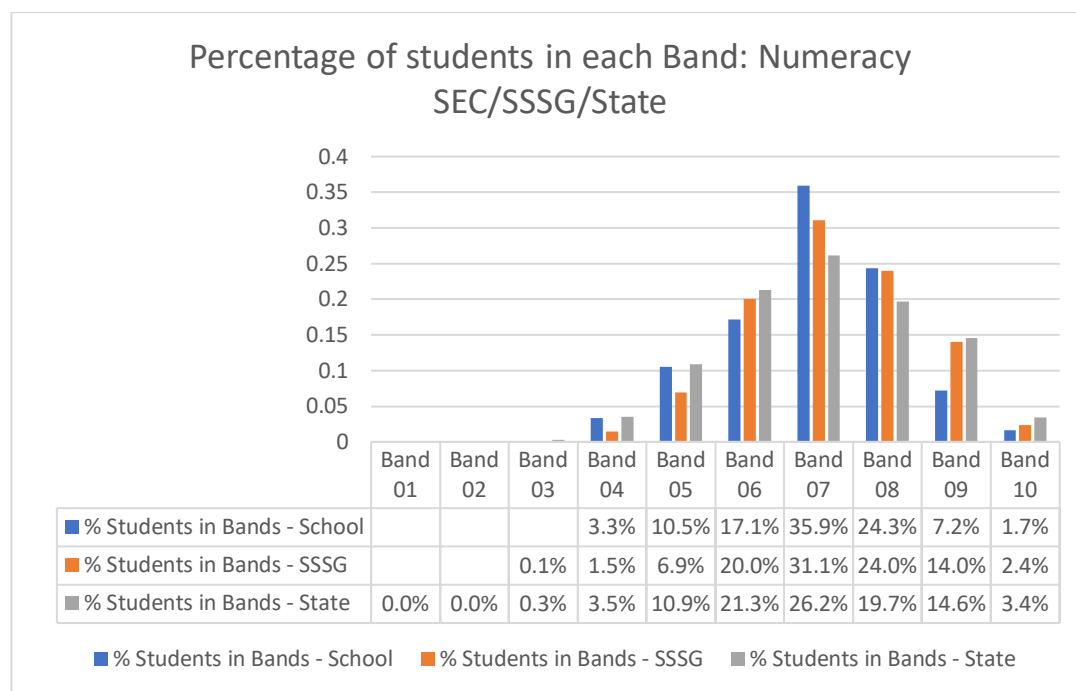
## Grammar and Punctuation



### Grammar and Punctuation Analysis

- Only 8.2 % of student at St Edward's achieved in the Top 2 Bands, in comparison with 15% in the SSSG and 15.6% across the state.
- St Edward's has a higher proportion of students in the bottom two Bands in comparison with the state and SSSG.
- Students were clustered in the middle Bands with 71.6% of students achieving a Band 6 to 8.

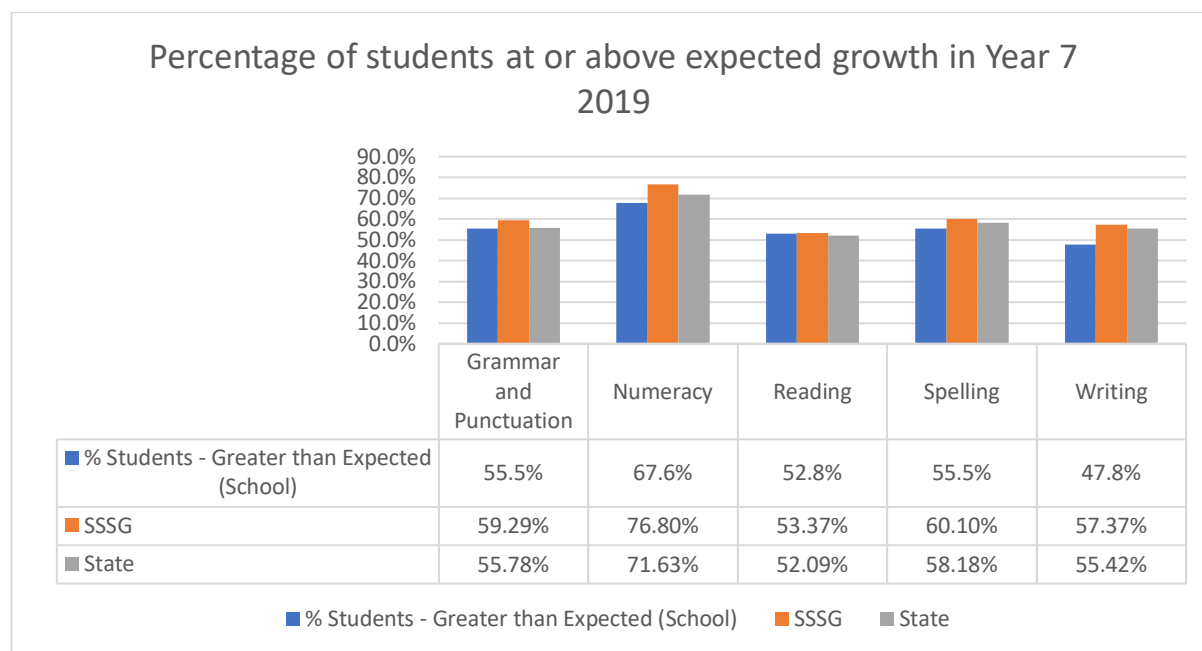
## Numeracy



### Numeracy Analysis

- Students in the Year 7 2019 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 2019 was considerably lower than in 2017 and 2018 and indicated results more in line with the Year 7 2015 cohort.

