



ST EDWARD'S COLLEGE

WHERE YOUNG MEN ACHIEVE



2021
Annual Report

2021 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.

College Advisory Council Chair's Report

The energies of your College Executive, the Teachers, Support staff and College Advisory Council members have been directed exclusively to continue to provide excellent education access and facilities that are effective and safe.

During 2021 the Council has met regularly with the Principal, Deputy Principal and Business Manager – via Zoom. The Council continues to support the long- and short-term financial plans of the College. The College is very fortunate to have the commitment and interest of Council members that bring a wealth of qualifications and experience for the College Executive to draw on.

Our enrolments are looking very positive for 2023 and the number of applications exceed the number of places we have available. This speaks loudly of the status of the College, the quality of its education product and delivery. Keep in mind there are many Colleges and Schools on the Central Coast and all are competing for a diminishing number of Primary School Graduates

It would be re-miss of me not to acknowledge the quality commitment and input of our Deputy Principal, Mr Jay Sutton. Sadly, for the College, Jay has taken up the position of Principal at a College in Victoria. We wish Jay and his family all the best and thank him for his service.

In closing I would like to acknowledge and thank our Principal, Mark Bonnici the College Executive, the Teachers and Support Staff, the Business Management Team led by Ron Featherston and lastly, but certainly not least, the College Advisory Council Members.

Finally, congratulations to all our students who have successfully negotiated 2021. There has been, and there continues to be, challenges and I applaud your flexibility, tenacity, and courage.

Frank Bortkevitch
College Advisory Council Chair

Principal's Report

As a Catholic School in the Edmund Rice Tradition, we aim to provide quality teaching and learning experiences to enable students to experience personal achievement within a safe, supportive, and healthy environment.

Who would have thought when we commenced 2021, that we would once again be thrust into Home-Based Learning in response to the COVID-19 pandemic? Reflecting on our experience of Home-Based Learning this year, I must acknowledge how wonderfully our students stepped up to the challenge of having to work online. The time working from home in many ways was different to our experience of 2020 mainly due to the extensive length of time of lockdown.

Our students were able to extend themselves demonstrating greater independence in their learning, problem solving, critical and creative thinking, questioning, and listening skills and developed a greater appreciation of their friendships and their relationship with their teachers.

Our focus throughout the experience of Home-Based Learning was to work with our students in delivering rich and engaging learning experiences that struck a balance between covering the content of each of their courses and the development of greater independence in their learning, while fostering the contemporary skills of critical thinking, communication and problem solving.

It is important that I acknowledge the outstanding dedication of the teaching and support staff. Their professionalism and commitment to ensuring that we not only provided the best possible learning opportunities for students, but their devoted attention to establishing relationships with students and monitoring their wellbeing, is something that the community will be forever grateful.

Although the pandemic has caused major disruption to the lives of so many again this year, it is important that we reflect on and celebrate the many wonderful initiatives that were undertaken which evidenced the College's commitment to challenging our students to being the best they can be. The remainder of my report this year will focus on some of the standout moments of 2021.

A Catholic school in the Edmund Rice tradition, our community is accepting and welcoming, fostering right relationships and committed to the common good.

Respectful and Inclusive Relationships

St Edward's College holds at the very heart of its foundation a commitment to the promotion of respectful and inclusive relationships. We are in a unique position as an all-boys school to foster in our young men a deep understanding of the role that they play in working alongside the women in their life in becoming part of the solution to the inequities that exist in society today. The theme for this year's International Women's Day on Monday March 8 was "Choose to Challenge". This theme challenged us to call out gender bias and inequality when we see it and to celebrate the wonderful achievements of women in our lives.

On Friday March 5, the Prefects led an assembly item which called on all members of our community to come together and pledge our commitment to work towards breaking down gender inequality. We are committed to promoting the idea that both men and women must be active and equal partners, developing a common and clear understanding on topics such as sexism, consent, domestic violence, and gender bias, ensuring that gender equality initiatives involve men and women in advocating and being strong role models and agents of change.

As a community of staff, we gathered on International Women's Day to establish our commitment to working with our boys in this endeavour. At this gathering Ms Jessica Beagin, a Visual Arts Teacher at St Edward's, gave a powerful speech to staff providing wonderful insights into her thinking on this important issue.

As an Edmund Rice Community, we are committed to working with and walking alongside the Aboriginal and Torres Strait Islander peoples of Australia, advocating justice, and promoting reconciliation.

National Reconciliation Plan

As a member of the Edmund Rice Education Australia schools' network, St Edward's offers a liberating education based upon a Gospel spirituality, within an inclusive community committed to justice and solidarity. The values that underpin the Touchstones of Edmund Rice schools provide a blueprint that establishes our direction and defines our goals, ensuring that we follow the vision of Blessed Edmund Rice as we seek to make the Gospel a living reality within our community.

In line with this vision, St Edward's has made a commitment to live out the message of love and inclusion, particularly regarding Aboriginal and Torres Strait Islander peoples, refugees, people of other faiths, sexual orientation, and gender.

St Edward's has made a commitment to reconciliation through the establishment of our first Reconciliation Action Plan which is a formal statement of this commitment. The plan is aspirational and designed to challenge our community, providing guidance as we walk alongside Aboriginal and Torres Strait Islander peoples in our nation's journey towards reconciliation. The plan was developed through a process of consultation between the St Edward's Reconciliation Action Plan committee and members of the local Aboriginal Community. In establishing this plan, we acknowledge the harm that has been done to Aboriginal and Torres Strait Islander peoples throughout our history and all that has resulted, including the Stolen Generation. For this, we are truly sorry.

Importantly St Edward's acknowledges the strengths and resilience shown by Aboriginal and Torres Strait Islander peoples, cultures, and communities in the face of discrimination, and we aim to celebrate the continued significance of Aboriginal and Torres Strait Islander contributions in shaping a shared sense of national unity and identity.

We acknowledge Aboriginal and Torres Strait Islander peoples as the Traditional Owners of the land on which our school is situated and we respect and honour Aboriginal and Torres Strait Islander Elders past, present and future. We acknowledge the stories, traditions and living cultures of Aboriginal and Torres Strait Islander peoples on this land and commit to building a brighter future together.

Thursday May 27 marked the commencement of Reconciliation Week which was acknowledged at St Edward's with a special assembly for the whole community.

Highlights of our commemoration of Reconciliation Week included a meaningful opening ceremony. At this liturgy boys participated in prayer and reflection about the true meaning of Reconciliation. Mrs Tracey Burraston, a member of the College's RAP Committee, spoke to the boys about what reconciliation means to an Aboriginal woman living on the Central Coast. We commenced the liturgy with an Acknowledgement of Country in Darkinjung language which was developed for us by Aunty Bronwyn Chambers from Newcastle University and lead by Mrs Madelene Whitford the College Languages Leader of Learning. A highlight of the week was the moving sacred smoking ceremony which was conducted by Mr Tim Selwyn a local Aboriginal man and friend of the College. We were very proud of the reverence and deep respect of the sacredness and privilege to witness this ceremony that our young men demonstrated. They were a credit to themselves. A range of activities were conducted through homeroom each morning and in class throughout the day, which were designed to raise our awareness as a community and to develop a deeper understanding of Reconciliation. Students got to vote online for the Darkinjung name of "Yadaba" that means become well, which will be given to our Wellness Centre. To conclude the week a thought-provoking episode of SECTV was presented to all students on Thursday June 3.

In a meeting held with family members of our community who are of Aboriginal and Torres Strait Islander Heritage on the evening of Thursday June 3, I explained that the real work commences now. We must do more as a community than celebrate key events such as Reconciliation Week and NAIDOC week. We must live up to the actions outlined in our Reconciliation Action Plan in providing our young men with a true sense of the role that we all play in walking alongside Aboriginal and Torres Strait Islanders on our nations journey towards Reconciliation. We look forward as a community to continuing this important work.

As an Edmund Rice Community, we encourage all members of the school community to work to the best of their ability, to become the person that each is created to be and to strive for equity and excellence.

Our College Aspiration Statement clearly articulates the quality of the educational experience that we offer at St Edward's. All members of our community are challenged to strive towards achieving excellence in order to reach their potential.

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.

Throughout 2021 teachers worked collaboratively to ensure that we were able to provide the best learning opportunities both during home-based learning and on the transition back to school. The College approach to teacher professional learning continued to focus on the importance of collaborative planning within faculties and we are extremely proud of how we were able to continue to promote this focus while working remotely. Learning opportunities focused on developing student autonomy and responsibility in their learning, which was emphasised through the introduction of online learning conferences in which students evaluated their learning and lead conversations with teachers and parents based on individual learning goals. The success of this process was a highlight of the year, and we look forward to continuing student-led learning conferences in 2022.

I would like to conclude by acknowledging the commitment of all staff to ensuring that we create a safe and supportive learning environment that encourages all students to strive to reach their potential. 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

Student Leadership Report

Year 12 Farewell Mass - Vice Captain's Gospel Reflection

To say tonight is special would be a complete understatement. Marking the end of 13 years of schooling, this night marks our transition as a cohort into adult life. It is an overwhelming thought, I know.

However, as this chapter of our lives closes, a new one will open. As this year finalises, we will throw ourselves into the workforce. Whether we go into university, trades, jobs, or whatever is our calling in life, I am certain, that we will all end up in a good place.

It is my privilege this evening to deliver a spiritual reflection on the relationship between the scripture we just heard and the importance of it in our lives, especially for the graduating cohort as we strive to navigate the unknown future successfully.

There is no doubt the future will hold great challenges for all of us to overcome, just as tonight's gospel reading suggests,

"Where will my food come from? Or my drink? Or my clothes?"

In this next chapter of our lives, we may find ourselves anxious with similar questions, asking ourselves what do to with ourselves, our jobs, our relationships, our lives.

However, God is by our side on every step of this rollercoaster of a journey that we call life, as the gospel states "Your Father in heaven knows that you need all these things". Rather than worrying, we should concern ourselves with living out a life in the best version of ourselves, in the image of God, knowing he watches over us.

The Gospel also states, "Do not worry about tomorrow, it will have enough troubles of its own". As we move into the unknown of adulthood, why should we stress about tomorrow? As I said, focusing on becoming our best self in the present will ensure that tomorrow turns out ok. There will be rough days, there will be happy days, there will be days where we go through the motions without much thought at all. Ultimately, we do not know what may happen, and it will only be a waste of our precious time and energy to worry.

With that in mind, if I can ask you all to take one message from this gospel reading tonight, it would be that. Focus on what you can control, aim to become the best version of yourself, and God will ensure that you reach the place you need to be.

