



# ST EDWARD'S COLLEGE

WHERE YOUNG MEN ACHIEVE



2020  
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

What a year!

Every individual, family, community, business, organisation and group has been affected directly or indirectly by the COVID-19 Pandemic.

Every student, parent, carer, teacher, support person and the College has been challenged to protect their health and that of their friends, associates and those they have contact with.

The College has been challenged to continue to provide high quality education to over 1000 students within the restrictions of the Pandemic. I would like to highlight and emphasize that there was and is no template as to how to manage a College and provide and receive a quality education in this environment.

The College Board and I are extremely proud of Mark and Jay, the College Executive, teachers and support staff and the student body.

Teachers and students transitioned to home based online education. The challenge for teachers was to devise and invent new teaching methods (not just Zoom a traditional classroom presentation), to maintain student/teacher connection and engagement. Without exception the teachers and Executive of St Edwards College have demonstrated their dedication, professionalism, care and innovation — something to be commended for, acknowledged and celebrated.

The students themselves should also be praised and acknowledged for their responsibility, resilience and commitment.

Many of our families were and are severely impacted financially during this period, The College, through our Principal, Mark and Business Manager, Ron offered assistance to families who were experiencing financial hardship. Each application was assessed separately and supporting documentation was required. Confidentiality was paramount and consultation was non-judgemental.

Our independent Auditors issued an unqualified report with no negative comments — a credit to Ron and his Finance Team.

The construction and refurbishment of the Wellness Centre is proceeding and is an asset to the College.

We have a full quota of enrolments for Year 7 in 2021. There is a lot of competition in the education sector on the Central Coast. To continue to receive enrolment applications more than our capacity to accommodate is testament to the success and standing of the College.

As we approach the end of the school year and the festive season, may I take this opportunity to wish all of the St Edward's community our best wishes for health, happiness and a better 2021.

Mr Frank Bortkevitch  
Board Chair 2020

## Principal's Report

The year 2020 will forever be recorded as being one of the most challenging yet exciting years in the history of the College since it opened in 1953. The challenges that we have faced as a school community in response to the COVID-19 pandemic have, in many ways, solidified our commitment to ensuring that we provide the best holistic, liberating education for the boys in our care. Our focus continues to lie in providing a safe and inclusive environment that cares for the personal, academic, emotional, spiritual and social growth of young men to ensure they remain aspirational regarding their future and are equipped to face the many challenges that lay before them in their experiences of life.

As an Edmund Rice school, we continue to challenge the whole person, providing more than just an academic focus. We endeavour to provide boys with learning experiences that empower them to look beyond themselves to those that are truly poor and marginalised, within and beyond our society. We continue to challenge them to establish a social conscience to become citizens of the world, with an understanding of contemporary global issues. We believe that it is only through encouraging young people to engage in this exploration of the soul that we can hope to build a better world for all.

The College Aspiration Statement articulates the values that underpin the quality of the education provided at St Edward's and the values upon which an Edmund Rice education is founded.

# 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 wellbeing 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.

Throughout 2020, staff and students have worked together in bringing this aspiration statement to life and it is with great pleasure that I share with you some of the many ways in which this has been demonstrated throughout this year.

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

Our world is rapidly changing and being able to equip young people to not only deal with these changes but be co-creators of a better world is at the very heart of our vision as an Edmund Rice school. Providing a liberating education that engages students in teaching and learning experiences that are authentic, relevant and rigorous, that challenge and support the development of skills such as creative and critical thinking, collaboration, communication and problem-solving is vital in the development of young people as global citizens.

These skills must be developed in a manner which allows students to explore their own sense of justice on a range of contemporary world issues such as racism, global poverty and the widening economic gap, ecological sustainability, equality of the sexes and right relationships. As an Edmund Rice school, we are challenged to empower our boys to be counter-cultural in their thinking and passionate about life, love and the creation of a better world for all.

I have absolute faith in young people today. They have unlimited potential to undo many of the wrongs of the past. In my experience, young people demonstrate compassion and empathy in their understanding of world and local issues. They have great capacity to learn and to develop a passion to challenge injustice. I do believe as a generation of young people they are often underestimated by society. We must continue to work with them in developing a social conscious to become confident and willing to champion the values of inclusivity, solidarity and justice for those in our society that have no voice. We must be their advisers, their protectors and their challengers if we truly wish to see them become co-creators of a world which is better than the world they have inherited.

One of the very positive developments to emerge from connecting with students and families online during the period of home-based learning was the introduction of whole school and year group assemblies via Microsoft Teams. The College Prefects demonstrated great leadership in developing the content delivered

at whole school assemblies and their focus was on maintaining a sense of community and the promotion of student wellbeing. The great success of this initiative evolved into the development of St Edward's College TV (SECTV), which was launched on Friday June 5. Mrs Jodie Connor and Mrs Josephine Emmett have worked with the students studying Entertainment, the College Prefects and our Information Services Department to establish a live broadcast which is streamed throughout classrooms for all staff and students to view.

Our boys never cease to amaze me in how they respond to global issues in a thoughtful and reflective manner. This was exemplified in the work of our student Portfolio Leaders, in the development of many of the SECTV episodes, on social issues such as racism in our Australian context, in response to the Black Lives Matter movement, environmental sustainability, adolescent mental health and respectful relationships. These fine young men have reflected deeply on these issues and challenged the rest of the school community to also reflect deeply on these issues.

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

A Catholic school in the Edmund Rice tradition, we are committed to continue the work of the Christian Brothers by calling its school community to play a prophetic role in the mission of the Catholic Church. This year we farewelled the Christian Brothers from the St Edward's site to take up residence in Sydney. The Central Coast community will be forever indebted to the work of the Brothers in providing a wonderfully rich Catholic education founded in the charism of Edmund Rice for so many young men. From the school's early beginnings on May 12, 1953 when the College was opened with an enrolment of seventy boys, the College has continued to grow and today boasts an enrolment of over one thousand students.

This can only have been achieved through the hard work and dedication of so many inspirational Brothers. Through the passion, commitment and dedication of these inspirational men, who were called to follow in the footsteps of our Founder, Blessed Edmund Rice, a community has been created which is committed to building good young men. We have a long list of Brothers whose vocation brought them to St Edward's in the role of Principal and teachers, and their proud heritage will remain in the corridors, in the classrooms, on the sporting field, in service and in the hearts of thousands of students and teachers who accompanied them on this journey. We, as lay teachers, maintain the challenge, to continue the great work of the Brothers now and into the future. We maintain an absolute commitment to continue to uphold the proud traditions that have been established in the formation of Catholic young men.