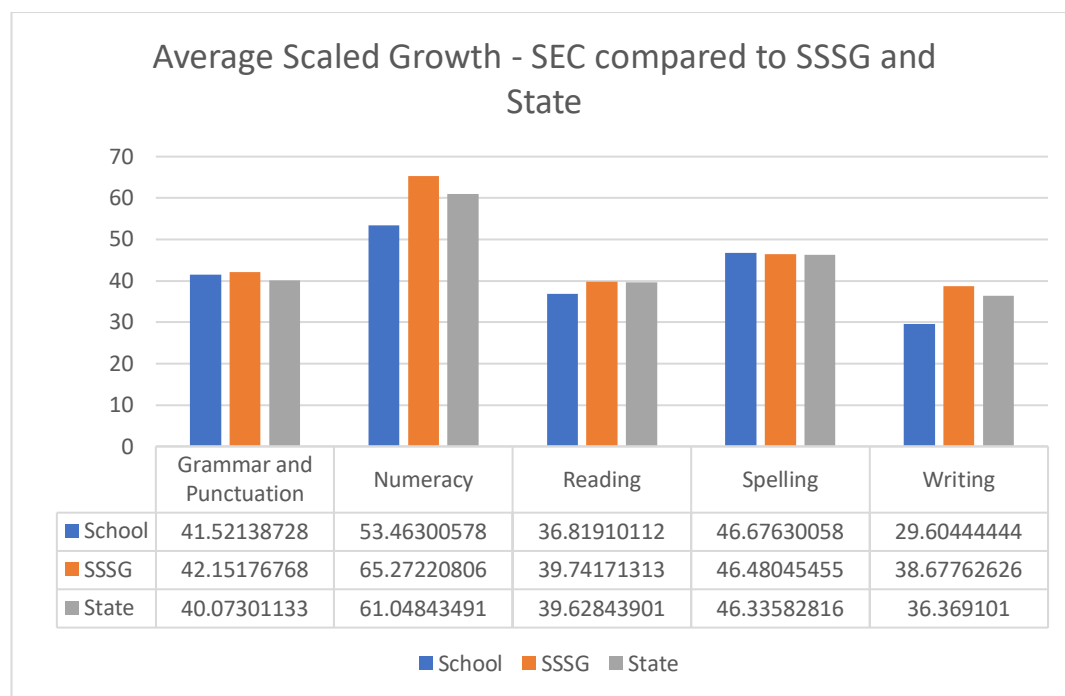
## Year 7: Student Growth across All Domains



### Analysis of students at or Above Expected Growth

- More than 50% of students achieved at or above expected growth in Reading, Spelling, Numeracy and Grammar and Punctuation
- 47.8% of students achieved at or above expected growth in Writing.
- Spelling was the domain where the largest percentage (67.6%) of students were at or above expected growth.
- Writing was the area where there was the greatest disparity between growth rates at St Edward's and in the SSSG and across the state.

## Average Year 7 Scaled Growth in 2019



### Growth Analysis

- The area of greatest growth for St Edward's students was Numeracy, but this growth was considerably lower than SSSG and the State.
- Average Scaled Growth was lower than either the SSSG and the State in Numeracy, Reading and Writing
- The lowest area of growth was Writing.

## Overall Conclusions

### Areas of Strength

- 67.6% of students achieved at or above expected growth in Numeracy
- 33.2% of students achieved a Band 8 or 9 in the Numeracy test.

### Areas of Challenge

- Many Year 7 2019 students at St Edward's struggle with Writing as this is the area with the greatest disparity in average scaled growth between the SSSG and state
- 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 (5) placed at Band 3 and below in Writing, we have no record of students placing in these Bands from 2015 to 2017
- The 2019 cohort has lower levels of achievement in all domains. This cohort will require considerable literacy and numeracy support as they progress through their secondary schooling.
-

# Workforce Composition

In 2019, the College had 83 teaching staff which included a total of 75 full time and 8 part time teaching staff. In addition, the College employed a total of 46 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's 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, \$79 324 was spent on professional learning by staff throughout the year which is a \$52 803 decrease from 2018. This can be attributed to a focus on using staff expertise for internal professional learning workshops.

Edmund Rice Education Australia offers several personal formation programs to teachers. In 2019, ten of the College's new staff members attended the 'A Call to Mission' 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 'A Call to Leadership' program, for new leaders and two staff attended the 'A Call to Transformation' which provides teachers the opportunity to reflect on their working life thus far. St Edwards's College was also represented at national and regional EREA Conferences for Principals, Deputy Principal's, Pastoral Care Leaders and Mission and Identity Leaders. Another nineteen teachers attended the College retreats for senior students, an experience which allows staff time to reflect on how we as a community can support the EREA touchstone of justice and solidarity.

