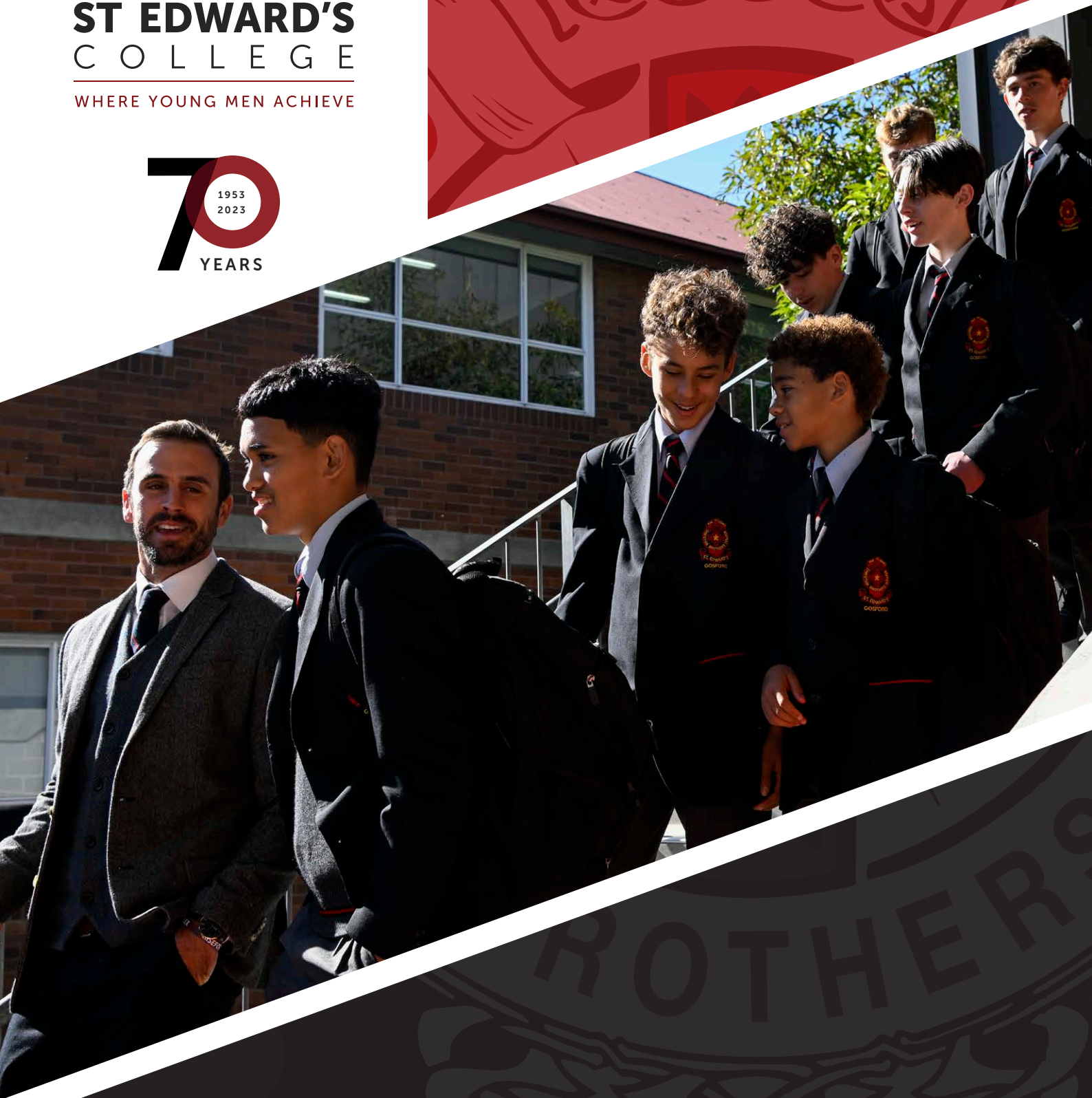




**ST EDWARD'S**  
COLLEGE

WHERE YOUNG MEN ACHIEVE



2022  
Annual Report

# 2022 Annual Report

## Table of Contents

Preamble.....	3
College Advisory Council Chair's Report.....	4
Principal's Report.....	5
Student Leadership Report.....	9
School Features .....	10
Introduction.....	10
The Founder .....	10
College Crest.....	10
Location and Facilities .....	10
College Advisory Board .....	10
Religions Dimensions and Catholic Identity .....	11
Liberating Education .....	12
Gospel Spirituality.....	12
Inclusive Community .....	12
Justice and Solidarity .....	12
Curriculum.....	13
Learning Support .....	15
Religious Education Curriculum.....	18
Technology.....	21
Extension Programs .....	23
Career Education.....	23
Camps.....	24
Student Outcomes in Standardised National Literacy and Numeracy Testing.....	26
Workforce Composition .....	29
Professional Learning by Teachers .....	29
Student Attendance Rates .....	30

Attendance Rate by College Year Group .....	30
Student Retention Rates .....	30
The Management of Student Non-Attendance.....	31
Post-School Destinations for Students.....	31
Enrolment Policy .....	32
Priorities of Enrolment.....	33
Anti-Bullying Policy.....	33
Student Profile .....	36
Student Wellbeing and Discipline Policies .....	36
Complaints and Grievances Resolution Policy.....	38
School Review and Development.....	42
Educating for Justice and Peace.....	44
Parent, Student and Teacher Satisfaction.....	46
Student Survey – Tell Them From Me.....	47
Financial Information.....	48
Appendix: External Test Results.....	49

# 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. The Trustees of Edmund Rice Education Australia has responsibility for St Edward's and other Christian Brothers' schools across Australia.

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

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

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

# College Advisory Council Chair's Report

It gives me great pleasure to present the College Advisory Council's Report for 2022

It was a challenging and often very difficult year for the College's Executives, Teachers, Students, Support Staff and Parents. The focus, commitment, innovation and initiation of all participants allowed the College to perform, deliver the highest level of education, safely and effectively. Again, another amazing year of outstanding achievement.

During the year we progressed with our Building Master Plan. We have called for expressions of interest from four building companies to undertake the Science Lab refurbishment. We are also in discussions to repair the water issues we are experiencing in the Theatre – unfortunately the Theatre will be unusable for the remainder of the year.