The College maintains a prominent heritage on this Frederick Street site. From the humble beginnings when the Brothers took up residence in Mona Vale, the College buildings and infrastructure has continued to grow, providing facilities and resources of the highest quality. I wonder if Br Shanahan our founding Principal could ever have envisaged, what the school would become.

It is with great sadness that we farewelled the Christian Brothers. We did so with a strong resolve to ensure that the values upon which these wonderful men who have dedicated their life to the service of others, continues in the work that we do. St Edward's College today maintains a deep commitment to providing a holistic and liberating education which challenges nurtures and inspires young men to be the best they can be.



In particular we said goodbye to Brother Peter and Brother Rod and we will always have a special place in our heart for Brother Denis Cusack who passed away in 2019 having worked at the College to the age of ninety-one. They will be missed but their friendship, guidance and dedication to St Edward's will never be forgotten.

May God bless them, care for them and keep them forever in his heart.



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

St Edward's College is committed to ensuring that we provide a welcoming and safe environment which fosters right relationships. Relationships which value the dignity and worth of all members of the community. We are provided with great guidance through the Charter for Edmund Rice schools on the values associated with inclusivity and right relationships and it is important that our school is seen by staff, students, parents and the wider community as an accepting and welcoming place. A community that is inclusive, in which students, teachers and support staff feel safe, valued and cared for. The wellbeing of staff and students is paramount in creating a positive learning culture.

We maintain an absolute commitment to ensuring the safety and wellbeing of the boys in our care. Our commitment is underpinned by the implementation of the EREA Child Safeguarding Standards Framework. The EREA Child Safeguarding Standards Framework, which was launched this year, is designed to further enhance a culture within each of our schools wherein protecting children and young people from abuse and other harm, and the promotion of child safety, participation, empowerment and wellbeing is embedded in the everyday thinking and practice of leaders, staff and volunteers.

Our commitment to caring for our boys' wellbeing was further reinforced by the ongoing implementation of the College's Wellbeing program. This carefully planned series of regularly timed lessons provided an opportunity for boys to explore aspects of their wellbeing in a safe and caring environment.



Throughout this very difficult year, in particularly throughout the period of home-based learning, this program provided an important connection for teachers and students fostering an open dialogue on matters associated with their own mental health and wellbeing.

Ensuring that we provide a safe and inclusive learning environment underpins all that we do at St Edward's. Our commitment to this ethos was further exemplified through the opening of the College's Wellness Centre. This purpose-built facility provides a haven for boys when they are experiencing difficulty. Our Pastoral team took residence in this building during Term 3 and we hope to have an official opening to the centre in 2021 when we can invite members of the community onsite.



*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.*

The forced transition to Home-Based Learning in response to the COVID-19 pandemic, provided us with many challenges as a learning community, as we were required to rapidly transition and learn new and different ways to engage our boys in a mode of learning which was very different to what we are used to. The staff of St Edward's pride ourselves on the commitment we maintain to providing an education which challenges our boys to be the best they can be. As teachers, we understand the importance of developing positive relationships and connections with our students and are acutely aware that this is best done face-to-face rather than through the wonders of technology. Home-based learning prevented us from being able to lock eyes with our students, removing the capacity to see the smile on their faces when learning suddenly happened or the puzzled look when they still did not understand. We needed to reinvent how we were able to maintain that connection each lesson, so that we could challenge and engage each boy in their learning. We were also very conscious that this mode of learning was not easy for many students, and we endeavoured to provide support and feedback as best we could.

Despite these challenges many of our teachers have shared how pleased they were in the way in which the boys responded. The move to using Microsoft Teams, combined with a range of learning applications, provided teachers with an opportunity to engage with each student during lessons communicating, clarifying and supporting boys when difficulties arose. While it is certainly not the ideal mode of learning, I have great admiration the way our staff responded to the challenges that we were faced with. Their dedication, professionalism and care for the boys, during a time where we are all faced with great uncertainty, is something to be celebrated.

Our boys must also be commended on the resilience that they demonstrated. Many boys stepped up to the challenge of being independent in their learning, taking responsibility to engage in lessons, maintaining a commitment to do the best they can. We can never underestimate how challenging this was for them as a learning experience, yet many excelled in their application and commitment to do well. As they commenced the transition back to school, it was a joy to talk with them about their experience. Their honesty, their appreciation of their teachers and, for the majority, their eagerness to return to school, highlighted for me their understanding of the importance that school and education plays in their lives. Watching them reconnect with their friends also highlighted the importance that they place in the social connection that coming to school each day provides.

During 2020, we introduced a process of Learning Conferences. This initiative emerged out of the learnings that we gained from using online platforms to engage with students and parents in response to COVID-19. The learning conferences replaced the traditional Parent Teacher interviews that have previously been conducted in the Edmund Rice Centre. Not only did the format of these meetings change to be online, but the focus also changed.

This new approach to the Learning Conference is designed to encourage all students to take responsibility for their learning. Teachers provided time in class for the boys to complete a reflection activity about their learning in each subject. Boys were then asked to lead the online conversation, discussing ideas such as: What they have learnt, how they could improve in completion of assessment tasks, their commitment to learning in terms of their behaviour in class, application and effort, home study routine and future learning goals. The purpose of this new approach is to provide them with a supportive environment in which to evaluate their own progress, take responsibility for their learning and set goals for continuing improvement.

It is very pleasing to see how staff and students have responded to the many challenges that we have faced throughout the year. We have continued to draw on these challenges to learn and grow as a community whilst fulfilling the values that underpin the College's Aspiration Statement and the Touchstones for Edmund Rice Schools. I would like to acknowledge the commitment of all staff to the promotion of these values through the work they do. The caring, compassionate and professional way they engage with our boys, with the common goal of challenging them to be the best they can be is truly appreciated.

Mark Bonnici

College Principal

## School Features

For the past year, I have had the privilege to serve as the College Captain for 2020 and I am so grateful to be gifted with this opportunity. I have learnt a great deal about leadership working alongside my fellow prefects to help create a better environment for the students of St Edwards. In doing so, we were fortunate enough to have established, and continued, a variety of initiatives that encourage the voices of you, the St Edwards community, to be heard. Some of which included the Trash Free Tuesday mufti day, Return and Earn scheme, school podcast, Math's week, the racism survey, the introduction of the 'Mental Health starts with Me' initiative and of course, the launch of SECTV.