The Professional Learning Partnership (PLP) Framework shifted from small groups of three staff to a new structure based in faculties. The change a direct result from our Visible Learning inquiry. The PLP Faculty teams are working towards our Aspiration Statement. They do this by working collaboratively to explore three focus areas: Teaching and Learning Strategies, Assessment, and Feedback. These three areas have been identified by the College Leaders of Learning after collating and investigating evidence of student engagement and learning. PLP Faculty Based Teams are designed to build shared knowledge on the best way to achieve our Aspiration Statement. As members of a professional learning community, staff work and learn together. The Faculty Based PLP Teams process is not simply to learn a new strategy, but instead to create conditions for perpetual learning, an environment in which innovation and experimentation are viewed not as tasks to be accomplished or projects to be completed but as ways of conducting day-to-day business. Participation in this process is not reserved for those designated as leaders; rather, it is a responsibility of every member of the College. Participation in Faculty Based PLP Teams and completion of set tasks will contribute to 10 hours of NESA endorsed PD hours. Facilitation of the PLP Faculty team learning



is through our new learning management system (LMS) Canvas. This model was reviewed by NESA in 2019, and it was deemed compliant in incorporating the new Teacher Accreditation Authority (TAA) registration measures.

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 our new LMS Canvas. More work needs to be done in this area, identifying the needs of staff. A very successful 'ICT and Learning' staff day was held on 29th April, which was available to teachers and support staff. Staff were able to enrol into a variety of workshops including: Canvas Basics, Education Perfect, Edrolo, ReadCloud, Office 365 and OneNote.

All staff completed the mandatory compliance training modules on Duty of Care (Child Protection), EREA Code of Conduct and either Emergency Care or First Aid.

All teaching staff were engaged in professional development either internally or through attendance at an external professional development experience. There were 399 professional learning events on the College calendar in 2019, with 156 being for external events. The increase in hours can be attributed to the introduction of Lesson Walk-throughs and greater teacher collaboration. As the College is a NESA accredited provider, we were able to provide 37 hours of NESA endorsed professional learning.

Several teachers also attended subject network meetings and annual conferences in their curriculum area and were part of examination committees or NESA advisory committees. Twelve 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 2019 school year was 91.85%. This varied from year group as indicated in the table below.

### Attendance Rate by College Year Group

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
92.7%	90.8%	91.2%	90.1%	91.9%	94.4%

The rate at the St Edward's campus was lower on average with the attendance rates of recent years (2018 93.5% 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, 2017 (December)	164
Year 12, 2019 (December)	134
Retention Rate	81.7%

## 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 2017 are presented below.

Year 12: 129 students in the year group at the conclusion of the HSC in 2019

Destination	Percentage of students
University	48%
Unknown	2%
TAFE	2%
Private College	4%
Apprenticeships / Traineeships	17%
Employment	10%
Other/GAP Year	17%

Year 11: 159 students in the year group at the start of 2019

Destination	Percentage of students
St Edward's College (Year 12)	83.7%
Employment/ Apprenticeship	11.3%
Other school	4.4%
TAFE	0.6%

Year 10: 182 students in the year group at the start of 2019

Destination	Percentage of students
St Edward's College (Year 11)	85.9%
Employment/ Apprenticeship	9.3%
Other school	3.2%
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 welcomed 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 son's 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.

## 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 staff. 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 to hurt others. Examples of bullying are threats of violence, actual physical violence or intimidation, verbal malice, exclusion of the victim and harassment (including sexual or racial). It also includes electronic bullying, outside the College hours. Students may be skilled in bullying behaviours such as fighting, manipulating, or intimidating. Others may be skilled in those behaviours associated with being a victim, such as attention seeking, over sensitivity and the inability to have their needs met. In both categories' students are often inadequate in the socially desirable behaviours, such as negotiating differences, dealing with conflict, responding to failure, responding appropriately to stressful situations, to rejection, peer pressure and anger.

This policy is designed in response to the understanding that bullying has painful consequences for the victim and 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](mailto:bullying@stedwards.nsw.edu.au)
- The College also surveys various year groups regarding bullying throughout the year.

## Reporting Bullying Behavior

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 well-being of others. Our Pastoral Care Policy is based on the inherent goodness of each student. This will require a high degree of self-respect and self-discipline.

## Student Profile

In August of 2019 there were 1043 boys (full-time) enrolled at St Edward's College.

Year	7	8	9	10	11	12	Total
St Edward's Campus	192	205	180	183	149	134	1043

## Student Welfare and Discipline Policies

The College student welfare and discipline policies are distributed on enrolment, can be obtained from the College office on request and are available on the College website – the link is [www.stedwards.nsw.edu.au](http://www.stedwards.nsw.edu.au).