As you are aware our Principal, Mark Bonnici, took Professional Renewal Leave throughout Term 3. I would like to publicly acknowledge the great work of Cameron Alexander who stood in as acting Principal and the unwavering professional help, advice and assistance of Deputy Principal, Jodie Connor and the members of the Senior Leadership team during this time.

As an Advisory Council we continue to be well informed on progress being made in all areas and departments of the College. The Principal, the Deputy Principal and Business Manager attend and formally report at all Council meetings.

We are truly fortunate at St. Edwards College to have exceptional leaders, committed and willing teachers and well qualified and capable support staff who ensure that our students are well prepared for their future career paths in a welcoming, safe and professional environment.

The College, also, is fortunate that it has a Council of unpaid volunteers who give freely of their time, expertise and advice to the College Leadership in areas where they may not have the depth of knowledge and range that is required. I am amazed and proud of each of our Council members and I publicly acknowledge their value to the College.

The Council is very pleased with the outstanding academic, cultural and sporting results that our students have achieved, supported by the excellent work of teachers, staff and parents.

Frank Bortkevitch

Council Chair

# Principal's Report

*As a Catholic School in the Edmund Rice tradition, 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.*

## Contemporary Learner Profile

Throughout 2022, the College continued to introduce initiatives designed to bring the College Aspiration Statement to life. The Aspiration Statement clearly articulates the quality of educational experiences that we offer at St Edward's. Experiences that are designed to create contemporary learners who are empowered to contribute as responsible global citizens.

### 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.

An important piece of work that was conducted throughout 2022, to bring the College Aspiration Statement to life, was the development of a Learner Profile. The Learner Profile reflects contemporary learning dispositions which are recognised as important for cultivating the skills for lifelong learning. Staff, students and parents were consulted in the development of the Learner Profile which will be launched in 2023. Throughout the year students will be encouraged to reflect upon the Learner Profile and assess their progress, with a view to establishing learning goals with the support of their teachers.