Together, through the portfolio's, the prefects have been able to sustain a school community that listens to the opinions of its students and works towards creating a brighter future for St Edwards. However, all these opportunities would not be possible without the assistance of Mr. Mark Bonnici and Mr. Scott Beattie for their continuous efforts and cooperation during our time at St Edwards.

2020 has been a tumultuous year, filled with twists and turns, fear and uncertainty, but we made it. And now that my time as a student, captain, and Eddies boy has concluded, I am thankful for the experiences and the life that St Edwards has provided for me. Eddies has taken me to places I never thought I would see. I gained greater confidence in myself and my leadership as I learnt what it took to be a good friend and understand the impact of social justice and youth activism. Whilst I am thankful to the prefects for their help in making the dream for a better school a reality, you do not need a badge to make a change. My hope for St Edwards in the coming years is for every student to have their voice heard, working alongside teachers and prefects to create a school community that is receptive to the ideas of students and their views on the future of the school.

Leadership is a different journey for everyone. It is about learning and growing with your role so that you may guide others to feel recognized and appreciated. I have no doubt that St Edwards has a variety of different leaders, patiently waiting for their opportunity to demonstrate their capabilities. My advice to you, there is not time like the present. Start getting involved and demonstrate you have what it takes to be successful. Challenge yourself and experience things you never thought were possible. As future generations of Australia, it is our job to ensure our voices are heard to educate others. Whilst there may be those who argue you should not try, prove them wrong. Don't let the negativity of people projecting their own self-doubts on you deter you from your focus. You all have something special to offer this world and it is your responsibility to make sure everyone sees it.

Whilst my time at Eddies has come to an end, your time is just beginning. Rise up to the challenges of the world and be greater than anyone thought you could be. Be resilient and embrace your flaws, but most importantly, be unapologetically and authentically *you* for it is the bossy, ambitious and underqualified students of today, that will make the great leaders of tomorrow. Whether it's for the good times or bad, the perfect exam or goal scored, the camps or the everlasting friendships, you can always rely on St Edwards as a place that enables the young men of the future, to achieve greatness in all its glory, through faith and knowledge.

Jackson Robb  
College Captain 2020

## 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 DIMENSION AND CATHOLIC IDENTITY

St Edward's College 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.

In a COVID-19 interrupted year dominated by cancellations and alterations to liturgical celebrations there were still some highlights for St Edward's. One of these 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:

- Chase Nicoll
- Christian Sultana
- Marlen Wilson
- Ashton Hayes
- Saxon Young
- James Hughes
- Sonny Doyle
- Jett Gooley

The Year 12 Graduation Mass celebrated by Father Greg was another high point in a very busy year.

For the first time due to COVID-19 parents were not able to attend. At this Mass, Year 12 student Joseph Hussein 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.

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. Unfortunately, priests from the surrounding parishes were not able to visit the College to celebrate the sacraments and assist teachers with their teaching of religion due to COVID-19. The spiritual life of any Catholic College should have its beginnings in each home: St Edward's College is no exception.

Fortunately, the College was able to undertake a limited retreat program for Year 12 which was held at North Avoca Surf Club. The most important elements of our normal retreat program were incorporated into this day and were well received by the students. Reflection days for the junior years were also able to be conducted.

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 the Studies in Catholic Thought course 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 training was completed but due to COVID-19 students were not able to assist the catechists this year. 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.

## Curriculum

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

In Years 7 and 8 students' study:

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

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

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

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

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

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

| Learning Area                     | Examples of Courses Offered  |
|-----------------------------------|--|
| Religion                          | Studies in Religion, 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 2020, St Edward's College, continued to offer courses in Construction, and Manufacturing 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: Liberating Education, Inclusive Community, Justice and Solidarity and Gospel Spirituality. In this context, there is a significant commitment to students who need support due to realise their potential.

This additional academic support is provided in several ways, including the services of four experienced Teacher Assistants, a Diverse Learning teacher and a Leader of Diverse Learning. These professionals 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 the smaller classes of English and Maths. In addition, Year 7 to 10 practical classes, such as Technology, Science, Food Technology and Art, are supported on a needs' basis.

Homework Help is also offered on Mondays through to Thursdays, from 8:00am till 8:45am in the library. In this context, students may specifically access maths help, word processing tutoring or generally research support.

All students in the College 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 of students enrolling.

As of 2021, all students in the College have their own personal laptop for school use. With the increasing utilisation of laptops, particularly using Canvas and OneNote platforms, our goal is to ensure that all diverse learning students become more confident and competent using the range of accessibility applications available, such as Voice-Text, and Text-Voice.

St Edward's College embraces the policies of implementing the National Consistent Collection of Data for Students with a Disability. Under these laws the College has an obligation to ensure that all students have equal access to the curriculum no matter what their disability. Our most common form of Supplementary adjustment for such students is providing access to separate, small group supervision for 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, and extra time. Through a range of evidence-based practice teachers continue to identify those students with diverse learning needs who would benefit from these provisions

Based on a similar range of standardised criteria, each year the College continues to apply for eligible students to make application for Disability Provisions through NSW NESA. This ensures that these students may have similar access to exam support in the Higher School Certificate external exams as their peers.

As a College and teachers, we are continually challenged to differentiate and adjust the curricula to meet the diverse learning needs of individual students. We aim to do the best we can to allow students to realise their individual potential with the resources we have at hand. We are fortunate in offering a broad and comprehensive range of curricula options that cater for diverse and individual learning needs. However, the success of anything we attempt at the St Edward's College 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 25 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 Stage 6, 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 engaged 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 introduced 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.

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 were not able to, due to Co-Vid 19, 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 reflection task, completed in class, enabled students to reflect on their time here at St Edward's. The students provided a deep insight to the important role our community played in their lives. Once again, due to Co-vid19, they were not able to participate in the normal three-day Retreat, however, Mr. Beacroft provided the students with a meaningful one-day retreat in Term 3.

The ongoing professional development of the Religious Education staff is a priority and provides a platform for improved knowledge and teaching practices. 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. Even with Co-vid19, the teachers delivered engaging, thoughtful, and spiritually engaging lessons.