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, Pastoral Leaders, Pastoral Care Coordinator and Deputy Principal to amend their behaviour and return to positive levels. The teachers have a time-out system available to them if students are constantly interfering with the rights of others to learn in the classroom. Students who constantly fail to meet their responsibilities and interfere with the rights of others in the College community may be suspended.

Recent changes to this policy ensure that boys who are moving through the 'positive levels' are engaging in service activities as well as demonstrating positive behaviour in the classroom and playground. Students are required to receive endorsement from each of their teachers that they are satisfactorily meeting the expectations set out in the College's Code for Learning. The restorative justice approach to discipline was introduced in 2007 and continued to be an important part of the Pastoral Care approach to dealing with issues that arise.

The following initiatives have been introduced over the last five years:

- Integration of the Code for Learning into the level system.
- Anti-Bullying Program - the College weekly newsletter describes how parents and boys can report bullying incidents electronically; the St Edward's College website has a link where incidents of bullying can be reported. Student surveys which are conducted twice a year provide valuable information to the College Pastoral team and Executive, assisting in ongoing management of bullying in a proactive manner.
- The two counsellors conducted a variety of group programs to better address the anxiety of some boys and assist others to better manage their emotions.
- 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](http://www.stedwards.nsw.edu.au). In brief, the policy encourages those with complaints to speak to the person concerned as the first point of call. The policy provides a clear indication of which member of staff is to be contacted when areas of concern arise. If this approach does not lead to a satisfactory resolution the policy outlines the procedures that the College will follow to resolve the complaint. In the first instance those with complaints are encouraged to contact the Deputy Principal who will work with them on the next and subsequent steps in the process.

## School Review and Development

During 2019 the College continued with the implementation of the implementation of the 2015-2019 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](http://www.stedwards.nsw.edu.au).

Listed below are some of the school priorities which were successfully implemented in 2019 based on the Strategic Plan.

- Review of Pastoral Care Policies and Procedures.
- Introduction of Positive Behaviour for Learning.
- Review Master Plan – Phase 1 implemented – Wellbeing Centre
- Implementation of Visible Learning to enhance student learning (Teaching Strategies, Feedback and Assessment).
- Continue to implement the St Edward's 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 Risk and Compliance Officer.
- Implementation of the recommendations of the NSEA in relation to scope and sequences, programs, and policies.
- Successful NESA Registration and Accreditation.
- Annual Review of College Policies.
- Continue to implement of Edmund Rice Beyond Borders initiatives.
- Further development of the Pastoral themes for each year groups. These themes being: Belonging, Incorporating Our Values, Men of Honour, Leadership and Participation, Owning the Responsibility, Young Men with Purpose.
- Implementation of the Independent Learning whole school initiative.
- Ongoing improvement of the administrative functions in iWise for effective school organisation.
- Greater utilisation of the Parent Portal, College Website and College App in communicating with parents and the wider community.
- Ongoing development of the role of the Shanahan Learning Centre in enhancing teaching and learning.

## Educating for Justice and Peace

### Respectful and Responsible Behaviour

The following are examples of whole school programs that were conducted during 2019 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 2019:

- Welcoming signs for Aboriginal people at the school.
- Integrated use of the Aboriginal and Torres Strait Island classroom
- Acknowledgement of Country occurs prior to major assemblies or celebration, including acknowledgement of traditional landowners.
- Reconciliation Week is acknowledged annually at a weekly assembly and the topic of reconciliation is studied during Religious Education classes.
- Career education and career path guidance is discussed with Aboriginal and Torres Strait Islander boys as part of our normal approach to this area.
- Aboriginal and Torres Strait Islander perspectives are actively taught within the curriculum in Visual Arts, History and Geography, English, Religion, Drama, Technology and PD/H/PE Food Technology, Science and Mathematics
- Immersions to Walgett and Uluru.

- A visit to St Edward's from primary school students from St Joseph's school in Walgett was organised.
- A mentoring program of indigenous students by local Aboriginal men.

## Involvement in Service-Learning Activities

Each student in Years 8 to 11 was involved in the Waterford Project where, in each year, they were expected to complete a minimum of 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, such as parishes, sports clubs, aged people, people with disability. Waterford is optional for Year 12. Students are encouraged each year 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 2019, through various events and initiatives by teachers. Examples include:

- Coast Shelter
- Christmas Hampers
- Christian Brothers in Kenya
- Operation Christmas Child
- Red Shield Appeal
- 40 Hour Famine
- Legacy

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

- Edmund Rice Camps (Years 11 – 12 students)
- Immersions to Walgett (Year 11 students)
- Visits to King Cross
- Coast Shelter
- St Edmund's School Wahroonga.
- Clean 4 Shore program

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

## Curriculum Class Based Activities

Each Year 9 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 Religion faculties teach content directly related to Social Justice and many teachers have a genuine passion for Justice and Peace issues. Other subjects including Art, Food Technology and Science have also connected their coursework and content with Social Justice.

Christmas Hampers: Hampers containing food and gifts were presented to Coast Shelter and 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 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. 80 students received the award of EDMUND RICE HONOURS at awards night, for completing more than 100 hours.

Trash Free Tuesday and Clean 4 Shore program were new initiatives of Mr. Michael Gentle, a PDHPE teacher at the college.