School Features

Introduction

Before the early 1950's there were no secondary boys' Catholic Schools between Chatswood and Newcastle. St Edward's was founded in 1953 at the invitation of Cardinal Gilroy. It is an Independent Catholic boys College owned by the Christian Brothers and as of 2008, conducted by Edmund Rice Education Australia (EREA). 2010 saw the first lay Principal appointed to the College. The College serves the Church in the cause of Catholic Education in the Central Coast region of New South Wales.

The Christian Brothers are a world-wide Congregation providing Primary Schools, Secondary Colleges, Farm Schools, University Schools, Schools for the Blind and Hearing Impaired, and Schools for Disadvantaged Youth. These educational facilities operate in all continents throughout the world.

The Founder

Edmund Rice, the founder of the Congregation of Christian Brothers, developed an educational system focusing on the development of the whole person through the spectrum of spiritual, academic, cultural, and physical pursuits. St Edward's College proudly follows this tradition and aims to produce 'educated Christian gentlemen'. On 6 October 1996, Pope John Paul II beatified Edmund Rice.

College Crest

The circle signifies God in whom we live and have our being and eternity, which is our goal. The cross signifies faith and endurance. The star signifies Mary, Star of the Sea, our guiding light. The open book with the first and last letters of the Greek alphabet signifies learning, whether it be from books or experience. The Latin motto, 'Fide ac Scientia' means 'By Faith and Knowledge'. Faith helps us to rely on God for his blessing and accept disappointments. Faith in our self, one's ideals and the future are essential. Based on this faith, knowledge - or skill - in physical, mental, and spiritual fields helps us to attain the ideal of the College - the Educated Christian Gentleman.

Location and Facilities

In 1953 the College boasted 72 students and in 2018 it claims over 1000 enrolments including students enrolled at the Haven Education Centre. St Edward's caters for boys from Year 7 to Year 12. Covering a nine-hectare site on the shores of Caroline Bay, the College has three multi-purpose ovals, other sporting facilities, a Learning Centre, 200 seat theatre, a multipurpose hall/gymnasium, specialised technology and art facilities, music facilities, computer laboratories, science laboratories, Trade Training Centre, and a purpose-built food technology room. St Edward's is well served by public transport.

College Board

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

Religions Dimensions and Catholic Identity

St Edward's College, East Gosford is an Independent Catholic College governed by Edmund Rice Education Australia (EREA), with a commitment to provide a Liberating Education, based on Gospel Spirituality, within an Inclusive Community, committed to Justice and Solidarity. This produces young men who throughout their life can recall the Catholic principles and Christian values taught to them. As a Catholic school in the Edmund Rice tradition, we aspire to be faithful to the four touchstones outlined in the Charter. Charter for Catholic Schools in the Edmund Rice Tradition. All schools and educational entities in the Edmund Rice tradition across Australia are bound by a Charter which identifies four touchstones authentically linked with the Charism of Blessed Edmund Rice and which underpin the ministry in our schools and educational endeavours.

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

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

Liberating Education

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

Gospel Spirituality

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

Inclusive Community

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

Justice and Solidarity

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

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

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

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:

Ben Geddes-Brown, Dominic Dodd, Liam Downs, Harry Call, Lachlan Roach, Lachlan O'Brien, Thomas Perham, Aaron Markey, Taj Gooley.

Due to Covid restrictions we were not able to have our traditional Year 12 Graduation Mass. Instead, a combined liturgy and awards ceremony was conducted which captured the wonderful spirit and camaraderie of this Year 12 cohort.

At this liturgy, Year 12 student Sam Beatson responded to the Gospel. He wrote an insightful response that exemplifies the characteristics that as a staff we aspire to instil 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, before restrictions became too severe, we were able to conduct our Year 12 retreat. The retreats of 2021 will be remembered for the great enthusiasm and involvement of all students who attended. Year 12 participated in a spiritual experience on their three-day Retreat, amid the peaceful and serene environment of the Mulgoa Retreat Centre.

Unfortunately, only half of Year 11 were able to complete their social justice street retreat in Sydney before Covid hit. They were a fantastic group of young men to take on retreat. They were exposed to elements of life that were unfamiliar and learnt from the time spent on the streets. The boys visited Wayside Chapel, Jewish Holocaust Museum, The Cardoner Project, Australian Catholic Mission, St Canice Church, the Needle Exchange, St Mary's Cathedral, The War Memorial, and several outreach centres for the homeless and the surrounds of the famous Kings Cross area. They observed in action wealth and poverty in the same streets of Darlinghurst. It is the hope of the St Edwards' community that the lessons learnt on will remain in the boy's hearts and minds and that our outreach to others continues for life.

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

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, Mathematics in Trades
Science	Physics, Chemistry, Investigating Science, Biology, Science Extension
Human Society and Its Environment	Ancient & Modern History, Extension History, Geography, Business Studies, Legal Studies, Economics, Society and Culture
Creative Arts	Music, Drama, Visual Arts and Photography
PD/H/PE	Personal Development, Health, and Physical Education (PDHPE), Sport Lifestyle and Recreation (SLR)
Language	French Beginners and 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, Entertainment, Screen and Media, Manufacturing and Engineering, Financial Services, Business Services

In 2021, 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.

In 2021 St Edward's was also able to offer additional courses with our neighbouring girls high school St Joseph's College in the Preliminary and HSC years. These courses included Society and Culture, Business Services (VET) and Japanese Beginners.

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 and online while remote learning 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.

In year 9 and 10, St Edwards offer a mentoring program. Students with Diverse Learning needs are offered to choose this course as an elective and reduce their academic workload. In this course, students are supported with assessment and homework support in a safe, small group setting. The Diverse Learning teachers help to break tasks down and use proven pedagogy and individualised adjustments to help students access their learning. There is a focus on developing self-management skills that will enhance success in all Key Learning Areas.

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 including Life skills and non-ATAR HSC courses. 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 over 20 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 with the development of the five-year plan of the 'RENEW' program for Year 7-10 continues 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 2021, the Year 12 students were the first students to complete the Stage 6, new, Studies of Catholic Thought Board endorsed course. This course was more rigorous in its approach but with the explicit and engaging strategies of the Senior staff, the students developed skills to think critically and a broader view on contemporary issues and how the past has influenced their decision making. In 2020, we introduced Studies of Religion, 2unit and in 2021 the first year 12 class completed their HSC. This course is an extension to the Studies of Religion, 1-unit course, already implemented at St Edwards. The students have had the opportunity to learn and understand another major religious tradition, breaking down barriers that may otherwise exist. Overall, the students did very well, and this has been shown by the large number of students taking on 1- and 2-unit SOR in 2022.

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. The year 7 students will gradually see a change and modification of their programs to align with the BBD, with an emphasis on EREA and the Touchstones.

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 started with a more rigorous approach. The module, Religious Diversity in Australia, was introduced at the beginning rather than the end of year. This module provided the students with the foundations of what our Australian society is made up of; a multi faith, multi-cultural society. The students also developed skills in writing Analytical essays. This allowed them to develop more in-depth responses in their writing. This skill is extremely valuable for the students as they enter their last years of school in Year 11 and 12. The success of the integration of Analytical writing has given the staff confidence to model this approach in Year 9 in 2022. The

students also study a module 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. Due to Covid, not all Year 11 students, were able to continue with their retreat programs and experiencing how many people who are marginalized seek reconciliation in their own lives.

In Year 12, the students engaged 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. Luckily, the students were able to participate in the normal three-day Retreat, which provided them with a meaningful experience that they will remember for many years to come.

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 their support and attitude at such a challenging time could not be questioned. I cannot thank each one of them enough.

Mark 10:27

Jesus looked at them and said, 'With man it is impossible, but not with God. For all things are possible with God.'

Technology

The College takes pride in the extensive range of technology resources. 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 dedicated technicians from a centralised student helpdesk. In addition, the College has 165 desktops, 60 iPads, 55 multimedia classrooms and a digital media library. 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 eg. Photography, Drama, Design and Technology, and Music rooms. Digital textbooks are used for most subjects. Online learning programs including Education Perfect,

and Edrolo are accessible to complement classroom teaching and support autonomous learning. A range of professional development opportunities continue to be 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 held in some of 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. Talented musicians are encouraged to participate in the College Band, guitar groups and the biannual College musical (when Covid permits). Students interested in Drama are also encouraged to perform at the College assemblies, liturgical celebrations, and community days throughout the year.

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

The 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 HSC. 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

At St Edward's College our priority is to develop student's skills, attitudes, and knowledge to assist them make informative pathway choices to effectively manage their careers beyond school. With employers valuing both credentials and employability skills it is paramount that students develop both 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 develops these skills across curriculum through teaching and learning strategies and workplace experiences. We also have dedicated fortnightly careers education lessons with all year 10 students. 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 Catholic University, Australian Defence Force and The Apprenticeship Centre. Pathway education presentations for parents and carers. Excursions to The HSC & Careers Expo, TAFE, and employers to assist in careers exploration. Careers Counselling is also available to student's and accompanying parents/care givers.