We live in a time of ever changing rigorous religious dialogue, and a time for such rich and positive thought. Staff and students have been impacted by Co-vid19 in vastly different ways, but no matter where each person finds themselves, it is important to remember '*... be strong and do not give up, for your work will be rewarded.* (2 Chronicles 15:7)'

## 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 empowers students by offering a One-to-One Laptop program, supported by a team of four dedicated technicians from a centralised student helpdesk. Complementing students' personal devices is an additional 250 desktops, 60 iPads, 55 multimedia classrooms and a digital media library throughout the campus.

This allows students to access a range of educational resources including Office 365, Adobe suite and Canvas. Computer access is also available 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 a every expanding digital curriculum.

## 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 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

Career's education is about developing the skills, attitudes, and knowledge to assist students making sound choices to effectively manage their *careers beyond school*. 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 will always have value, but enterprising skills are paramount in an increasingly 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 workplace experiences. St Edward's College has a dedicated Leader of Learning for Careers and Vocation Education and Training whose role is to assist students' transition from school to work, whether that be to university, college, TAFE, employment, traineeship or an apprenticeship.



Our Careers Education Program includes the following activities: online career resources, 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 is also available to student's and accompanying parents/care givers.

## Camps

Due to COVID 19, there were no camps in 2020.

## Workforce Composition

In 2020, 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

As with all things, professional learning was greatly affected by the Covid-19 pandemic. Fortunately, for St Edwards it had a positive effect. In total, \$16,237.13 was spent on professional learning by staff throughout the year which is a \$63,086.87 decrease from 2019. This can directly be attributed to the lack of face-to-face courses, professional learning moving online and a focus on using staff expertise for internal professional learning webinars and workshops.

The Professional Learning Partnership (PLP) Framework faculty structure began well but then was put on hold as staff were unable to meet face to face. The time usually dedicated to PLP meetings was used to upskill and train staff in the ICT tools needed to deliver courses online. This shift to online learning became the professional learning goal for the year. The PLP structure leant itself to supporting staff whilst working from home and highlighted the importance of a professional learning community working and learning together. In 2020 all PLP Teams learnt new strategies, to create conditions for perpetual learning, showed great innovation and experimentation with the task of delivery lessons from home. The professional learning work in previous years in integrating the use of ICT into the Curriculum with our LMS Canvas was of huge benefit.

Teaching staff still engaged in professional development either internally or through attendance at an external professional development experience. In contrast to 2019 with 399 events, there were 153 professional learning events on the College calendar in 2020, with 44 being for external face to face events. This is a decrease of 112 events, which allowed staff to focus on being in the classroom and participating in school based professional learning. School based professional learning events included 23 curriculum planning days, nine Canvas course audits and 81 classroom observations.

All staff completed the mandatory online compliance training modules delivered in Complispace on Duty of Care (Child Protection), EREA Code of Conduct, Workplace Bullying & Harassment and EREA Child Safeguarding Standards.

Two highlights of the 2020 professional learning calendar were the term three staff day (Covid-19 Reflections – Perspective, Purpose & Potential) and the term four staff day (PLP Staff Showcase). Allowing staff time to reflect and celebrate their teaching practice and growth was inspiring. Stories and experiences were shared and ideas were percolated. As a result of the staff feedback from these two days, whole school decisions were made. The most significant being the shift from a six-period timetable day to a five-period day and a move from three PD focus areas to one – Feedback.

## 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 2020 school year was 93.3%. This varied from year group to 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 |
|--------|--------|--------|---------|---------|---------|
| 93.8%  | 92.6%  | 91.6%  | 92.7%   | 93.7%   | 95.4%   |

# 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, 2018 (December)      | 158                     |
| Year 12, 2020 (December)      | 131                     |
| Retention Rate                | 82.9%                   |

## 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 2020 are presented below.

Year 12: 131 students in the year group at the conclusion of the HSC in 2020

| Destination                    | Percentage of students |
|--------------------------------|------------------------|
| University                     | 45%                    |
| Unknown                        | 1.5%                   |
| TAFE                           | 1.5%                   |
| Private College                | 3%                     |
| Apprenticeships / Traineeships | 14.5%                  |
| Employment                     | 12%                    |
| Other/GAP Year                 | 13%                    |

Year 11: 163 students in the year group at the start of 2020

| Destination                   | Percentage of students |
|-------------------------------|------------------------|
| St Edward's College (Year 12) | 83%                    |
| Employment/ Apprenticeship    | 13.4%                  |
| Other school                  | 2.4%                   |
| TAFE                          | 1.2%                   |

Year 10: 174 students in the year group at the start of 2020

| Destination                   | Percentage of students |
|-------------------------------|------------------------|
| St Edward's College (Year 11) | 82.3%                  |
| Employment/ Apprenticeship    | 5.7%                   |
| Other school                  | 10.3%                  |
| TAFE                          | 1.7%                   |

## 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 Behaviour

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

- Peer conferencing between the victim, support person/s, the bully/bullies and supporting teacher.
- Follow up by the supporting teacher.
- Contact with the parents of the victim and the bully.
- If the bullying is repeated, intervention by Pastoral Care Coordinator.

## Conclusion

One of the main aims of St Edward's College is to ensure that all members of the College Community feel valued. Productive and enjoyable relationships will flow from this and will acknowledge the individual differences of each member. We endeavour to encourage all to respect the spiritual, educational, mental, emotional, and physical 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 2020 there were 1076 boys (full-time) enrolled at St Edward's College.

| Year               | 7   | 8   | 9   | 10  | 11  | 12  | Total |
|--------------------|-----|-----|-----|-----|-----|-----|-------|
| St Edward's Campus | 192 | 192 | 211 | 174 | 156 | 131 | 1056  |

## 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, Homeroom Teachers, 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 to support student welfare:

- Integration of the Code for Learning into the level system.
- Introduction of Positive Behaviour for Learning Framework
- 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 2020 the College continued with the implementation of the implementation of the 2020-2024 Strategic **Improvement** 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 2020 based on the Strategic Plan.