The Learner Profile will be used to provide feedback to students and parents regarding their learning, with the intention of supporting students develop positive habits to improve their learning outcomes.



LEARNER PROFILE	EXPECTATIONS
Ready to learn	<ul style="list-style-type: none"> <li>On time</li> <li>Laptop charged, brings pen, books and equipment</li> <li>Calm and settled, allows others to learn</li> <li>Safely operates in the classroom</li> </ul>
Actively engages in learning	<ul style="list-style-type: none"> <li>Pays attention</li> <li>Completes tasks to the best of their ability</li> <li>Perseveres when challenged by a task</li> <li>Submits tasks when required</li> </ul>
Demonstrates creative, critical and problem solving skills	<ul style="list-style-type: none"> <li>Considers alternate perspectives and solutions</li> <li>Draws conclusions based on evidence and research</li> <li>Independently and collaboratively solves problems</li> <li>Attempts to present new ideas when appropriate</li> </ul>
Communicates and collaborates	<ul style="list-style-type: none"> <li>Contributes to discussions</li> <li>Works respectfully and inclusively with peers</li> <li>Contributes equally to group work</li> <li>Actively listens to others</li> </ul>
Challenges themselves to improve	<ul style="list-style-type: none"> <li>Independently looks for ways to improve</li> <li>Seeks, accepts and applies feedback</li> <li>Sets goals for improvement</li> </ul>
Effectively uses technology for learning	<ul style="list-style-type: none"> <li>Presents research information in their own words</li> <li>Identifies valid and reliable sources of online information</li> <li>On-task with their device</li> <li>Proficient use of applications</li> </ul>

## Learning Reflections and Learning Conferences

Our College Aspiration Statement challenges us as a learning community to inspire our boys to be curious, respectful and autonomous learners who demonstrate resilience, discipline and perseverance on their learning journey in an environment which fosters positive relationships and focuses on the well-being of staff and students.

In 2022 we continued our approach to Learning Conferences both on-line and face-face. Students are asked to complete a reflection exercise in each of their subjects where they analyse their own commitment and performance in accordance with their learning goals. Students then lead meetings with their teachers and parents where they articulate what they are learning about themselves as learners. This approach to what were previously titled Parent/Teacher meetings, have shifted the discussion and responsibility of learning onto our students in alignment with the College Aspiration Statement. We are very pleased in the way students have adopted this approach and look forward to continuing it into the future.

*As a Catholic School in the Edmund Rice Tradition, we are committed to promoting an integral ecology through demonstrating a deep reverence for the earth as both Gods work and our home, promoting ecojustice and working towards a sustainable and regenerative future for all creation.*



## EREA Climate Crisis Statement

The EREA Climate Crisis Statement was launched late in 2021 was introduced to the St Edward's Community at the commencement of 2022. The Statement speaks to us with hope and optimism grounded in a call for renewed and reimagined action. The statement was developed over 18 months through consultation with over 1600 young people from EREA schools and various other members of our school communities. We are seeking a shift in attitudes and actions, to address the climate crisis and to restore harmony to God's creation. The statement will guide the work that we do with students over the coming years in raising awareness about associated with ecological sustainability.

The EREA Climate Crisis Statement is available on the Edmund Rice Education Website at:

[EREA Climate Crisis Statement.](#)

## Commitment to Environmental Education

*"Due to an ill-considered exploitation of nature, humanity runs the risk of destroying it and becoming in turn a victim of this degradation."*

This quote, taken from Pope Francis' encyclical *Laudato si'*, written in 2015, challenges us to take greater responsibility in caring for our environment. This message remains true today and, as a community, we have taken up this challenge providing a range of learning experiences both within and outside St Edward's classrooms to promote environmental sustainability. The work promoted by the student Environmental Portfolio, through initiatives such as Trash Free Tuesday, Take 3 for the Sea and our recycling program are supported through a variety of classroom learning experiences.