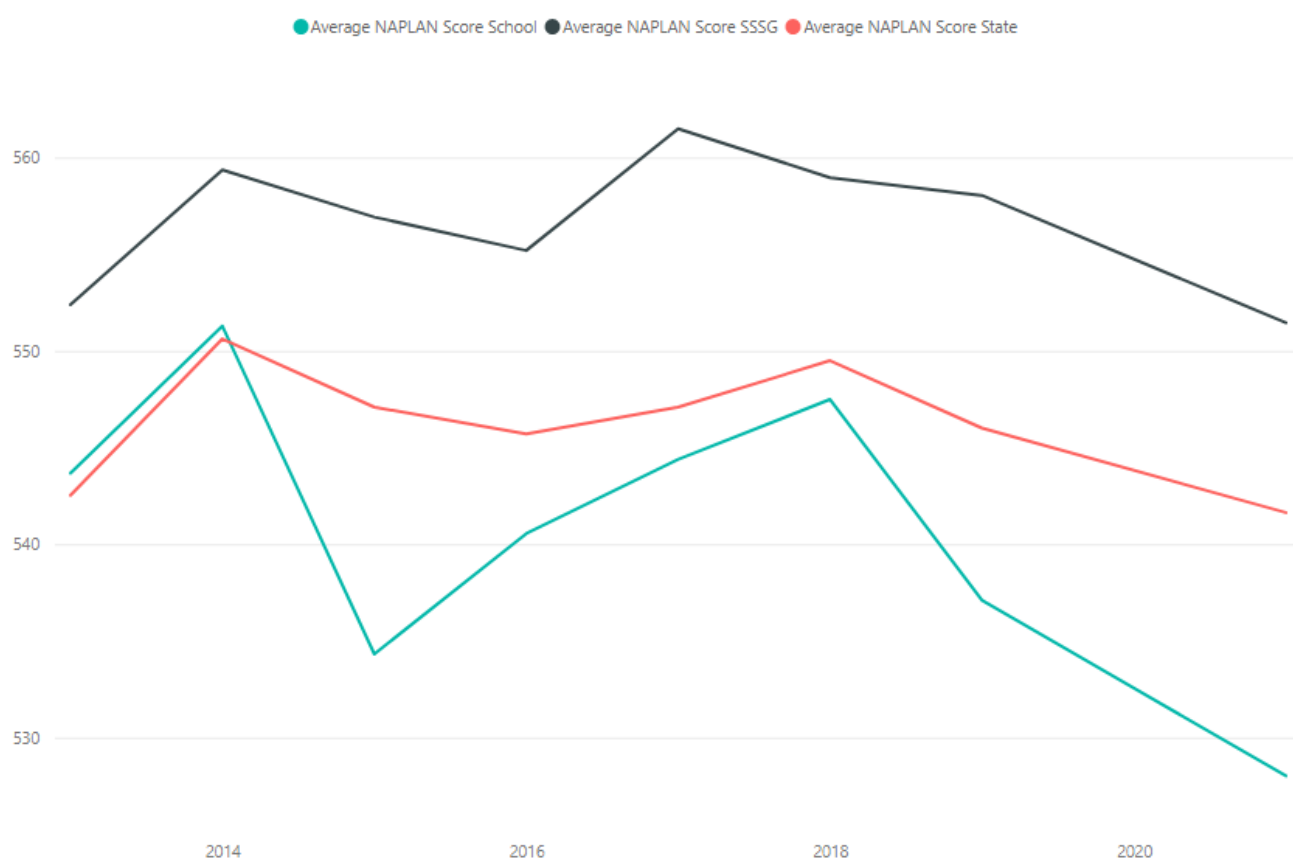
Camps

There were no camps in 2021 due to Covid-19 pandemic.

Student Outcomes in Standardised National Literacy and Numeracy Testing

Year 7 – Grammar and Punctuation

Average NAPLAN Score - School, SSSG and State

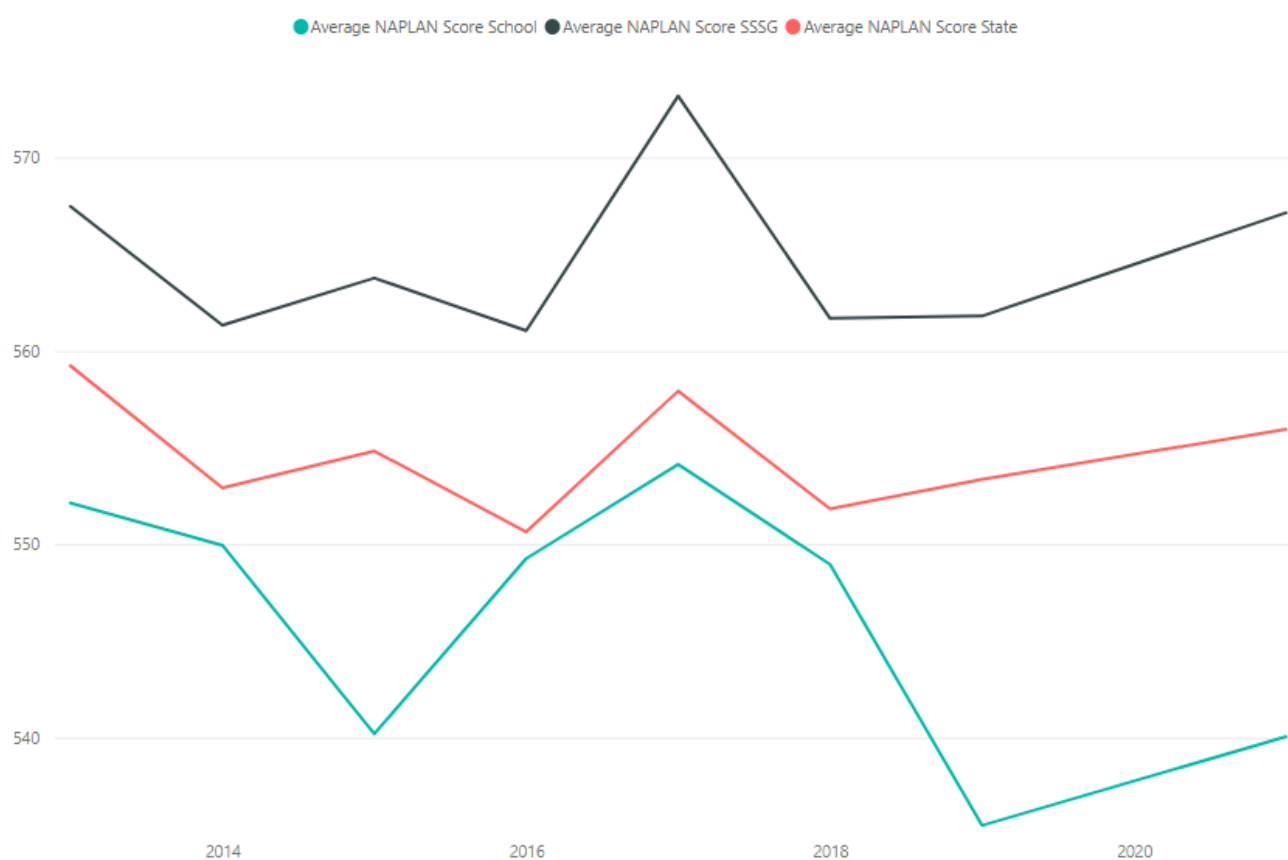


Note the scale - less than 30 points:

- 2021 - St Edwards average is 528; state is 541; similar type school is 551
- St Edwards is 23 points below similar type schools for grammar and punctuation, below state average
- Trend mirrors state and SSSG though more pronounced downturn since 2019

Year 7 - Spelling

Average NAPLAN Score - School, SSSG and State

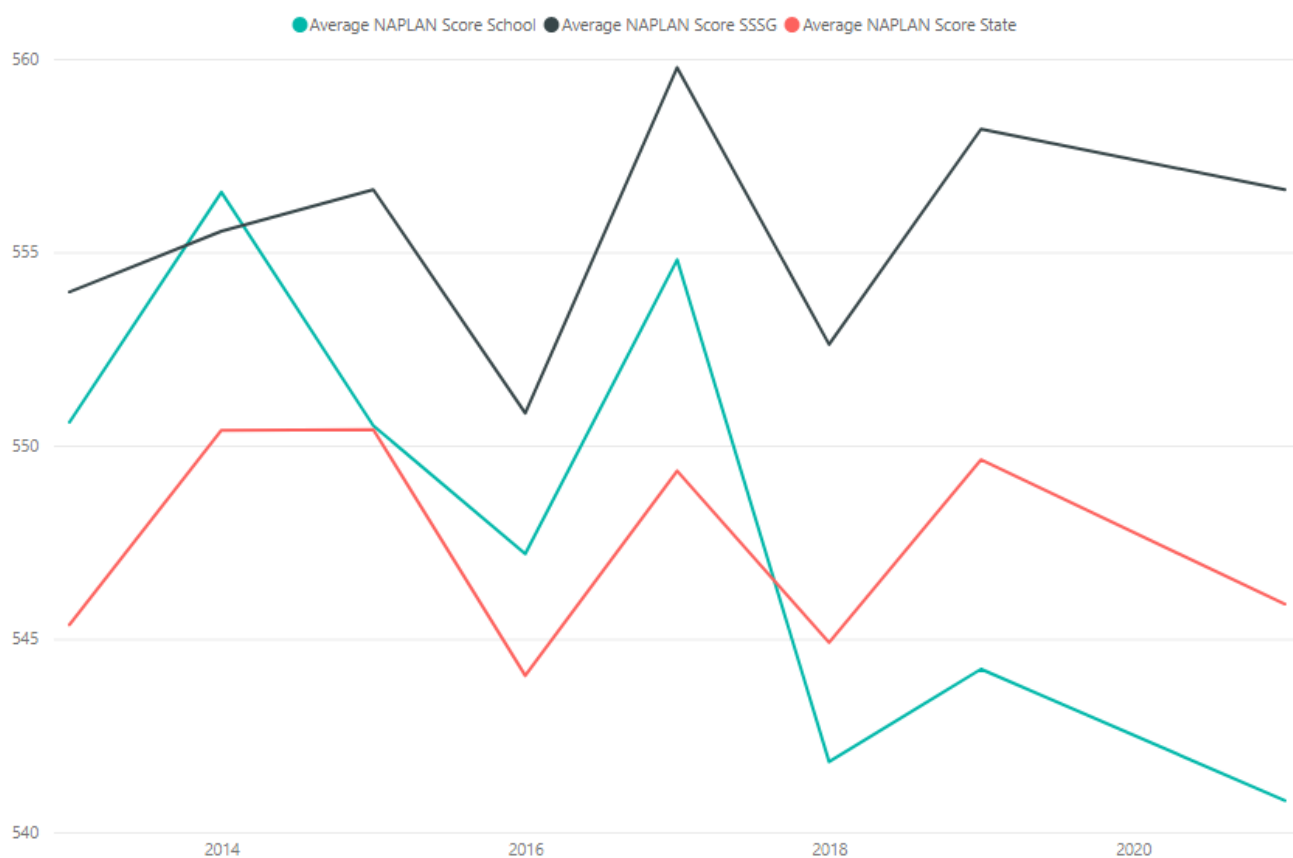


Note the scale - 30 points:

- 2021 - St Edwards average is 540; state average is 556, similar school is 567
- St Edwards is 27 points below similar type schools, below state average
- A slight improvement from 2019 and 2020 - upward trend
- Trend mirrors State and SSG