- Review of Pastoral Care Policies and Procedures.
- Formation of the Reconciliation Action Plan (RAP) working party.
- Introduction of Positive Behaviour for Learning.
- Online Student Learning Conferences (Parent / Teacher interviews).
- Online Learning resulting from COVID 19 Pandemic.
- Review Master Plan – Phase 1 implemented – Wellbeing Centre.
- Implementation of Visible Learning to enhance student learning (Teaching Strategies, Feedback and Assessment).
- Continue to implementation 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.
- Implementation of the recommendations of the NSEA in relation to scope and sequences, programs, and policies.
- Annual Review of College Policies.
- Continue to implementation of Edmund Rice Beyond Borders initiatives.
- Further development of the Pastoral themes for each year groups. These themes being: Belonging, Incorporating Our Values, Men of Honour, Leadership and Participation, Owning the Responsibility, Young Men with Purpose.
- Implementation of the Independent Learning whole school initiative.
- Ongoing improvement of the administrative functions in iWise for effective school organisation.
- Greater utilisation of the Parent Portal, College Website and College App in communicating with parents and the wider community.

# Educating for Justice and Peace

## Respectful and Responsible Behaviour

The following are examples of whole school programs that were conducted during 2020 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.
- The vertical homeroom 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.
- 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 2020:

- Acknowledgement of Country occurs prior to major assemblies or celebration, including acknowledgement of traditional landowners.
- Formation of the Reconciliation Action Plan (RAP) working party.
- Reconciliation Week is acknowledged annually 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
- 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 2020, through various events and initiatives by teachers. Examples include:

- Coast Shelter
- Christmas Hampers
- Operation Christmas Child
- 40 Hour Famine

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

- Edmund Rice Camps (Years 11 – 12 students)
- Visits to Kings Cross
- Coast Shelter
- Clean 4 Shore program

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

### Curriculum Class Based Activities

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. E.g., Year 11 heard from Andrew English, from our King's Cross program. 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. Over 70 students received the award of Edmund Rice Honours at awards day event, for completing more than 100 hours.

## 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 continued at St Edward's College throughout 2020 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 November 2020, St Edward's College participated in testing revolving around student motivation and engagement. A total of 715 students participated, from Year 7 to Year 12. Motivation and engagement can be conceptualised as students' inclination, energy and drive to learn, work effectively, and achieve to their potential at school and the behaviours that follow from this energy and drive. Motivation and engagement play a large part in students' interest in and enjoyment of school and study. Motivation and engagement also underpin students' achievement. The data obtained by this survey has allowed the College to implement strategies to support the motivation and engagement of our 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.

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.

A Parent, Student and Staff satisfaction survey will take place in 2021.



## 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

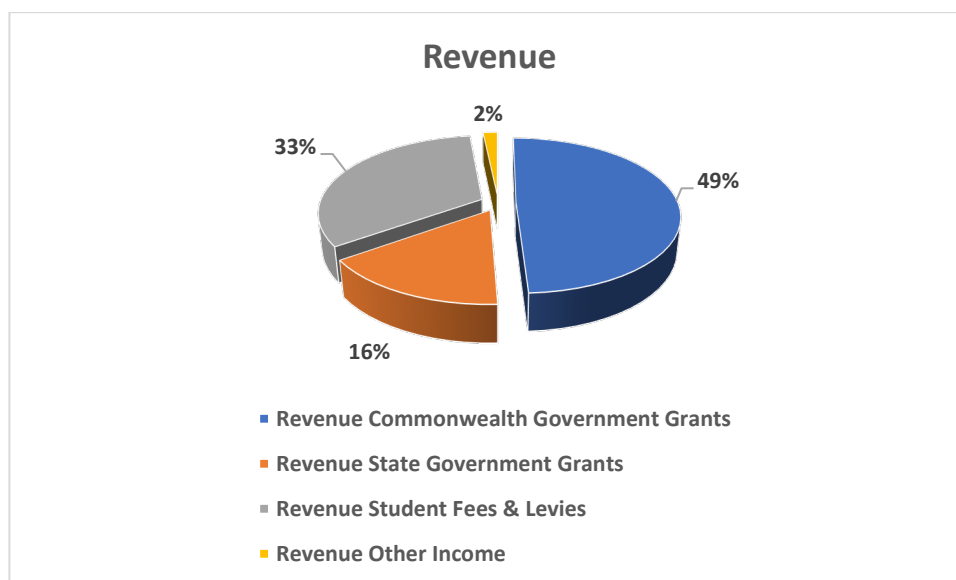
During 2020 the College completed the following major projects:

- Opening of the Wellbeing Centre.
- Stage two of the installation of safety glass to meet Australian standards commenced.
- Implementation of COVID protocol set by Catholic Schools NSW and EREA.
- Day shift cleaner
- Annual painting around the school where needed.

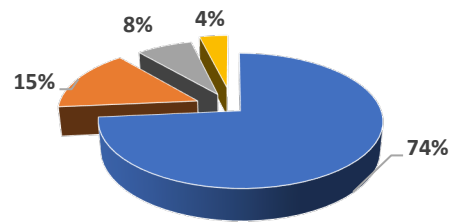
In the Information Technology area, additional funding was allocated to the installation of new service and hardware in the following areas:

- Extended the access to Canvas during the Covid period, allowing for remote learning.
- Provided remote helpdesk support to all staff and students during Covid period.
- Provide 100 families with student learning devices during the Covid lockdown period.
- Continued security maintenance of all hardware and software Services
- Increased college CCTV surveillance to ensure perimeter of the college is secured.
- Provisioned new Wellness Centre areas, new CCTV cameras providing security of teacher and students. New digital screens marketing and enrolment
- Rolled over 60 desktops.
- Replacement of 110 All in One Desktop in several classrooms.
- Replacement of 210 Year 9 learning devices to ensure their digital learning continues through to student senior years.
- Prepare 210 Year 7 Personal Learning Devices for 2021
- Upgrade of backup system to mitigate risk.
- Refurbishment of residence house and commissioned 2 new conference rooms,
- Provisioned new student helpdesk system improving student services.
- Implementation of new enrolment engagement tool Funnel to foster relationships during the enrolment process.
- Completed hardware and software audit on students' personal devices ensuring optimum performance is maintained.
- Implementation of password security system to ensure alignment with security policies.
- Commissioned new email advance threat protection system to protect staff and student emails by reducing exposure to malware and spam.