One such experience is an assessment task completed by Year 10 students in Religious Education. Students were asked to develop a promotional piece on an environmental issue. The task provided a wonderful opportunity for students to widen their knowledge on a global environmental issue. Students' application to this task provided great evidence of their commitment to raising awareness about global environmental issues so that we can continue to promote a better world for all.

*As a Catholic School in the Edmund Rice Tradition, we are committed to promoting participation in service and solidarity learning programs in partnership with those on the margins.*



## Continued Partnership with Edmund Rice Ministries in Kenya

The COVID-19 pandemic has prevented members of the St Edward's community from participating in the annual immersion program to Nairobi, Kenya. Although this has been very disappointing, we have maintained a connection with the Mary Rice Centre and the Edmund Rice Advocacy team that work in the Kibera slum in Nairobi. The Mary Rice Centre is a wonderful organisation which provides access to education and life-skills training for approximately sixty students with disabilities from the Kibera slum. St Edward's has supported the Mary Rice Centre for a number of years providing physiotherapy equipment, water tanks, computers and a classroom which members of the immersion group assisted in building.

The second ministry that St Edward's supports is the Edmund Rice Advocacy team. This small team of paid staff and volunteers works with young women from the slum who are victims of sexual abuse. They provide refuge, food, clothing and legal support to assist these young women who, at times, are locked in a vicious cycle of abuse.

St Edward's donated fifteen thousand dollars through proceeds raised at our Founders Day celebration in Term 3, to be shared between these two organisations. In speaking with representatives from these two organisations over the last two weeks, they are extremely grateful for the support and have asked me to pass on their deepest gratitude to our community. We hope to recommence our annual immersion to Kenya in 2024.

*As a Catholic School in the Edmund Rice Tradition, we are committed to establishing a community which is accepting and welcoming, fostering right relationships and committed to the common good.*

## Parent Consultation Meetings

We are committed to maintaining a strong relationship with our families and truly value parent and carer input into our ongoing school improvement agenda. In 2022 the College introduced voluntary Parent Consultation Meetings which are held once per term as an opportunity to gain feedback from interested parents on operations of the College. A range of topics associated with College life were scheduled for discussion and parents were invited to provide advice on topics they would like discussed. These meetings provided excellent feedback to inform our practice and I look forward to them continuing into the future.

Mark Bonnici  
College Principal

# Student Leadership Report

## Year 12 Farewell Mass - Vice Captain's Gospel Reflection

We gather tonight in celebration, we have successfully completed a 13-year routine of going to school for over 6 hours a day, 5 days a week, 9 months a year. That's over 14,000 hours. Tonight, signifies such a remarkable accomplishment & it is an honour to have been asked to share my reflection on tonight's scripture reading.

The readings we've heard tonight all have the common theme of trusting God's plan for us. We spend so much of our lives trying to control & predict the future, because we are so afraid of ending up in an uncomfortable place. We always look for fast results, yet our second reading tells us to "endure everything with patience."

This is more applicable to us than ever before. We have no idea what our lives will look like in a year. But what we do know, are what daily decisions we can make in order to reach our goals. Fulfilment in life takes patience & trust in God. We have the choice now. Are we going to waste our early adulthood chasing creature comforts & spending our earnings on endless amounts of material possession? Or will we use these crucial years to live God-honouring lives by building ourselves up so we can serve our families & our communities for years to come. We now have absolute freedom to make this decision.

This freedom is overwhelming & can cause anxiety. The gospel warns us we may start asking ourselves questions such as "Where will my food come from? Or my drink? Or my clothes?", but God gives us the solution "Do not be afraid for I am with you". The phrase "do not be afraid" appears in the Bible exactly 365 times. Once for each day of the year. We are called daily to not be afraid to take responsibility for our lives. A life lived in fear is a life half-lived.

Worry offers false solutions, makes false promises and offers false predictions. Worry is futile, and it cannot prolong our lives. The same God who gives you strength today will give you strength for tomorrow. The God who saved you yesterday and delivered you today will provide for you tomorrow.