Year 7 – Reading

Average NAPLAN Score - School, SSSG and State

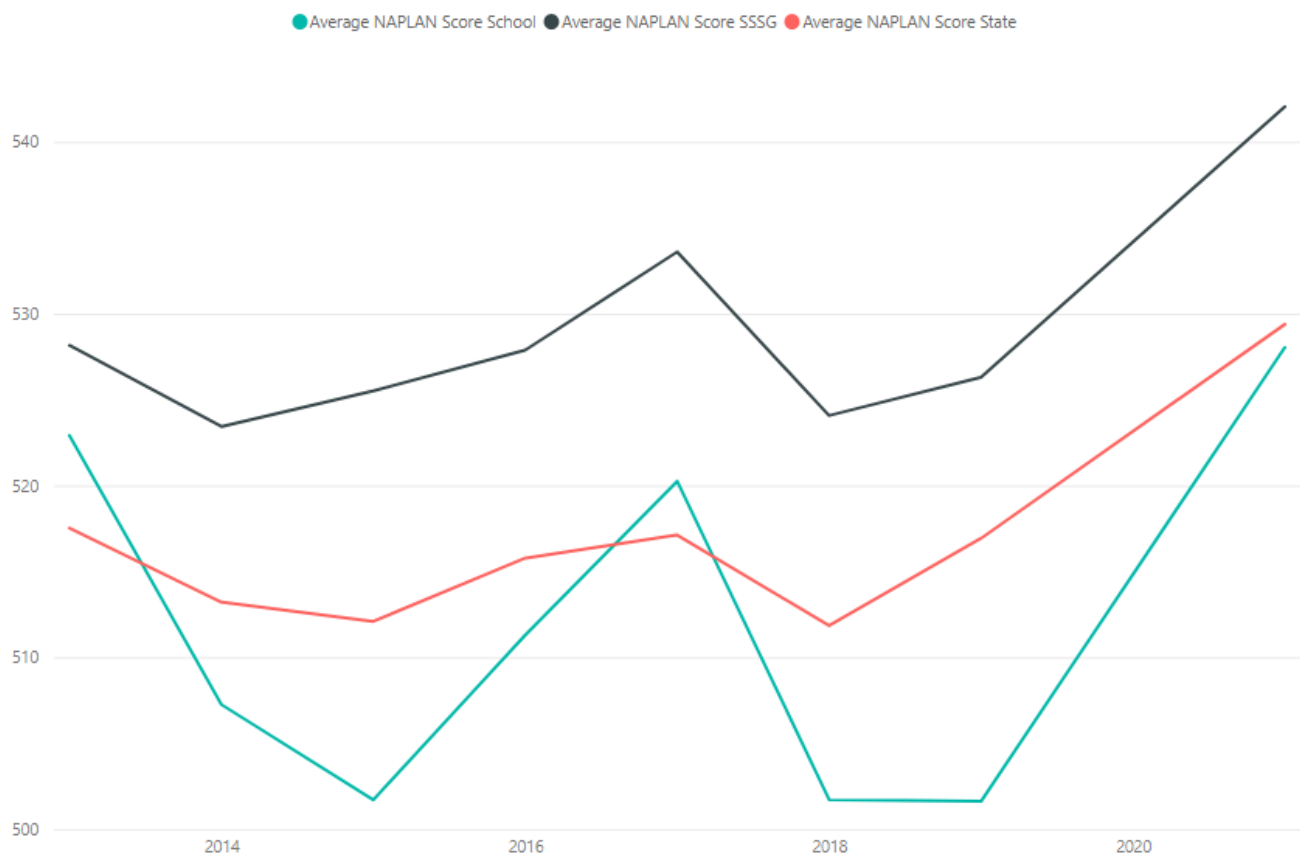


Note that the scale difference is less - 20 points:

- 2021 - St Edward's 541; State 546; SSSG 557
- St Edwards is 16 points below similar type schools, below state average
- A slight decline since 2020
- Trend mirrors State and SSSG

Year 7 – Writing

Average NAPLAN Score - School, SSSG and State

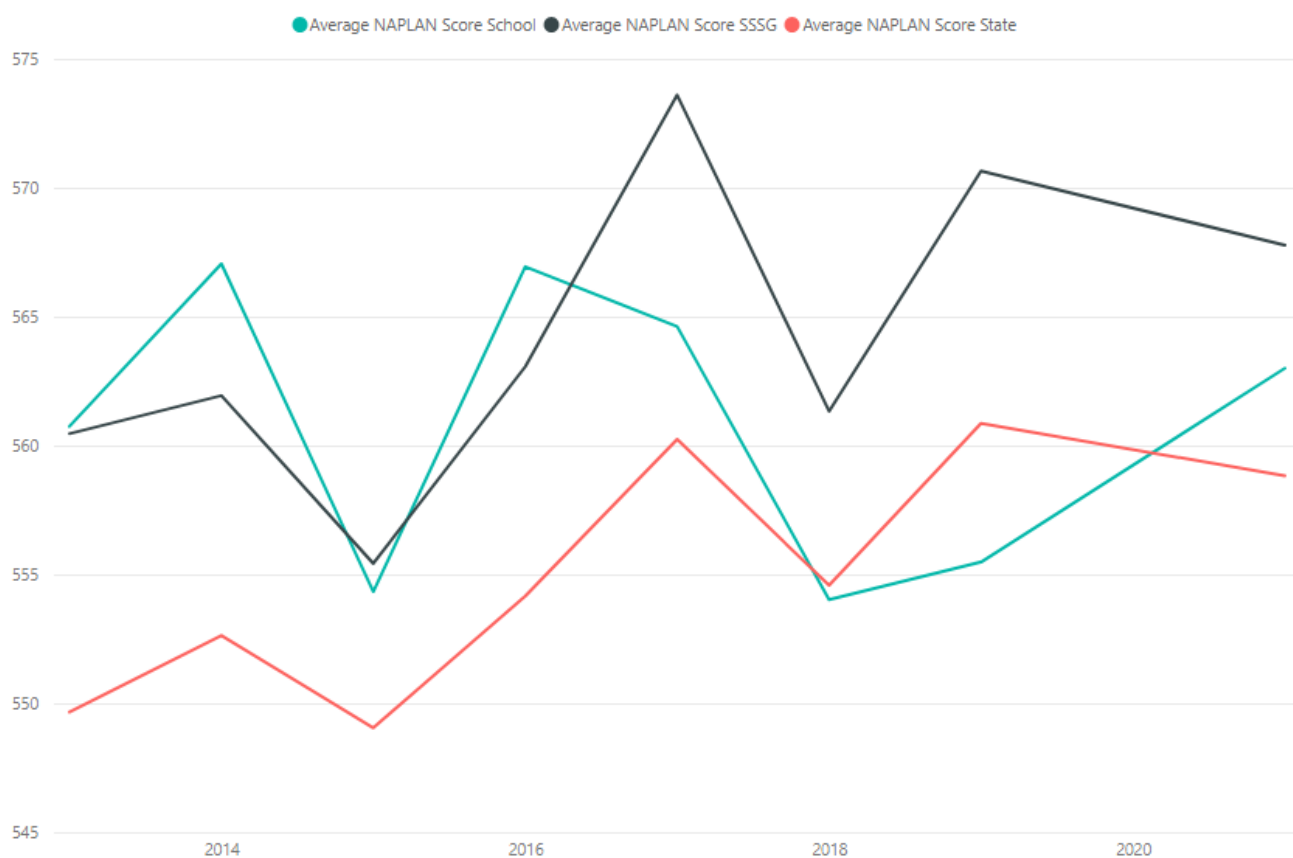


Note that the scale difference is 40 points:

- 2021 - St Edward's 528; State 529; SSSG 542
- St Edward's is 14 points below similar type schools; slightly below state average
- A strong improvement since 2019
- Trend mirrors State and SSSG but more pronounced improvement since 2019

Year 7 – Numeracy

Average NAPLAN Score - School, SSSG and State

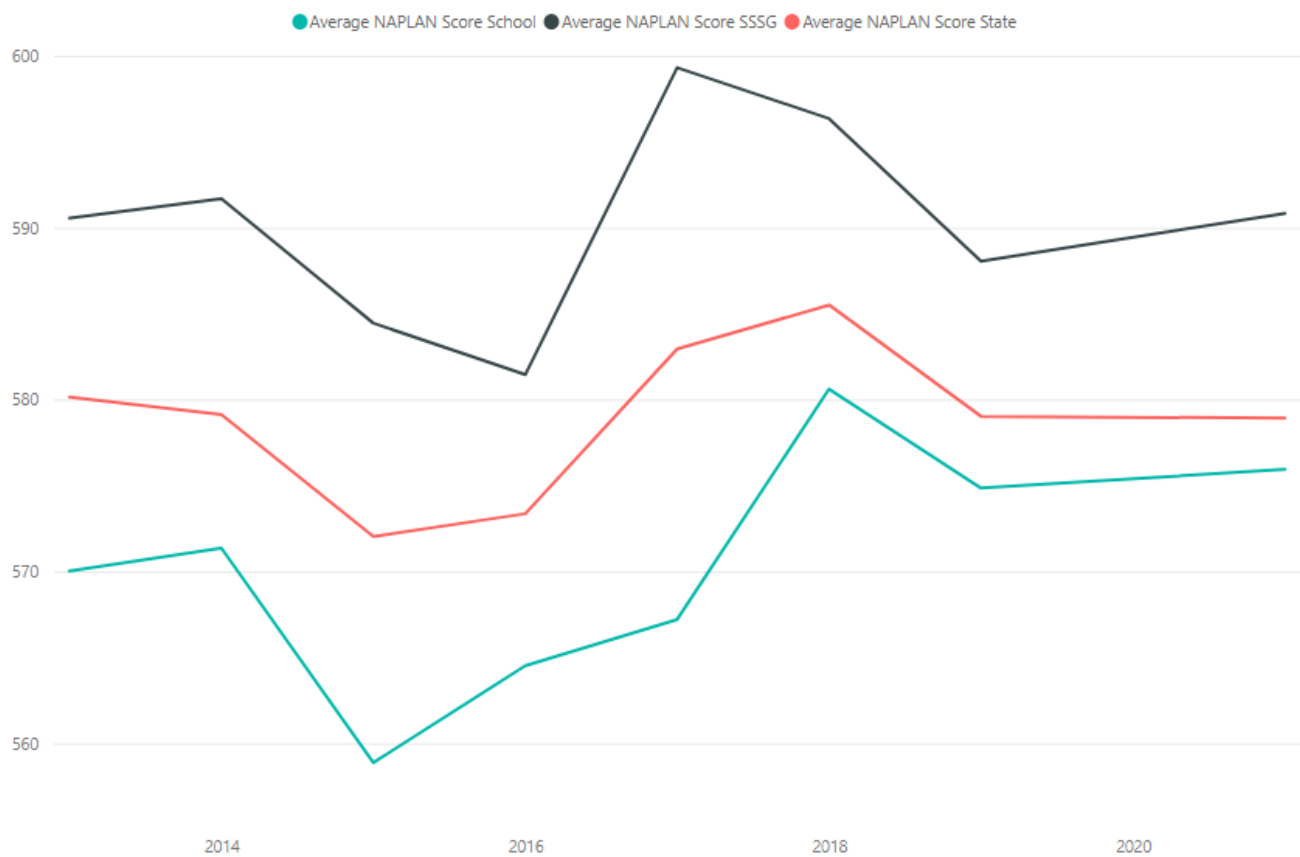


Note: The scale difference is 30 points:

- 2021 - St Edwards 563, Stage 558; SSSG 568
- St Edward's is 5 points below similar schools - very slight; above state average
- Graph shows an upwards trend since 2018
- State and SSSG show a slight downward trend

Year 9 – Grammar and Punctuation

Average NAPLAN Score - School, SSSG and State

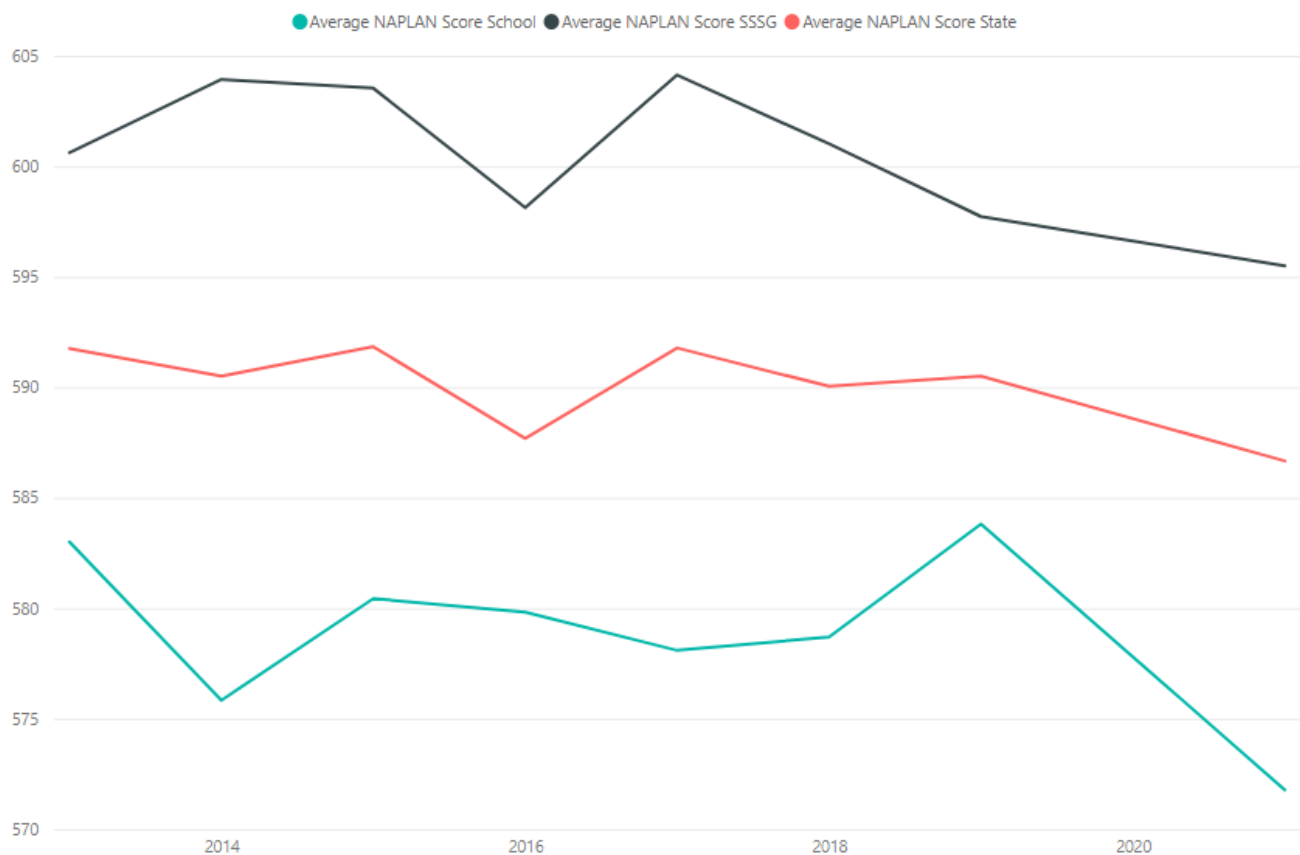


Note the scale - 40 points:

- 2021 - St Edward's 576; State 579; SSSG 591
- St Edward's is 15 points below similar type schools for grammar and punctuation, close to but below state average
- A slight improvement since 2019
- Trend mirrors State and SSG

Year 9 – Spelling

Average NAPLAN Score - School, SSSG and State

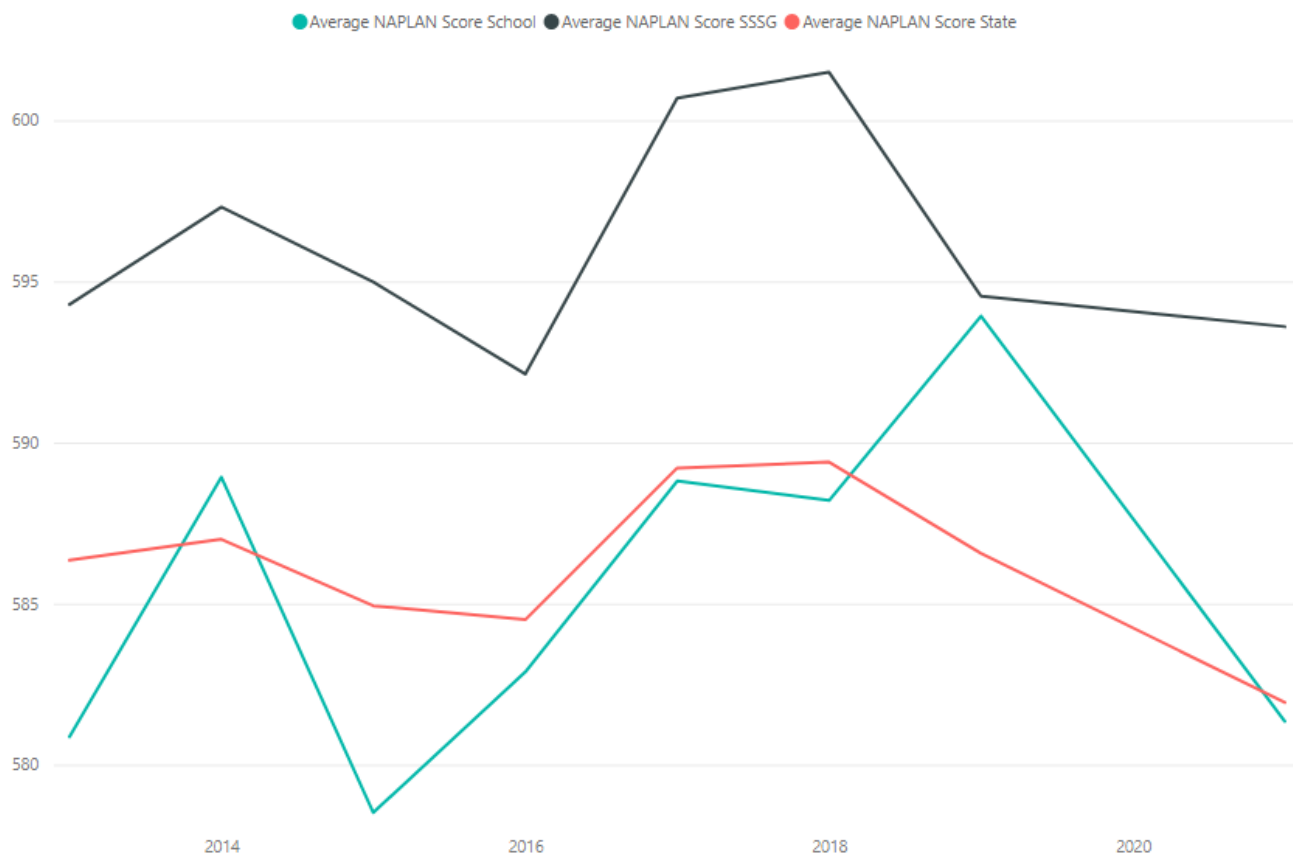


Note that the scale is over 35 points:

- 2021 - St Edward's average is 571; stage is 586, SSSG is 596
- St Edwards is 25 points below similar type schools, below state average
- A strong downward trend from 2019
- Trend mirrors but is more pronounced than Stage and SSSG
- Gap between state average and SSSG is similar to the gap in Year 7