## Parent, Student and Teacher Satisfaction

St Edward's College has a strongly held belief that a sense of belonging and connectedness is essential to optimise student learning. When schools work in partnership with the students, staff, parents and the wider community, the effects can resonate throughout students' lives. When students form authentic partnerships with members of the College community, it can set the stage for lasting bonds and important mentoring relationships.

The College prides itself on providing an outstanding pastoral care program that creates a safe and supportive community environment in which students are challenged, nurtured, and inspired to reach their full potential. The Pastoral Care Review at St Edward's College throughout 2019 provided the opportunity for our Pastoral Leaders of the College to conduct a full review of the existing policies and procedures. Throughout the year, the Pastoral Care team implemented our new Pastoral Care Policy which is aligned with the Edmund Rice Education Australia Child Safeguarding Standards and the Australian Student Wellbeing Framework, promoting students' personal and social development and fostering positive attitudes. The review also led to the implementation of the Positive Behaviour for Learning framework. The Pastoral Care team are committed to providing pastoral care initiatives that focus on a strong sense of connectedness through developing respectful relationships.

In 2019, St Edward's College undertook a students and parent survey. The parent survey focussed upon the themes of:

- Spiritual and Religious context.
- Pastoral Care.
- Learning and Teaching.
- Administration and communication.
- Extracurricular activities.

The College is delighted to highlight that for each category, over 80% of parents agreed or strongly agreed that each of the above themes was being met.

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

## Justice and Solidarity

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

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

In conclusion, the renewal process was designed to be a reflective process that allowed members of the College to reflect on their own thoughts considering 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

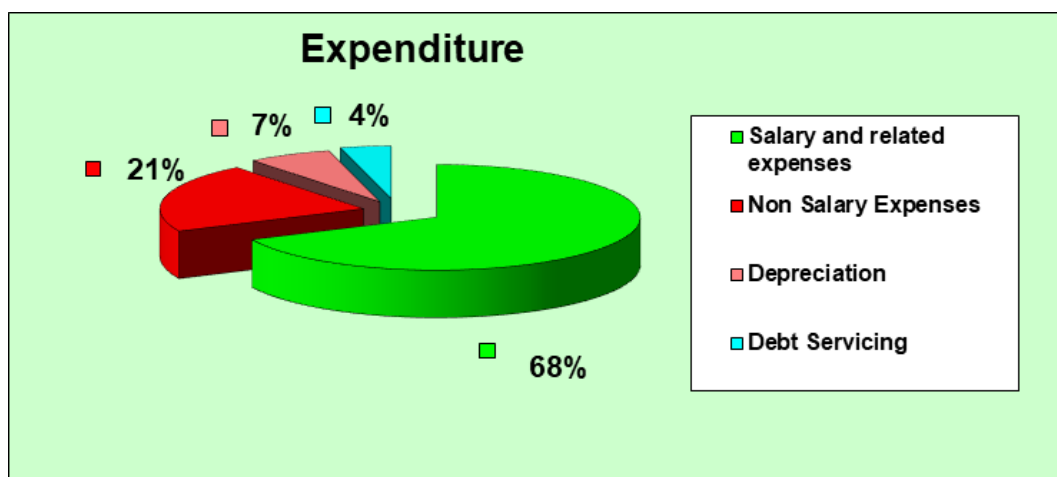
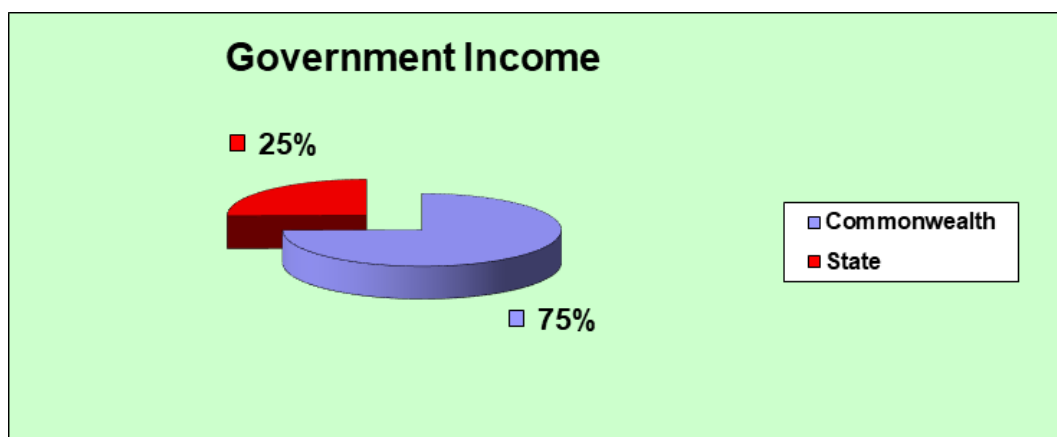
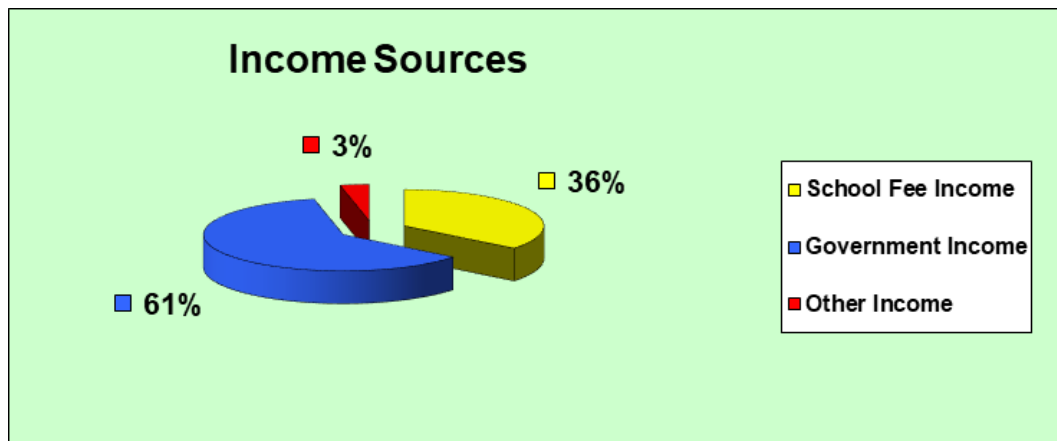
During 2019 the College completed the following major projects:

- Scoreboards in ERC replaced.
- Air Conditioning in rooms 28,29, IT Server and Mona Vale replaced.
- Some wooden lockers in the Quad replaced with Plastic
- All white external Sails cleaned.
- Timber doors on Level 1 of SLC replaced with Aluminium
- Ongoing painting around the college
- Many glass windows panels around the Quad reglazed with laminated safety glass
- New Storeroom erected at Southern end of Dean building for Tas storage.

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

- Introduction of Canvas, a learning Management System for students.
- Introduction of online enrolment form improving the enrolment process
- Security review completed by Trusted impact:
  - All external and internal systems where checked for security concerns.
  - No major concerns were highlighted from the external review. Recommendations implemented from the review:
  - Staff passwords increase length from 8 to 12 characters in length.
  - Two factor authentications introduced to all administrators of college system
  - Secure password manager introduced for Technical staff
- Continued Security Maintenance of all hardware and software Services
- Increased college video surveillance to ensure perimeter of the college is secured.
- Rolled over 90 desktops
- Replacement 120 staff laptops
- Replacement of Year 8 learning devices to ensure their digital learning continues to senior years.

# Financial Information



## Higher School Certificate

As the only boys' non-selective secondary Catholic college in the Central Coast region, St Edward's College presented students for 35 courses with many students gaining access to their preferred tertiary course on the first round of offers.

The 2019 HSC cohort maintained the strong levels of achievement levels of the 2018 cohort. Outstanding results were achieved by students in Industrial Technology where there was significant learning gain according to the De Courcy data.

- Results in 24 courses were above the state mean
- Improvement from 2018 from 63% of courses above state mean to 69% in 2019.
- Achievement in Industrial Technology was over 16% above state mean
- Achievement in English Studies, Construction and Metals and Engineering and Music were over 10% above state mean
- Achievement in Hospitality and Investigating Science were over 5% above state mean
- Achievement in Ancient History, Biology, Business Studies, Engineering Studies, English Standard, Entertainment, Food Technology, Legal Studies, Information Processes and Technology, Mathematics Extension 1, Mathematics Standard, Music and Studies of Religion 1, was above state mean.
- 5% Band 6 success rate
- 30% of students achieved marks in Band 5 up from 24% in 2018
- Courses where more than 50% of students achieved Band 5 and 6 and E3 and E4
  - English Advanced 58%
  - English Extension 100%
  - Industrial Technology 85 %
  - Legal Studies 53%
  - Mathematics Extension I 100%
  - Music 1 75%
  - Studies of Religion 62%
  - Construction 88%
- St Edward's College rated 32 mentions in the HSC Honour Roll. The Honour Roll lists the students who gain marks of 90 or more in a course.
- It is worth noting that over 25 students in the 2019 cohort achieved early entry into Macquarie University through the Macquarie Leaders and Achievement Early Entry scheme. This scheme offers university places to students who have made a considerable contribution to their communities through community service.

## Learning gain

St Edward's College is committed to supporting boys across a range of academic abilities. Therefore, it was pleasing to note many St Edward's students obtained HSC marks that indicated learning gains typical of what could be expected.