As we begin this next chapter of our lives, let's be encouraged and know that God helps those who help themselves. He has as much control over our lives as we give him. The God that controls time. The God who created the heavens and the earth, the God that divided the light from the darkness, this is the God that we serve. We will have troubles, but our lives are worth living because He lives. Each & every one of our lives has meaning & purpose because God gave us our lives.

So as the gospel tonight states, "Do not worry about tomorrow, it will have enough troubles of its own". What matters is the joy & the battles we face each day. Do not be afraid. God is with us through it all.

Thank you

# School Features

## Introduction

St Edward's College was founded in 1953 to address the lack of secondary boys' Catholic schools between Chatswood and Newcastle. It is an Independent Catholic boys' college originally owned by the Christian Brothers and since 2008 under the Trusteeship of Edmund Rice Education Australia. In 2010, the first lay Principal was appointed. The college serves 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, St Edward's College had a modest student population of 72. However, in 2022, the college has experienced remarkable growth, with over 1000 enrolments. St Edward's College caters to boys from

Year 7 to Year 12 and is situated on a spacious nine-hectare site located on the picturesque shores of Caroline Bay.

The college's facilities have expanded significantly to accommodate the growing student body. It now boasts three multi-purpose ovals and other top-notch sporting facilities, providing ample space for students to engage in various athletic activities. Additionally, St Edward's College has a state-of-the-art Shanahan Learning Centre that offers students a modern and conducive environment for academic pursuits. The Learning Centre is equipped with resources and technology to support effective teaching and learning.

To foster creativity and artistic expression, the college provides specialized technology and art facilities, as well as dedicated music facilities. These spaces allow students to explore their talents and interests in areas such as visual arts, music, and technology. Furthermore, St Edward's College prioritizes the integration of technology into education and offers computer laboratories that equip students with essential digital skills.

St Edward's College also recognizes the importance of vocational training and offers a Trade Training Centre. This facility provides students with opportunities to develop practical skills and gain industry experience, preparing them for future careers in various trade fields.

For students interested in culinary arts, St Edward's College features a purpose-built food technology room. This room serves as a dedicated space for students to learn and practice cooking skills, fostering a passion for food and nutrition.

Regarding accessibility, the college is well-served by public transport options, ensuring convenient commuting for students and staff.

## College Advisory Council

The College Advisory Council receive its mandate from EREA NSW Pty. Ltd. and is responsible for advising and assisting the Principal in maintaining the governance of the College. Presently it 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.

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. In 2022 we were once again

able to invite priests from the surrounding parishes to visit the College to celebrate the sacraments and assist teachers with their teaching of religion. The spiritual life of any Catholic College should have its beginnings in each home: St Edward's College is

The Year 12 retreat of 2022 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

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 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	Drama	Industrial Technology – Metal
Metals and Engineering	Photographic and Digital Media	Manufacturing	Industrial Technology - Graphics
Marine and Aquaculture Technology			Physical Activity and Sports Studies

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

Learning Area	Examples of Courses Offered
Religion	Studies in Religion, Studies of Catholic Thought
English	Advanced, Standard, Extension 1 and 2 English, English Studies



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

In 2022, 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 2022 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, Ancient History, Earth and Environmental Science, 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 six experienced Learning Assistants, three part time Diverse Learning teachers, and a Leader of Diverse Learning. These professionals support students within the classroom context, before school in the library and in specifically targeted intervention programs, such as MacqLit, minimum standards support sessions and the year 9 and 10 mentoring program.

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 2023 there has been a focus on team teaching, targeting Stage 4 and 5 English and Maths Diverse Learning classes as we endeavour to support our students to build literacy and numeracy skills.

2023 also saw the introduction of a year 8 core group. This was a target group that consisted of students who required substantial to extensive support. It was recognised that these students required the sustained support of which the year 7 core structure offered including reduced class size, reduced number of teachers and a consistent Learning Assistant. This consistency and support has allowed successful inclusion into a mainstream setting.