## Financial Information



## Expenditure



- Expenses Salaries & Wages & Superannuation
- Expenses Non Salary Expenses
- Expenses Depreciation
- Expenses Debt Servicing

## Record of School Achievement

The table below represents the distribution of grades in each subject studied until the end of Year 10 in 2020. The 'State Average' grade includes all students in NSW i.e. both boys and girls.

| Course                           | State Total | School A(%) | School B(%) | School C(%) | School D(%) | School E(%) | State A(%) | State B(%) | State C(%) | State D(%) | State E(%) |
|----------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|------------|------------|------------|------------|
| English 200 hours (300)          | 87056       | 17.54       | 26.90       | 34.50       | 18.13       | 2.92        | 12.81      | 28.52      | 36.25      | 15.83      | 5.86       |
| Mathematics 200 hours (323)      | 87400       | 11.70       | 29.24       | 45.03       | 14.04       |             | 15.35      | 22.24      | 32.26      | 22.80      | 6.71       |
| Science 200 hours (350)          | 87109       | 14.04       | 25.15       | 48.54       | 12.28       |             | 13.24      | 24.59      | 35.99      | 18.87      | 6.64       |
| Commerce 200 hours (430)         | 19946       | 26.32       | 26.32       | 26.32       | 21.05       |             | 26.11      | 34.42      | 28.38      | 8.36       | 2.52       |
| Geography 100 hours (4015)       | 87026       | 10.53       | 22.22       | 43.86       | 17.54       | 5.85        | 15.36      | 27.82      | 34.53      | 15.74      | 6.00       |
| History 100 hours (4007)         | 87048       | 11.70       | 14.04       | 56.14       | 12.28       | 5.85        | 15.05      | 27.28      | 34.69      | 16.22      | 6.12       |
| French 200 hours (870)           | 2617        | 55.56       | 5.56        | 11.11       | 27.78       |             | 36.07      | 31.75      | 22.85      | 7.53       | 1.76       |
| Food Technology 100 hours (1626) | 5915        |             |             |             | 100.00      |             | 14.62      | 28.57      | 34.95      | 14.81      | 6.51       |
| Food Technology                  | 16008       | 35.14       | 21.62       | 16.22       | 18.92       | 8.11        | 18.83      | 29.11      | 31.93      | 14.17      | 5.23       |

| Course   | State<br>Total | School<br>A(%) | School<br>B(%) | School<br>C(%) | School<br>D(%) | School<br>E(%) | State<br>A(%) | State<br>B(%) | State<br>C(%) | State<br>D(%) | State<br>E(%) |
|--|----------------|----------------|----------------|----------------|----------------|----------------|---------------|---------------|---------------|---------------|---------------|
| 200 hours<br>(1625)  |                |                |                |                |                |                |               |               |               |               |               |
| Graphics<br>Technology<br>200 hours<br>(1700)                    | 1378           | 33.33          | 66.67          |                |                |                | 28.08         | 29.03         | 28.23         | 11.61         | 2.90          |
| Industrial<br>Technology<br>(Timber) 100<br>hours (1821)         | 3467           |                |                | 50.00          | 50.00          |                | 11.28         | 26.13         | 38.10         | 16.56         | 7.15          |
| Industrial<br>Technology<br>(Timber) 200<br>hours (1820)         | 10050          | 30.77          | 48.08          | 19.23          | 1.92           |                | 12.17         | 27.90         | 36.29         | 16.54         | 6.74          |
| Information<br>and Software<br>Technology<br>100 hours<br>(1831) | 2353           |                |                | 100.00         |                |                | 18.87         | 30.34         | 31.92         | 13.17         | 5.18          |
| Information<br>and Software<br>Technology<br>200 hours<br>(1830) | 7406           | 13.04          | 43.48          | 34.78          | 8.70           |                | 25.13         | 30.30         | 28.09         | 11.77         | 4.43          |
| Drama 100<br>hours (2011)  | 2019           |                |                | 100.00         |                |                | 19.96         | 33.58         | 30.36         | 11.59         | 4.26          |
| Drama 200<br>hours (2010)  | 6242           | 33.33          | 16.67          | 50.00          |                |                | 32.19         | 33.69         | 23.45         | 7.34          | 2.90          |
| Music 200<br>hours (2050)  | 9534           | 12.50          | 37.50          | 50.00          |                |                | 27.38         | 31.71         | 25.81         | 10.35         | 4.29          |

| Course   | State Total | School A(%) | School B(%) | School C(%) | School D(%) | School E(%) | State A(%) | State B(%) | State C(%) | State D(%) | State E(%) |
|--|-------------|-------------|-------------|-------------|-------------|-------------|------------|------------|------------|------------|------------|
| Photographic and Digital Media 200 hours (2080)        | 5336        | 15.79       | 47.37       | 15.79       | 21.05       |             | 22.73      | 31.60      | 28.45      | 11.53      | 4.70       |
| Visual Arts 200 hours (2060)                           | 12441       | 36.36       | 36.36       | 27.27       |             |             | 28.10      | 32.96      | 26.28      | 8.70       | 3.37       |
| Personal Development, Health and P.E. 200 hours (2420) | 65028       | 52.05       | 33.92       | 10.53       | 3.51        |             | 13.93      | 32.54      | 36.43      | 12.44      | 4.00       |

## Preliminary Record of School Achievement

The table below represents the distribution of grades in each subject studied until the end of the Preliminary year in 2020. 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     | 10.53       | 63.16       | 15.79       | 10.53       |             | 21.18      | 43.78      | 29.80      | 4.50       | .64        |
| English Extension 1 unit    | 50.00       |             |             | 50.00       |             | 39.61      | 41.74      | 15.16      | 2.71       | .69        |
| English Standard 2 unit     | 10.81       | 40.54       | 34.23       | 13.51       | .90         | 4.45       | 25.94      | 46.46      | 17.22      | 5.41       |
| English Studies 2 unit      | 12.90       | 29.03       | 35.48       | 22.58       |             | 4.57       | 18.74      | 37.23      | 24.43      | 12.23      |
| Mathematics Advanced 2 unit | 22.22       | 33.33       | 30.56       | 13.89       |             | 24.72      | 25.86      | 31.23      | 14.55      | 3.57       |