# Appendix: External Test Results

## Record of School Achievement

The table below represents the distribution of grades in each subject studied until the end of Year 10 in 2019. 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	7.10	29.51	40.44	20.77	2.19	12.13	27.96	37.30	16.14	5.59
Mathematics 200 hours	12.57	26.78	30.05	28.96	1.64	14.81	23.12	31.63	22.84	6.76
Science 200 hours	16.39	32.24	38.80	12.57	NA	12.76	24.80	36.43	18.88	6.30
Commerce 100 hours	NA	NA	100.00	NA	NA	19.11	31.94	33.26	11.84	3.47
Commerce 200 hours	14.29	28.57	33.33	19.05	4.76	24.72	34.01	30.43	8.46	2.18
Geography 100 hours	12.02	19.13	56.83	9.29	2.73	14.35	27.29	35.56	15.95	6.15
History 100 hours	10.93	16.39	50.82	18.03	3.83	14.10	27.27	35.22	16.35	6.35
French 200 hours	60.00	20.00	20.00	NA	NA	37.29	30.54	23.14	7.70	1.33
Food Technology 100 hours	100.00	NA	NA	NA	NA	15.70	28.25	33.88	15.55	6.23
Food Technology 200 hours	34.09	20.45	27.27	15.91	2.27	18.32	29.40	32.22	13.94	5.43
Graphics Technology 200 hours	28.57	28.57	35.71	7.14	NA	23.99	30.26	30.73	11.52	3.30
Industrial Technology (Metal) 200 hours	5.26	52.63	26.32	15.79	NA	9.85	27.60	37.02	17.12	7.30

Course	School A (%)	School B (%)	School C (%)	School D (%)	School E (%)	State A (%)	State B (%)	State C (%)	State D (%)	State E (%)
Industrial Technology (Timber) 100 hours	50.00	50.00	NA	NA	NA	9.86	26.54	38.73	17.71	6.67
Industrial Technology (Timber) 200 hours	12.70	38.10	28.57	19.05	1.59	10.71	26.64	38.19	17.38	6.36
Information and Software Technology 200 hours	21.74	30.43	17.39	17.39	13.04	23.57	30.55	29.22	12.04	4.33
Drama 200 hours	26.67	33.33	40.00	NA	NA	30.03	36.54	23.68	6.75	2.49
Music 200 hours	38.89	33.33	27.78	NA	NA	25.97	33.02	25.91	10.48	4.13
Photographic and Digital Media 200 hours	43.75	25.00	31.25	NA	NA	23.10	31.10	30.93	10.10	4.02
Visual Arts 200 hours	41.67	25.00	33.33	NA	NA	27.01	33.48	27.54	8.08	3.13
Personal Development, Health and P.E. 200 hours	24.59	42.08	29.51	3.28	.55	13.49	33.73	36.39	11.86	3.74

# 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 2019. 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	29.73	45.95	21.62	2.70	NA	19.32	42.62	32.29	5.03	.64
English Extension 1 unit	80.00	20.00	NA	NA	NA	35.37	42.45	18.04	3.28	.72
English Standard 2 unit	1.37	26.03	49.32	23.29	NA	3.58	23.83	48.15	18.70	5.04
English Studies 2 unit	16.67	38.89	2.78	33.33	8.33	5.03	18.63	36.92	23.75	12.81
Mathematics Advanced 2 unit	16.22	27.03	37.84	16.22	2.70	22.71	26.68	32.91	14.68	2.94
Mathematics Extension 1 unit	7.69	53.85	23.08	15.38	NA	26.79	29.04	30.16	11.80	2.18
Mathematics Standard 2 unit	8.26	20.18	44.04	22.94	4.59	7.15	21.52	36.84	23.81	9.81
Biology 2 unit	6.38	38.30	44.68	10.64	NA	12.39	27.46	39.70	15.79	4.23
Chemistry 2 unit		29.41	41.18	23.53	5.88	15.20	27.39	36.92	16.09	4.19
Investigating Science 2 unit	15.15	57.58	27.27	NA	NA	8.46	23.26	38.44	21.80	7.14
Physics 2 unit	21.43	35.71	28.57	14.29	NA	15.06	27.50	36.92	16.36	4.01
Ancient History 2 unit	13.33	13.33	46.67	20.00	6.67	15.29	27.55	34.45	15.83	5.99
Business Studies 2 unit	8.11	21.62	51.35	16.22	2.70	12.93	28.59	35.87	16.60	5.50
Legal Studies 2 unit	11.11	27.78	38.89	16.67	5.56	15.32	28.08	34.72	15.53	5.76
Modern History 2 unit	10.00	20.00	50.00	16.67	3.33	16.38	27.75	35.29	14.67	5.30
Studies of Religion I 1 unit	3.64	32.73	43.64	18.18	1.82	14.45	30.86	38.37	14.10	2.19
Engineering Studies 2 unit	28.57	35.71	28.57	7.14	NA	15.32	29.95	34.83	14.29	5.11
Food Technology 2 unit	22.58	22.58	41.94	12.90	NA	12.70	27.22	33.50	17.17	7.98
Industrial Technology 2 unit	18.42	34.21	28.95	13.16	5.26	9.56	24.50	35.96	20.18	8.16
Information Processes and Technology 2 unit	37.50	NA	37.50	25.00	NA	15.67	29.20	32.41	16.73	5.46