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 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 access support to scaffold, research and work on assessments, or to develop study skills and consolidate their classroom learning through revision and exam preparation.

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.

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. In 2022, an NCCD team was established which ensured standard moderation practises were implemented, allowing educated and

informed decisions when including students in the NCCD with consideration of their category and level of support. Professional Learning took place at a whole school level with the goal to educate and improve understanding to ensure the needs of the students were being met within the classroom.

Many students with diverse learning needs require access to exam provisions. The nature of provisions will be depended on the individual needs of the students. Common provisions include; small group supervision, rest breaks, extra time, access to assistive technology and in some cases a reader and or writer. 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 and to make tasks accessible to all 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 pattern of study and Non-ATAR HSC courses.

The Diverse Learning Team value the importance of communication and collaboration with parents, students and external supports in establishing Personalised Learning Plans. These plans outline student strengths, the functional impact of disabilities and adjustments that will support them to access learning. The plans recognise that learning is wholistic and it is important to consider aspects such as cognitive, social/ emotional, sensory and physical needs must be addressed for a student to have a positive and successful schooling experience where they can grow and flourish. These plans are revised on a yearly basis and shared with teachers so they best know how to support them in the classroom.

As St Edwards takes a holistic approach to quality education, the Diverse Learning department work closely with the Pastoral Care team. The two domains of support collaborate for students who experience, or are at risk of social, emotional challenges such as anxiety and depression. Regular meetings and on-going collaboration allow us to share expertise and experience to plan how to best support our students in all aspects of their learning and wellbeing.

The Diverse Learning team supports identified students in transitional phases of their high school experience. Together with Pastoral care, Diverse Learning offer a transition to high school program for year 6 students requiring extra support due to executive functioning difficulties or anxiety which can be exacerbated by change. Year 10 students with Diverse Learning needs have opportunity to be counselled by the Leader of Diverse Learning in their subject selection process, with the aim to support

student to choose a pattern of study that will utilise their strengths and support a positive stage 6 experience. Diverse Learning also works closely with the Leader of VET to support students with post school pathways options. Diverse Learning have developed strong partnerships with external disability support agencies in pathways to employment and post school study.

The success of anything the Diverse Learning attempts at the St Edward's College continues to rely on the ongoing collaboration of classroom teachers, the pastoral care team and support of parents and caregivers while putting the student voice at the heart of the focus.

## 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 is continuing in the development of the Year 7-10 programs and assessments. We hope 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, which 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.

Year 7 students started the year with a module on 'What it means to belong to our Catholic community. All the modules throughout Year 7 develop the students' knowledge and understanding of belonging to a Catholic school in the Edmund Rice tradition, whilst also acknowledging and appreciating that all students are on their own faith journey. 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, with work on a cross KLA approach arising in 2023.

Year 8 students are being introduced to the RENEW 2025 programs over the next few years. Students are encouraged to think critically of the life and times of Jesus and how it reflects the way we live our lives today.

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 studying Luke's Gospel. 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 2023. 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'.

The Year 10 course also challenges the boys' values and moral understanding on several issues concerning relationships in their lives. This is supported by the Yr 10 Retreat days held in Term one. These Retreat days allows students time to reflect on the relationships they have, in particular with significant males in their life and what this means to them.

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 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. All Year 11 students were able to attend their retreat program this year, and engage themselves in a Street retreat in Sydney, experiencing how many people who are marginalized, seek reconciliation in their own lives.

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. This course is more rigorous in its approach, but with the explicit and engaging approaches by the Senior staff, the students develop skills to think critically and develop a broader outlook on contemporary issues and their decision making.

Students interest in Studies of Religion 2-unit is increasing each year. This course is an extension to the Studies of Religion, 1-unit course, already implemented at St Edwards. The students have the opportunity to learn and understand another major religious tradition, breaking down barriers that may otherwise exist.

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. The students were able to participate in the 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, ISRA and Studies in Catholic Thought.