Year 9 – Reading

Average NAPLAN Score - School, SSSG and State

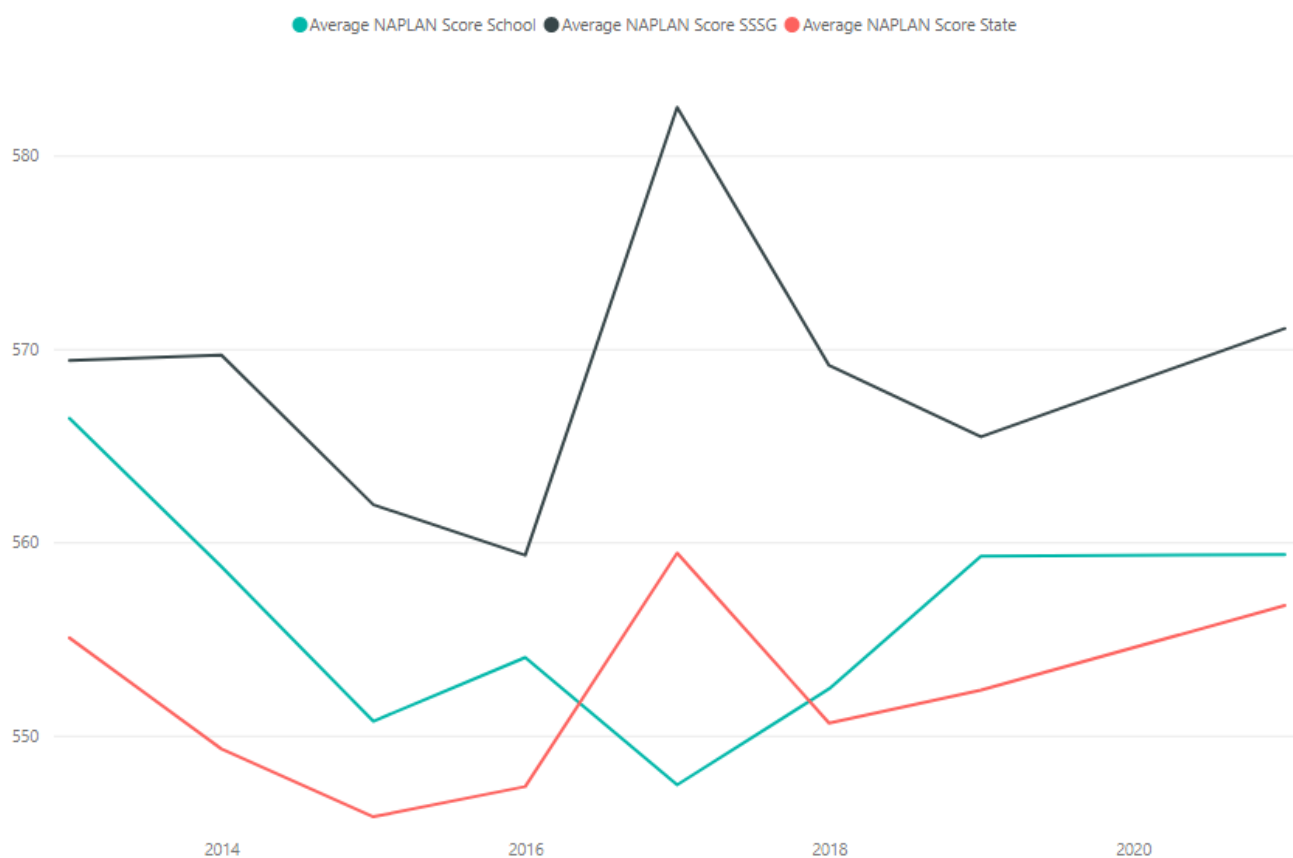


Note that the scale difference is 25 point:

- 2021 - St Edward's 581, State 582; SSSG 594
- St Edward's is 13 points below similar schools, slightly below stage average
- A decline since 2019
- The decline mirrors State and SSSG but is more pronounced than SSSG

Year 9 – Writing

Average NAPLAN Score - School, SSSG and State

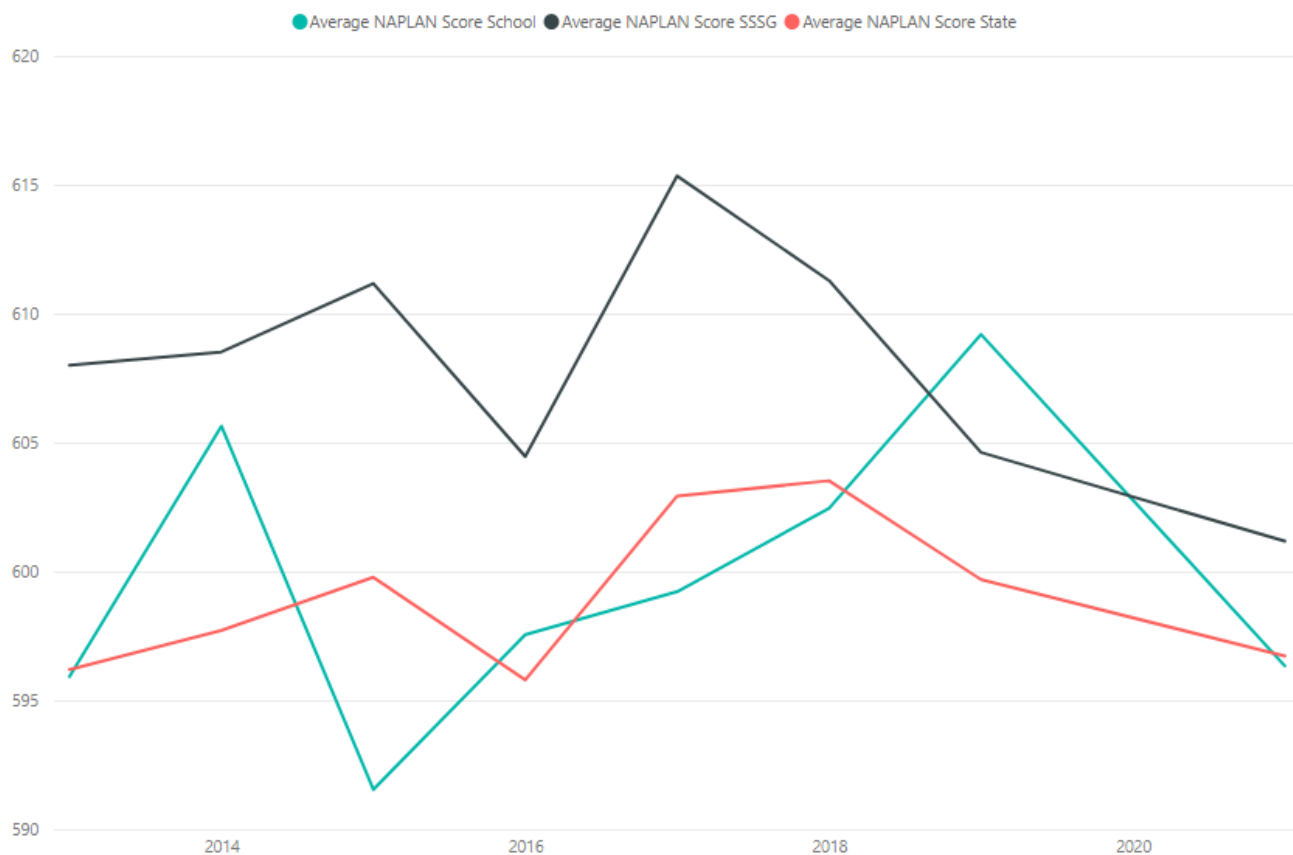


Note the scale difference of 30 point:

- 2021 - St Edward's 559; State 556; SSSG 571
- St Edward's is 12 points below similar type schools but above state average
- Writing performance has plateaued since 2019
- The trend in state and SSSG is upwards
- Value has been added for students from Year 7 in terms of state average

Year 9 – Numeracy

Average NAPLAN Score - School, SSSG and State



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Note the scale of 30 points only

- 2021 - St Edward's 596; State 597; SSSG 601
- St Edwards is 5 points below similar schools and on par with state average
- A downwards trend since 2019 which mirrors State and SSG
- Year 9 Naplan results are similar to Year 7 Naplan results - no significant change

Workforce Composition

In 2021, the College had 83 teaching staff which included a total of 79 full time and 4 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
3	Staff of Aboriginal and Torres Strait Islander heritage	1

Professional Learning by Teachers

As with all things, professional learning was greatly affected by the Covid-19 pandemic and extended lockdown in 2021. In total, \$15,782.20 was spent on professional learning by staff throughout the year which is a decrease of \$454.93 from 2020. This lowly figure can be attributed to the lack of external face-to-face courses during the long months of remote learning, 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 content online and to work collaboratively in designing engaging lessons and assessment tasks. This shift to interactive and engaging 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 collaboratively together. In 2021 all PLP Teams learnt new strategies, creating conditions for sustainable learning, demonstrating innovation and experimentation with delivering lessons from home. A key feature of this pedagogical practice for 2021 has been the intrinsic value of collaborative teaching and learning. All staff were able to harness their knowledge of online platforms to facilitate collaborative planning of activities, lessons, and assessment tasks. The professional learning work in previous years in integrating the use of ICT into the Curriculum with our LMS Canvas was of huge benefit for both staff and students.

Teaching staff still engaged in professional development either internally or through attendance at an external professional development experience. In contrast to 2020 with 153 professional learning events on the College calendar, in 2021 we had 233 professional learning events with 182 being for external and internal face to face events, and 51 professional learning events online.

All staff completed the online compliance training modules delivered in Complispace on Aboriginal and Torres Strait Islander Cultural Appreciation.

Two highlights of the 2021 professional learning calendar were the staff sessions focused on Feedback for Growth and the Semester One staff meetings which showcased how teachers were integrating thinking and oracy strategies within their classrooms. Allowing staff time to reflect and celebrate their teaching practice and growth was inspiring. Stories and experiences were shared, and ideas were transformed into action plans. As a result of the staff feedback from these two days, whole school decisions were made, including the strategic focus on Collaborative Practice for 2022.

Student Attendance Rates

The average attendance rate for boys at the St Edward's campus from Year 7 to Year 12 during the 2021 school year was 94.3%. 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
94.7%	93.3%	93.2%	92.1%	94.8%	95.5%

The rate at the St Edward's campus was on average with the attendance rates of recent years (2020 93.3%, 2019 91.85%, 2018 93.5, 2017 93.5%, 2016 94.8%, 2015 93.5%, 2014 94.2%, 2013 93.1%, 2012, 93.8% in 2011 93.5%).

Student Retention Rates

The retention rate tracks individual students at two points in their schooling – the end of Year 10 and the end of Year 12 – thereby considering the number of boys in the Year 12 group who left the school between the end of Year 10 and the HSC exams.

Year 10 to Year 12 Transition	No of Students enrolled
Year 10, 2019 (December)	177
Year 12, 2021 (December)	128
Retention Rate	72.3%

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 2021 are presented below.

Year 12: 128 students in the year group at the conclusion of the HSC in 2021

Destination	Percentage of students
University	54%
TAFE	5%
Private College	5%
Apprenticeships / Traineeships	12%
Employment/GAP Year	13%
Unknown	11%

Year 11: 147 students in the year group at the start of 2021

Destination	Percentage of students
St Edward's College (Year 12)	87%
Employment/ Apprenticeship	9%
Other school	2%
TAFE	2%

Year 10: 204 students in the year group at the start of 2021

Destination	Percentage of students
St Edward's College (Year 11)	83.5%
Employment/ Apprenticeship	8%
Other school	7%
TAFE	1.5%

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 or 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.

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 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
- 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

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 2021 there were 1,030 boys (full-time) enrolled at St Edward's College

Year	7	8	9	10	11	12	Total
St Edward's Campus	191	188	184	197	142	128	1,030

Student Wellbeing and Discipline Policies

The College student wellbeing and discipline policies are distributed on enrolment, can be obtained from the College office on request and are available on the College website – the link is www.stedwards.nsw.edu.au.

In implementing the policies, the teachers at the College seek to acknowledge appropriate behaviour in a concrete way by promoting students through positive levels. Boys who access these positive levels are rewarded in various ways throughout the school year. Boys whose behaviour is inappropriate are moved through a series of 'negative levels' and given appropriate support via the College Counsellors, 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 wellbeing:

- 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.