Course	School A (%)	School B (%)	School C (%)	School D (%)	School E (%)	State A (%)	State B (%)	State C (%)	State D (%)	State E (%)
Software Design and Development 2 unit	15.38	46.15	30.77	7.69	NA	17.26	27.76	30.98	16.52	7.16
Drama 2 unit	45.45	18.18	36.36	NA	NA	26.55	38.15	25.78	7.42	1.80
Music 1 2 unit	28.57	28.57	42.86	NA	NA	19.46	35.25	29.67	10.63	3.90
Visual Arts 2 unit	37.50	50.00	12.50	NA	NA	20.39	33.78	29.90	10.99	3.81
Personal Development, Health and Physical Education 2 unit	10.53	22.81	49.12	14.04	3.51	12.32	27.23	37.47	16.80	5.58

## 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	2014	2015	2016	2017	2018	2019
Ancient History	School Average	70	70	74	62	77	74
	State Average	72	71	72	72	73	73
Biology	School Average	71	69	74	74	72	73
	State Average	72	71	74	74	74	72
Business Studies	School Average	71	73	74	73	74	73
	State Average	74	74	73	73	74	72
Chemistry	School Average	74	72	70	67	72	70
	State Average	76	76	76	75	75	75
Drama	School Average	N/A	73	75	73	75	76
	State Average	N/A	78	78	78	78	78

Course	Averages	2014	2015	2016	2017	2018	2019
Economics	School Average	64	71	65	69	73	73
	State Average	76	76	77	77	76	77
Engineering Studies	School Average	75	78	73	68	77	76
	State Average	73	75	75	74	75	74
English (Standard)	School Average	69	68	70	69	69	71
	State Average	67	67	69	69	69	69
English (Advanced)	School Average	75	78	79	78	79	79
	State Average	81	80	81	81	81	81
English Extension 1 (mark out of 50)	School Average	37	43	39	41	42	41
	State Average	41	42	42	41	42	42
English Extension 2 (mark out of 50)	School Average	34	33	NA	32	NA	41
	State Average	38	40	NA	39	NA	39
English Studies	School Average	NA	NA	NA	NA	NA	64
	State Average	NA	NA	NA	NA	NA	51
Food Technology	School Average	69	70	74	71	73	77
	State Average	71	71	71	72	73	74
Industrial Technology	School Average	76	84	77	74	76	85
	State Average	71	70	69	68	68	69
Information Processes and Technology	School Average	76	76	71	66	77	77
	State Average	73	72	71	72	73	72

Course	Averages	2014	2015	2016	2017	2018	2019
Investigating Science	School Average	NA	NA	NA	NA	NA	78
	State Average	NA	NA	NA	NA	NA	69
Legal Studies	School Average	64	83	76	77	72	76
	State Average	73	75	75	76	75	74
Mathematics Standard 1	School Average	NA	NA	NA	NA	NA	72
	State Average	NA	NA	NA	NA	NA	70
Mathematics Standard 2 (Formerly General Mathematics until 2019)	School Average	72	70	72	70	72	75
	School Average	69	69	69	69	70	71
Mathematics	School Average	76	73	74	72	75	76
	State Average	78	78	78	78	78	78
Mathematics Extension 1	School Average	73	79	73	73	80	83
	State Average	81	81	80	81	79	80
Mathematics Extension 2	School Average	73	78	69	83	78	76
	State Average	82	82	81	81	81	82
Modern History	School Average	74	69	74	75	76	76
	State Average	75	75	74	74	74	73
History Extension 1 (mark out of 50)	School Average	33	35	35	38	40	31
	State Average	39	39	39	39	39	39
Music 1	School Average	83	84	83	84	88	87
	State Average	80	81	81	81	82	82

Course	Averages	2014	2015	2016	2017	2018	2019
Personal Development, Health and Physical Education	School Average	70	71	76	70	71	71
	State Average	73	73	72	71	72	73
Physics	School Average	69	76	71	66	72	67
	State Average	73	73	73	73	73	73
Software Design and Development	School Average	72	NA	72	74	71	75
	State Average	73	NA	75	74	74	75
Studies of Religion (mark out of 50)	School Average	37	39	39	36	40	39
	State Average	38	38	38	39	37	38
Visual Arts	School Average	78	82	77	79	83	79
	State Average	78	79	80	80	80	81
French Beginners	School Average	NA	NA	NA	NA	NA	NA
	State Average	NA	NA	NA	NA	NA	NA
French Continuers	School Average	NA	76	NA	73	NA	74
	State Average	NA	82	NA	82	NA	82
Construction Examination	School Average	74	75	87	74	79	70
	State Average	72	72	73	72	73	75
Hospitality Examination	School Average	73	75	72	79	76	79
	State Average	75	76	73	74	73	73
Entertainment Industry Examination	School Average	NA	73	84	80	77	81
	State Average	NA	73	76	76	75	76

Course	Averages	2014	2015	2016	2017	2018	2019
Retail Services Examination	School Average	70	78	80	74	69	82
	State Average	71	72	73	70	69	69
Metals and Engineering	School Average	80	70	73	67	76	77
	State Average	68	66	69	65	69	64
Human Services Examination	School Average	NA	NA	77	NA	NA	NA
	State Average	NA	NA	72	NA	NA	NA
Financial Services Examination	School Average	NA	NA	NA	NA	NA	81
	State Average	NA	NA	NA	NA	NA	72