Staff having been working collaboratively to develop new strategies for increased engagement in their Religion lessons. The commitment shown from the staff and the motivation and energy they demonstrate every day in their classes, shows the quality of the RE department at St Edwards.

“Do not be afraid. Do not be satisfied with mediocrity. Put out into the deep and let down your nets for a catch.” — Pope John Paul II

## Technology

Technology is embedded in education and underpins the management and learning outcomes for students in today’s dynamic learning environment. St Edward’s College technology environment, built on leading software and hardware architecture, supports the College’s innovative and contemporary learning environment.

This year the following projects were undertaken.

- A comprehensive technology planning document was prepared in consultation with staff and students outlining the college's technology goals and strategies for the future. Four key areas identified and prioritised over the next 5 years were Innovation, Engagement, Education Environment and Professional Development.
- The College Senior leadership team was provided with a highly effective password management tool to strengthen the security of their accounts and safeguard against potential cyber threats.
- Introduction of the Essential Eight cyber security controls to improve the college security posture.
- The college storage and server infrastructure were updated and refreshed to ensure optimal performance and reliability.
- On average 50 service calls per month were efficiently handled servicing student laptops with hardware repairs and replacement of parts.
- A proof of concept was conducted with Vivi, a remote presentation tool, allowing innovative ways to enhance the college's digital learning delivery.
- An increased number of projection whiteboards were thoughtfully rolled out providing an engaging and interactive learning environment for students and teachers.
- A thorough audit was conducted by Trusted Impact reviewing the implementation of the Essential Eight security Controls. The audit provided extremely positive outcomes in several control areas. The College will continue to enhance the security controls during 2023 to ensure that St. Edwards College meets EREA compliance levels and remains at the forefront of cybersecurity and best practices.



- Review of Staff laptops was conducted to ensure the college provides an educational tool that continues to support and enhance the teaching and learning for the next three years.
- Technical Design RM 46 and ART were upgraded with USB-C monitors, providing students with an improved and convenient docking experience.
- An external company was engaged to design and implement a student and pastoral dashboards for implementation in early 2023. Providing a centralised platform for effective communication of student's information and wellbeing.
- Microsoft power automate tools were leveraged to improve collection of information from forms, streamlining administrative tasks and increasing efficiency.
- New security cameras were installed in the SLC Front Entrance and SLC Concourse, enhancing the overall safety and security of the college campus.
- The Pastoral Leaders offices were improved by adding USB-C monitors, providing a more efficient and streamlined workspace for staff.
- Year-level audits were conducted to ensuring all laptops are running at optimum levels, providing students with reliable and functioning devices.
- The Cyber Incident Response Plan and Information document map were comprehensively improved to ensure that the college is well-prepared to respond to potential cyber threats and maintain the highest level of cybersecurity.

St Edward's College takes pride in the extensive range of technology resources available to all students. Programs and policies have been developed to ensure that the College stays current with the latest technological trends. The College empowers students by offering a One-to-One Laptop program, supported by a team of five dedicated technicians from a centralised student helpdesk. Complementing students' personal devices is an additional 100 desktops, 60 iPads, multimedia facilities in all classrooms and a digital media library throughout the campus. Students are able to access a range of educational resources including Office 365, Adobe suite and Canvas. Digital textbooks are used for many subjects. Online learning programs including Education Perfect, and Edrolo are accessible to complement classroom teaching and support autonomous learning. Turnitin has been introduced to help identify areas in which ongoing teaching of digital literacy is needed. With the introduction of artificial intelligence through applications like ChatGPT, teachers continue to work with students to ensure a responsible, ethical and critical use of such new technology for learning. A range of professional development opportunities continue to be provided to assist teachers to incorporate digital technology into the curriculum.

## Extension Programs

St Edward's College implements a range of programs and initiatives aimed at extending talented students in a variety of academic, creative, technological, and sporting endeavours. In the academic domain, students are encouraged to enter competitions in Mathematics, Science, English, Debating and Mock Trials.

Workshops are designed and run in some of these faculties and students who demonstrate an ability and interest are invited to attend. Teachers also develop units of work that include extension activities and modules to challenge the more academically capable students.