| Course                        | School A(%) | School B(%) | School C(%) | School D(%) | School E(%) | State A(%) | State B(%) | State C(%) | State D(%) | State E(%) |
|-------------------------------|-------------|-------------|-------------|-------------|-------------|------------|------------|------------|------------|------------|
| Mathematics Extension 1 unit  | 25.00       | 12.50       | 50.00       | 12.50       |             | 28.64      | 27.68      | 27.96      | 12.86      | 2.81       |
| Mathematics Standard 2 unit   | 5.60        | 16.80       | 35.20       | 39.20       | 3.20        | 7.72       | 20.91      | 36.78      | 23.84      | 10.05      |
| Biology 2 unit                | 6.67        | 31.11       | 44.44       | 8.89        | 8.89        | 12.64      | 27.01      | 39.05      | 16.19      | 4.86       |
| Chemistry 2 unit              | 13.33       | 33.33       | 20.00       | 13.33       | 20.00       | 16.36      | 27.22      | 36.07      | 16.04      | 4.11       |
| Investigating Science 2 unit  | 16.67       | 41.67       | 33.33       | 8.33        |             | 8.13       | 24.02      | 37.57      | 21.10      | 8.18       |
| Physics 2 unit                | 16.00       | 32.00       | 32.00       | 20.00       |             | 16.01      | 27.78      | 35.30      | 16.42      | 4.35       |
| Business Studies 2 unit       | 4.35        | 17.39       | 54.35       | 21.74       | 2.17        | 13.61      | 28.35      | 36.91      | 15.42      | 5.24       |
| Economics 2 unit              | 7.14        | 21.43       | 50.00       | 21.43       |             | 23.97      | 33.56      | 29.92      | 9.85       | 2.58       |
| Legal Studies 2 unit          | 5.56        | 22.22       | 44.44       | 22.22       | 5.56        | 16.75      | 27.91      | 33.92      | 15.22      | 5.64       |
| Modern History 2 unit         | 13.64       | 13.64       | 45.45       | 22.73       | 4.55        | 17.13      | 28.87      | 33.61      | 14.37      | 5.40       |
| Studies of Religion I 1 unit  | 20.97       | 41.94       | 29.03       | 8.06        |             | 14.80      | 30.68      | 39.74      | 12.82      | 1.92       |
| Studies of Religion II 2 unit | 20.00       | 50.00       | 20.00       | 10.00       |             | 16.30      | 34.22      | 35.62      | 11.47      | 2.20       |
| French Continuers 2 unit      | 14.29       | 42.86       | 42.86       |             |             | 43.13      | 34.24      | 18.13      | 3.91       | .47        |
| Engineering Studies 2 unit    | 26.09       | 30.43       | 30.43       | 13.04       |             | 16.02      | 29.37      | 32.89      | 14.59      | 6.64       |

| Course   | School A(%) | School B(%) | School C(%) | School D(%) | School E(%) | State A(%) | State B(%) | State C(%) | State D(%) | State E(%) |
|--|-------------|-------------|-------------|-------------|-------------|------------|------------|------------|------------|------------|
| Food Technology 2 unit                                     | 28.57       | 33.93       | 12.50       | 16.07       | 8.93        | 13.12      | 25.08      | 33.22      | 19.12      | 7.98       |
| Industrial Technology 2 unit                               | 22.73       | 24.24       | 24.24       | 28.79       |             | 10.84      | 24.89      | 34.83      | 19.20      | 8.71       |
| Information Processes and Technology 2 unit                | 23.08       | 46.15       |             | 30.77       |             | 17.38      | 27.72      | 32.28      | 16.20      | 5.67       |
| Drama 2 unit   | 11.11       | 22.22       | 33.33       | 27.78       | 5.56        | 28.09      | 37.26      | 24.89      | 6.94       | 2.33       |
| Music 1 2 unit   | 17.65       | 41.18       | 17.65       | 17.65       | 5.88        | 20.24      | 35.54      | 28.74      | 10.88      | 3.68       |
| Visual Arts 2 unit   | 38.46       | 30.77       | 30.77       |             |             | 21.98      | 33.58      | 28.62      | 10.88      | 4.21       |
| Personal Development, Health and Physical Education 2 unit | 24.59       | 36.07       | 24.59       | 11.48       | 3.28        | 13.83      | 27.73      | 36.07      | 16.44      | 5.50       |

## 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. It is pleasing to note that the overall school average result in comparison to the overall state average has continued to trend upwards over the last three years demonstrating the effectiveness of the College's school improvement agenda.

| Course              | Averages       | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|---------------------|----------------|------|------|------|------|------|------|------|
| Ancient History     | School Average | 70   | 70   | 74   | 62   | 77   | 74   | 74   |
|                     | State Average  | 72   | 71   | 72   | 72   | 73   | 73   | 72   |
| Biology             | School Average | 71   | 69   | 74   | 74   | 72   | 73   | 72   |
|                     | State Average  | 72   | 71   | 74   | 74   | 74   | 72   | 72   |
| Business Studies    | School Average | 71   | 73   | 74   | 73   | 74   | 73   | 73   |
|                     | State Average  | 74   | 74   | 73   | 73   | 74   | 72   | 73   |
| Chemistry           | School Average | 74   | 72   | 70   | 67   | 72   | 70   | 73   |
|                     | State Average  | 76   | 76   | 76   | 75   | 75   | 75   | 76   |
| Drama               | School Average | N/A  | 73   | 75   | 73   | 75   | 76   | 77   |
|                     | State Average  | N/A  | 78   | 78   | 78   | 78   | 78   | 80   |
| Economics           | School Average | 64   | 71   | 65   | 69   | 73   | 73   | N/A  |
|                     | State Average  | 76   | 76   | 77   | 77   | 76   | 77   | N/A  |
| Engineering Studies | School Average | 75   | 78   | 73   | 68   | 77   | 76   | 79   |
|                     | State Average  | 73   | 75   | 75   | 74   | 75   | 74   | 74   |
| English (Standard)  | School Average | 69   | 68   | 70   | 69   | 69   | 71   | 71   |