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, eg. 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

Complaints and Grievances Resolution Policy

The College Complaints and Grievances Policy can be obtained from the College office on request and is available on the College website – www.stedwards.nsw.edu.au. In brief, the policy encourages those with complaints to speak to the person concerned as the first point of call. The policy provides a clear indication of which member of staff is to be contacted when areas of concern arise. If this approach does not lead to a satisfactory resolution the policy outlines the procedures that the College will follow to resolve the complaint. In the first instance those with complaints are encouraged to contact the Deputy Principal who will work with them on the next and subsequent steps in the process.

School Review and Development

During 2021 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.

Listed below are some of the school priorities which were successfully implemented in 2021 based on the Strategic Plan.

- Development of the Reconciliation Action Plan (RAP) working party.
- Online Student Learning Conferences (Parent / Teacher interviews).
- Years 7 to 10 Formal Student Reflections
- Online Learning resulting from COVID 19 Pandemic.
- Implementation of Visible Learning to enhance student learning (Teaching Strategies, Feedback and Assessment).
- Continue to implement the St Edward's College Aspiration Statement.
- Partnership with Complispace - governance, risk compliance and policy management.
- Ongoing Implementation and further development of the Professional Learning Partnership Framework for Teacher Professional Development.
- Implementation of the recommendations established in the review of the professional Learning Partnership Framework and Teacher Professional Development.
- College Board participation in workshops associated with the Touchstones of the Charter for Edmund Rice Schools.
- Improved processes to foster support staff professional development.
- Implementation of the recommendations of the NSEA in relation to scope and sequences, programs, and policies.
- Annual Review of College Policies.
- 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, such as Plan Check Go
- 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 2021 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 at least one verse of the National Anthem.

Constant emphasis on the use of manners when dealing with others, eg. 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. Please note only half of the Year 11 cohort attended in 2021, due to Covid -related adjustments.

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 2021:

- 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

The Waterford Project was adjusted in 2021, after June (start of Term 3), with the boys being encouraged to commit to a HOME-BASED Service-Learning program. For Example:

- Virtual Homeless sleepouts
- Caring for, reading with, teaching musical/sports skills to younger siblings
- Phone calls to neighbours, family members (especially the elderly who were isolated)

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 2021, through various events and initiatives by teachers. Examples include:

- | | |
|-------------------------------|----------------------------|
| • Coast Shelter | • Christmas Hampers |
| • Operation Christmas Child | • 40 Hour Famine |
| • Wayside Chapel, Potts Point | • St Canice's, Potts Point |

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
- Social Justice and Spirituality Portfolio
- Environmental Portfolio
- Walgett Immersion

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

Curriculum Class Based Activities

Talks were provided to Years 7 to 12 students by teachers and visiting speakers, on Social Justice issues at various times throughout the year. Topics included – homelessness, reconciliation, and human rights. Eg., 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.

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. 53 students received the award of Edmund Rice Honours at awards day event, across Years 7-12 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 2021 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. The Student Leadership program designed to create a student voice at St Edwards was implemented during term one and two but unfortunately due to the covid pandemic was halted for the remainder of the year.

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.

Parent Survey – Online Student Led Conferences

During home-based learning, the College ran student led conferences with parents via Microsoft teams. Upon completion of the conferences, parents were surveyed around the efficacy of these online meetings. The majority of parents believed that the seven-minute time slot was a suitable length of time for the conference. There was an outstanding agreement that the online format allowed parents to gain information about the academic progress of their Son. 92% of parents would like the student led conferences to continue online. The parent survey results informed our decision making with regards to the student led conferences for the 2022 school calendar.

Major Areas of Expenditure - Plant and Resources

During 2021 the College completed the following major projects:

- Compilation of Learning Hub and Room 8.

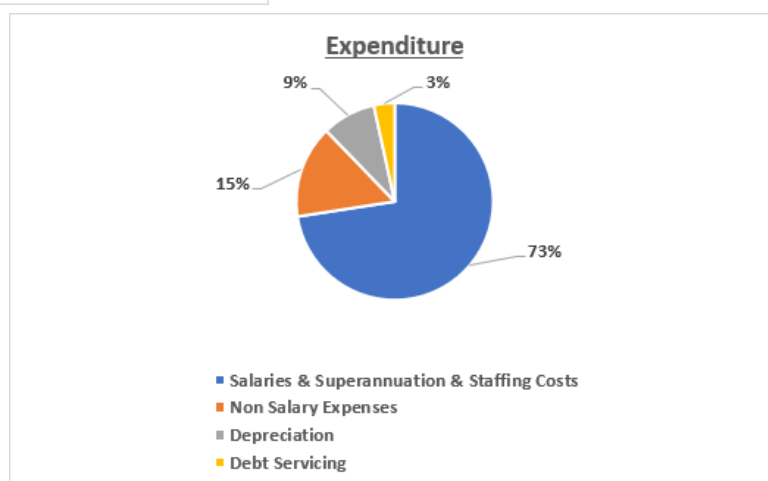
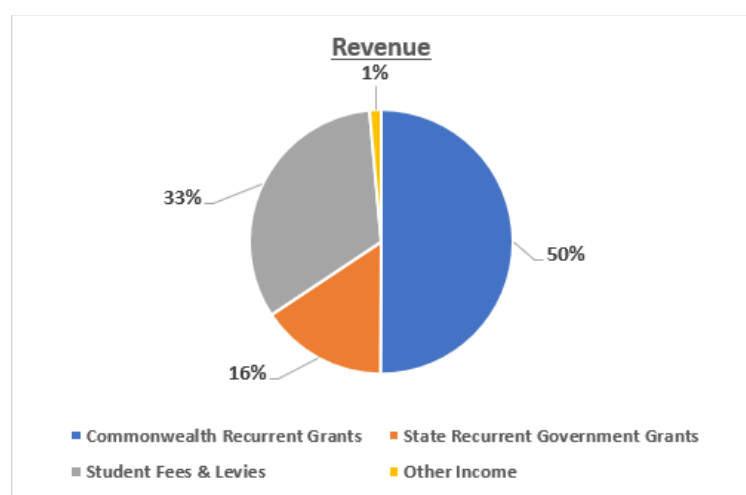
- Change Monavale reception area into a meeting room.
- Internal Painting of Monavale.
- P.A. system extended into Br's house.
- Purchase new battery powered lawn mower and line trimmer.
- Supply and install new exhaust fan in the ERC.
- Built a false wall inside rooms 61,62,63 and Sport storeroom to create a void for drainage from 61 through Maintenance Shed and into stormwater pit. Due to waterproofing failure behind slab wall.
- Installed isolation valve to Main's water on driveway due to water leak in TAS tunnel.
- Cut slab and install drainage in the TAS Tunnel due to water leak.
- Blinds installed into Yadhava Wellbeing Centre, Staff Study, Cusack Room, Ground level of Brother's house.
- Finalise all Furniture for the Reset Room.
- Fire detectors changed and more installed in science labs.
- Covid Lockdown starting end of Term 2 school holidays Saturday 26/6/21. Year 12 came back to face-to-face learning 18/10/21 with year 11 to start back on the 25/10/21 and the junior students to return on a staggered timetable. Resulting in two additional day time cleaners.
- Removal of Asbestos in college compound.

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

- Commissioned Learning Hub and room 8 promoting flexible learning space for teachers and students.
- Introduction of blueprints in Canvas allowing for improved annual course replication.
- Proof of concept for wireless presentation devices in eight key learning spaces.
- Implementation of new Employee Service System (ESS), with improved user interface and mobile responsive design.
- Introduced online event permission slip for parents and carers.
- Employed a helpdesk support technician to manage the student learning devices.
- Decommissioned computer labs 28 and 29 and repurposed the rooms to general learning spaces.
- New digital signage screen for the library.
- Provided remote helpdesk support to all staff, students, and carers during Covid period (Term 3 and begin of Term 4).
- Five new CCTV cameras installed in key areas throughout the college
- Continue cyber security maintenance on all network and software devices
- Refreshed 32 data projectors in several learning spaces
- Replacement of 210 Year 8 student learning devices to ensure their learning journey continues through to their senior years.
- Prepared 220 Year 7 Personal Learning Devices for 2022.

- Completed hardware and software audit on students' personal devices ensuring optimum performance is maintained.
- Continue implementation of password security system to ensure alignment with EREA security policies and the Australian Cyber Security Centre - Essential Eight compliance
- Established an Old boys Business directory
- Surveyed College staff and students to gather information for the creation of a five-year technology plan for 2022 - 2026.

Financial Information



Appendix: External Test Results

Record of School Achievement

The table below represents the distribution of grades in each subject studied until the end of Year 10 in 2021. The 'State Average' grade includes all students in NSW i.e., both boys and girls.

Course	School Total	State Total	School A (%)	School B (%)	School C (%)	School D (%)	School E (%)	State A (%)	State B (%)	State C (%)	State D (%)	State E (%)	State None (%)
<u>English 200 hours (300)</u>	196	89368	12.24	38.78	35.20	11.22	2.55	13.32	28.80	35.62	15.64	5.98	.63
<u>Mathematics 200 hours (323)</u>	196	89574	9.69	10.20	51.02	29.08		15.34	22.86	32.01	22.68	6.57	.54
<u>Science 200 hours (350)</u>	196	89344	18.88	27.55	30.10	22.96	.51	13.87	25.17	36.37	17.72	6.22	.64
<u>Commerce 200 hours (430)</u>	24	20796	20.83	25.00	50.00	4.17		25.98	34.48	28.95	8.03	2.46	.11
<u>Geography 100 hours (4015)</u>	196	89378	13.78	17.86	47.45	18.37	2.55	15.90	27.94	34.11	15.25	6.30	.49
<u>History 100 hours (4007)</u>	196	89382	11.22	17.86	44.39	17.86	8.67	15.54	27.95	34.29	15.18	6.52	.51
<u>French 200 hours (870)</u>	7	2457	28.57	42.86	28.57			37.04	30.16	24.05	7.77	.94	.04
<u>Food Technology 200 hours (1625)</u>	45	16482	22.22	22.22	37.78	17.78		19.21	29.03	31.24	14.20	5.73	.59
<u>Graphics Technology 200 hours (1700)</u>	11	1224	36.36	27.27	27.27	9.09		32.52	28.84	26.31	9.72	2.53	.08
<u>Industrial Technology (Metal) 200 hours (1814)</u>	17	2476	11.76	35.29	35.29	11.76	5.88	10.82	27.79	38.33	15.15	7.15	.77
<u>Industrial Technology (Timber) 200 hours (1820)</u>	60	10489	28.33	25.00	13.33	26.67	6.67	12.51	26.76	36.26	16.72	7.17	.58

Course	School Total	State Total	School A (%)	School B (%)	School C (%)	School D (%)	School E (%)	State A (%)	State B (%)	State C (%)	State D (%)	State E (%)	State None (%)
<u>Information and Software Technology 200 hours (1830)</u>	17	6412	29.41	52.94	11.76	5.88		27.34	30.61	26.56	11.00	4.18	.31
<u>Music 200 hours (2050)</u>	20	9931	35.00	20.00	35.00	5.00	5.00	28.67	30.60	25.13	10.78	4.25	.56
<u>Photographic and Digital Media 200 hours (2080)</u>	22	4963	31.82	45.45	13.64	9.09		23.33	30.85	26.58	12.67	6.02	.54
<u>Visual Arts 200 hours (2060)</u>	23	12333	21.74	43.48	26.09	8.70		28.68	32.88	24.74	9.19	4.07	.44
<u>Personal Development, Health and P.E. 200 hours (2420)</u>	195	68902	33.33	33.85	28.72	3.08	1.03	14.50	32.03	35.43	13.20	4.28	.56

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 2021. The 'State Average' grade includes all students in NSW i.e., both boys and girls.