| Course                               | Averages       | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|--------------------------------------|----------------|------|------|------|------|------|------|------|
|                                      | State Average  | 67   | 67   | 69   | 69   | 69   | 69   | 70   |
| English (Advanced)                   | School Average | 75   | 78   | 79   | 78   | 79   | 79   | 81   |
|                                      | State Average  | 81   | 80   | 81   | 81   | 81   | 81   | 81   |
| English Extension 1 (mark out of 50) | School Average | 37   | 43   | 39   | 41   | 42   | 41   | 43   |
|                                      | State Average  | 41   | 42   | 42   | 41   | 42   | 42   | 42   |
| English Extension 2 (mark out of 50) | School Average | 34   | 33   | NA   | 32   | NA   | 41   | 43   |
|                                      | State Average  | 38   | 40   | NA   | 39   | NA   | 39   | 39   |
| English Studies                      | School Average | NA   | NA   | NA   | NA   | NA   | 64   | NA   |
|                                      | State Average  | NA   | NA   | NA   | NA   | NA   | 51   | NA   |
| Food Technology                      | School Average | 69   | 70   | 74   | 71   | 73   | 77   | 76   |
|                                      | State Average  | 71   | 71   | 71   | 72   | 73   | 74   | 72   |
| Industrial Technology                | School Average | 76   | 84   | 77   | 74   | 76   | 85   | 77   |
|                                      | State Average  | 71   | 70   | 69   | 68   | 68   | 69   | 69   |
| Information Processes and Technology | School Average | 76   | 76   | 71   | 66   | 77   | 77   | 71   |

| Course  | Averages       | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|---|----------------|------|------|------|------|------|------|------|
|   | State Average  | 73   | 72   | 71   | 72   | 73   | 72   | 71   |
| Investigating Science   | School Average | NA   | NA   | NA   | NA   | NA   | 78   | 80   |
|   | State Average  | NA   | NA   | NA   | NA   | NA   | 69   | 71   |
| Legal Studies   | School Average | 64   | 83   | 76   | 77   | 72   | 76   | 78   |
|   | State Average  | 73   | 75   | 75   | 76   | 75   | 74   | 75   |
| Mathematics Standard 1  | School Average | NA   | NA   | NA   | NA   | NA   | 72   | N/A  |
|   | State Average  | NA   | NA   | NA   | NA   | NA   | 70   | N/A  |
| Mathematics Standard 2<br>(Formerly General Mathematics until 2019) | School Average | 72   | 70   | 72   | 70   | 72   | 75   | 70   |
|   | School Average | 69   | 69   | 69   | 69   | 70   | 71   | 68   |
| Mathematics Advanced (Formerly Mathematics until 2019)              | School Average | 76   | 73   | 74   | 72   | 75   | 76   | 80   |
|   | State Average  | 78   | 78   | 78   | 78   | 78   | 78   | 79   |
| Mathematics Extension 1   | School Average | 73   | 79   | 73   | 73   | 80   | 83   | 71   |
|   | State Average  | 81   | 81   | 80   | 81   | 79   | 80   | 78   |
| Mathematics Extension 2   | School Average | 73   | 78   | 69   | 83   | 78   | 76   | 75   |

| Course  | Averages       | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|---|----------------|------|------|------|------|------|------|------|
|   | State Average  | 82   | 82   | 81   | 81   | 81   | 82   | 81   |
| Modern History                                      | School Average | 74   | 69   | 74   | 75   | 76   | 76   | 72   |
|   | State Average  | 75   | 75   | 74   | 74   | 74   | 73   | 73   |
| History Extension 1 (mark out of 50)                | School Average | 33   | 35   | 35   | 38   | 40   | 31   | 33   |
|   | State Average  | 39   | 39   | 39   | 39   | 39   | 39   | 38   |
| Music 1   | School Average | 83   | 84   | 83   | 84   | 88   | 87   | 83   |
|   | State Average  | 80   | 81   | 81   | 81   | 82   | 82   | 82   |
| Personal Development, Health and Physical Education | School Average | 70   | 71   | 76   | 70   | 71   | 71   | 74   |
|   | State Average  | 73   | 73   | 72   | 71   | 72   | 73   | 72   |
| Physics   | School Average | 69   | 76   | 71   | 66   | 72   | 67   | 69   |
|   | State Average  | 73   | 73   | 73   | 73   | 73   | 73   | 74   |
| Software Design and Development                     | School Average | 72   | NA   | 72   | 74   | 71   | 75   | 72   |
|   | State Average  | 73   | NA   | 75   | 74   | 74   | 75   | 74   |
| Studies of Religion (mark out of 50)                | School Average | 37   | 39   | 39   | 36   | 40   | 39   | 39   |
|   | State Average  | 38   | 38   | 38   | 39   | 37   | 38   | 38   |

| Course                             | Averages       | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|------------------------------------|----------------|------|------|------|------|------|------|------|
| Visual Arts                        | School Average | 78   | 82   | 77   | 79   | 83   | 79   | 84   |
|                                    | State Average  | 78   | 79   | 80   | 80   | 80   | 81   | 81   |
| French Beginners                   | School Average | NA   | NA   | NA   | NA   | NA   | NA   | NA   |
|                                    | State Average  | NA   | NA   | NA   | NA   | NA   | NA   | NA   |
| French Continuers                  | School Average | NA   | 76   | NA   | 73   | NA   | 74   | NA   |
|                                    | State Average  | NA   | 82   | NA   | 82   | NA   | 82   | NA   |
| Construction Examination           | School Average | 74   | 75   | 87   | 74   | 79   | 70   | 73   |
|                                    | State Average  | 72   | 72   | 73   | 72   | 73   | 75   | 76   |
| Hospitality Examination            | School Average | 73   | 75   | 72   | 79   | 76   | 79   | NA   |
|                                    | State Average  | 75   | 76   | 73   | 74   | 73   | 73   | NA   |
| Entertainment Industry Examination | School Average | NA   | 73   | 84   | 80   | 77   | 81   | NA   |
|                                    | State Average  | NA   | 73   | 76   | 76   | 75   | 76   | NA   |
| Retail Services Examination        | School Average | 70   | 78   | 80   | 74   | 69   | 82   | NA   |
|                                    | State Average  | 71   | 72   | 73   | 70   | 69   | 69   | NA   |
| Metals and Engineering             | School Average | 80   | 70   | 73   | 67   | 76   | 77   | N/A  |



| Course                         | Averages       | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|--------------------------------|----------------|------|------|------|------|------|------|------|
|                                | State Average  | 68   | 66   | 69   | 65   | 69   | 64   | N/A  |
| Human Services Examination     | School Average | NA   | NA   | 77   | NA   | NA   | NA   | NA   |
|                                | State Average  | NA   | NA   | 72   | NA   | NA   | NA   | NA   |
| Financial Services Examination | School Average | NA   | NA   | NA   | NA   | NA   | 81   | NA   |
|                                | State Average  | NA   | NA   | NA   | NA   | NA   | 72   | NA   |