Course	School Total	State Total	School A (%)	School B (%)	School C (%)	School D (%)	School E (%)	State A (%)	State B (%)	State C (%)	State D (%)	State E (%)	State None (%)
<u>English Advanced 2 unit</u>	25	28787	24.00	60.00	8.00	8.00		23.94	44.47	26.38	4.22	.76	.23
<u>English Standard 2 unit</u>	101	34289	4.95	42.57	32.67	16.83	2.97	5.17	27.56	45.73	15.75	4.82	.97
<u>English Studies 2 unit</u>	15	9792	6.67	26.67	40.00	13.33	13.33	5.18	19.85	35.17	23.89	12.97	2.94
<u>Maths Advanced 2 unit</u>	27	24672	14.81	48.15	33.33	3.70		27.03	29.74	30.27	10.71	2.08	.18
<u>Maths Extension 1 unit</u>	12	11675		75.00	25.00			30.57	32.39	26.76	8.28	1.92	.08
<u>Maths Standard 2 unit</u>	113	40589	9.73	22.12	46.02	21.24	.88	9.57	23.43	37.07	20.77	8.21	.94
<u>Biology 2 unit</u>	43	25414	18.60	51.16	20.93	9.30		15.37	29.59	37.42	13.17	3.76	.69
<u>Chemistry 2 unit</u>	17	14816	23.53	52.94	11.76	5.88	5.88	18.63	30.73	34.71	12.43	2.92	.59
<u>Investigate Science 2 unit</u>	52	3771	25.00	53.85	13.46	7.69		11.64	27.68	34.92	17.10	6.97	1.67
<u>Physics 2 unit</u>	22	10900	13.64	45.45	40.91			18.05	30.62	35.01	12.77	3.07	.48
<u>Ancient History 2 unit</u>	14	8977	7.14	28.57	35.71	28.57		18.42	27.63	31.15	14.90	6.14	1.76
<u>Business Studies 2 unit</u>	31	24490	9.68	19.35	61.29	9.68		14.97	30.16	35.39	13.96	4.65	.87

Course	School Total	State Total	School A (%)	School B (%)	School C (%)	School D (%)	School E (%)	State A (%)	State B (%)	State C (%)	State D (%)	State E (%)	State None (%)
<u>Economics</u> 2 unit	14	7573	21.43	28.57	35.71	14.29		24.63	35.60	28.52	9.07	2.09	.09
<u>Geography</u> 2 unit	7	5540	14.29	42.86	42.86			20.32	31.86	31.59	11.41	4.22	.60
<u>Legal Studies</u> 2 unit	13	14451	7.69	46.15	30.77	15.38		19.46	29.62	32.72	13.01	4.35	.84
<u>Modern History</u> 2 unit	22	14329	13.64	45.45	27.27	13.64		19.32	29.86	32.40	12.50	4.78	1.14
<u>Studies of Religion</u> 1 unit	65	10520	30.77	46.15	23.08			16.30	32.43	37.33	12.44	1.48	.01
<u>French</u> <u>Continuers</u> 2 unit	5	714	20.00		80.00			44.82	32.63	18.91	3.08	.56	
<u>Engineer Studies</u> 2 unit	12	3678	25.00	41.67	25.00	8.33		19.98	33.82	30.26	11.75	4.00	.19
<u>Food Technology</u> 2 unit	31	5236	22.58	41.94	25.81	6.45	3.23	17.88	26.26	31.17	15.01	7.33	2.35
<u>Industrial Technology</u> 2 unit	39	9440	28.21	25.64	15.38	20.51	10.26	12.65	25.47	34.70	17.56	8.46	1.15

<u>Info Processes and Technology</u> 2 unit	16	2434	25.00	37.50	37.50			21.57	31.72	29.50	12.53	4.23	.45
<u>Music 1</u> 2 unit	22	5617	18.18	18.18	40.91	22.73		22.08	33.84	27.51	11.20	4.45	.93
<u>Visual Arts</u> 2 unit	27	10923	29.63	37.04	25.93	7.41		24.00	34.04	25.86	11.05	4.02	1.03
<u>PDHPE</u> 2 unit	52	20201	3.85	36.54	42.31	17.31		15.01	29.09	34.92	15.22	4.89	.88

Higher School Certificate

The marks in the table below are out of 100 unless otherwise indicated. The average marks for the whole of NSW ('State Average') include marks from both boys and girls. When comparing the marks, it is important to know that girls achieve better results in virtually all HSC courses – hence the 'State Average' marks reported below will be higher than the average marks that boys across NSW obtain.

Course	Averages	2015	2016	2017	2018	2019	2020	2021
Ancient History	School Average	70	74	62	77	74	74	-
	State Average	71	72	72	73	73	72	-
Biology	School Average	69	74	74	72	73	72	74
	State Average	71	74	74	74	72	72	73
Business Studies	School Average	73	74	73	74	73	73	76
	State Average	74	73	73	74	72	73	73
Chemistry	School Average	72	70	67	72	70	73	70
	State Average	76	76	75	75	75	76	74
Drama	School Average	73	75	73	75	76	77	70
	State Average	78	78	78	78	78	80	79

Economics	School Average	71	65	69	73	73	NA	72
	State Average	76	77	77	76	77	NA	78
Engineering Studies	School Average	78	73	68	77	76	79	79
	State Average	75	75	74	75	74	74	75
English (Standard)	School Average	68	70	69	69	71	71	73
	State Average	67	69	69	69	69	70	70
English (Advanced)	School Average	78	79	78	79	79	81	83
	State Average	80	81	81	81	81	81	82
English Extension 1 (mark out of 50)	School Average	43	39	41	42	41	43	41
	State Average	42	42	41	42	42	42	42
English Extension 2 (mark out of 50)	School Average	33	NA	32	NA	41	43	-
	State Average	40	NA	39	NA	39	39	-
English Studies	School Average	NA	NA	NA	NA	64	NA	-
	State Average	NA	NA	NA	NA	51	NA	-
Food Technology	School Average	70	74	71	73	77	76	75
	State Average	71	71	72	73	74	72	73
Industrial Technology	School Average	84	77	74	76	85	77	78
	State Average	70	69	68	68	69	69	69
Information Processes and Technology	School Average	76	71	66	77	77	71	68
	State Average	72	71	72	73	72	71	71
Investigating Science	School Average	NA	NA	NA	NA	78	80	77
	State Average	NA	NA	NA	NA	69	71	76
Legal Studies	School Average	83	76	77	72	76	78	73
	State Average	75	75	76	75	74	75	75
Mathematics Standard 1	School Average	NA	NA	NA	NA	72	NA	NA
	State Average	NA	NA	NA	NA	70	NA	NA

Mathematics Standard 2 (Formerly General Mathematics until 2019)	School Average	70	72	70	72	75	70	73
	School Average	69	69	69	70	71	68	69
Mathematics Advanced (Formally Mathematics until 2019)	School Average	73	74	72	75	76	80	76
	State Average	78	78	78	78	78	79	78
Mathematics Extension 1	School Average	79	73	73	80	83	71	67
	State Average	81	80	81	79	80	78	78
Mathematics Extension 2	School Average	78	69	83	78	76	75	75
	State Average	82	81	81	81	82	81	83
Modern History	School Average	69	74	75	76	76	72	75
	State Average	75	74	74	74	73	73	73
History Extension 1 (mark out of 50)	School Average	35	35	38	40	31	33	35
	State Average	39	39	39	39	39	38	39
Music 1	School Average	84	83	84	88	87	83	88
	State Average	81	81	81	82	82	82	81
Personal Development, Health and Physical Education	School Average	71	76	70	71	71	74	73
	State Average	73	72	71	72	73	72	72
Physics	School Average	76	71	66	72	67	69	71
	State Average	73	73	73	73	73	74	75
Software Design and Development	School Average	NA	72	74	71	75	72	NA
	State Average	NA	75	74	74	75	74	NA
Studies of Religion 1 (mark out of 50)	School Average	39	39	36	40	39	39	38
	State Average	38	38	39	37	38	38	37
Visual Arts	School Average	82	77	79	83	79	84	82
	State Average	79	80	80	80	81	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	76	NA	73	NA	74	NA	73
	State Average	82	NA	82	NA	82	NA	82
Construction Examination	School Average	75	87	74	79	70	73	78
	State Average	72	73	72	73	75	76	76
Hospitality Examination	School Average	75	72	79	76	79	NA	74
	State Average	76	73	74	73	73	NA	74
Entertainment Industry Examination	School Average	73	84	80	77	81	NA	79
	State Average	73	76	76	75	76	NA	79
Retail Services Examination	School Average	78	80	74	69	82	NA	NA
	State Average	72	73	70	69	69	NA	NA
Metals and Engineering	School Average	70	73	67	76	77	NA	NA
	State Average	66	69	65	69	64	NA	NA
Human Services Examination	School Average	NA	77	NA	NA	NA	NA	NA
	State Average	NA	72	NA	NA	NA	NA	NA
Studies of Religion 2	School Average	NA	NA	NA	NA	NA	NA	72
	State Average	NA	NA	NA	NA	NA	NA	75
Financial Services Examination	School Average	NA	NA	NA	NA	81	NA	73
	State Average	NA	NA	NA	NA	72	NA	73