In the creative domain, students who demonstrate high learning potential in Visual Arts are invited to attend workshops and additional classes to further develop their skills and their work is often displayed at College events. Talented musicians are encouraged to participate in the College Band and instrumental groups. Students interested in Drama are also encouraged to perform at Friday assemblies, liturgical celebrations, and community days throughout the year.

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

St Edward's College is a registered Trade Training Centre. As part of the initiative, students can access traineeships in Construction and Metal and Engineering. These traineeships allow them to develop expertise in their chosen field while completing their Higher School Certificate. The College also supports school-based traineeships and apprenticeships in other vocational areas or trades.

Students who demonstrate talent in a sporting area are given many opportunities to develop their skills through the numerous representative sporting competitions available at the College.

## Career Education

Careers Pathways Programs at St Edward's College is to assist students develop the knowledge, skills, values, and attitudes necessary to make informed decisions about their school and post school options to enable active participation in their working life. Research by the Foundation for Young Australians found that employers value both credentials and skills and that it is necessary 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 explicitly teach careers concepts to years 9 and 10 students during their PDHPE lessons, which is taught by a qualified full time Careers and Vocational Education & Training

Leader. This role is to assist students' transition from school to work, whether that be to university, college, TAFE, employment, traineeship, or an apprenticeship. Our Careers Pathways Program including the following activities: careers guidance meetings, online career resources, subject selection, job preparation, career exploration, career planning, self-exploratory interest and strengths quizzes, TAFE taster short courses, work experience, work placement and presentations from tertiary providers, employers, group training organisations and TAFE. This year we staged our First Careers Pathways Expo for parents and students of years 10 to 12 demonstrating our continued commitment to Careers Pathways Education at St Edwards College.

## Camps

Year 10 2022 Paul Sullivan

**Jindabyne was the setting for our camp, and it was certainly one that we won't forget any time soon.**

Despite the unpredictable weather, encompassing snow, wind, rain, and sun, our students fearlessly embarked on a challenging adventure. Braving blizzard-like conditions and limited visibility, some of them triumphantly scaled one of Australia's highest peaks, completing a gruelling 15 km hike and radiating with enthusiasm. Their resilience was evident, and our dedicated staff also overcame numerous obstacles, even though two members required medical attention at Canberra Hospital (thankfully, they recovered). The cycling activity added another layer of character development, blending skill-building components with long rides through the scenic mountains. Abseiling, raft building, fire building, cooking, and an array of other engaging activities presented each boy with invaluable opportunities to foster personal growth, resilience, and lasting memories.

Year 9 2022 Rob Speziale

**Between 23 and 25 March, Year 9 spent two nights and three days on camp at Wee Jasper, just outside Yass.**

The camp experience centred around the remarkable river systems and abundance of caving opportunities in the area, providing students with unique and memorable adventures. I was thoroughly impressed by the exemplary behaviour, resilience, determination, commitment, and camaraderie displayed by the students throughout the activities and in their interactions with their peers. The wide range of activities catered to their adventurous spirit and further showcased their willingness to embrace new challenges.

The camp's success can be attributed to the seamless organization and smooth operation, thanks to the professionalism and dedication of both the Australian Outdoor Education staff and our own St Edward's College staff who accompanied Year 9 students in their activity groups. Engaging with the

boys and receiving feedback from parents, it is evident that the Wee Jasper experience was immensely rewarding and thoroughly enjoyed by all involved.

#### **Year 8 2022 Nathan Marks**

**I would like to commend all for coming, and for most of you this was your first camp since Year 5.**

The camp kicked off with an early start on Wednesday, and I'm pleased to report that all the boys arrived on time, thanks to the cooperation of the parents who facilitated the early drop-off. Upon arrival at Killalea State Park, the boys were divided into 10 groups and faced the challenge of constructing their own tents, which proved to be quite a task in the strong wind. However, they exhibited remarkable resilience and perseverance, overcoming obstacles and eventually succeeding. With sunscreen applied, the boys enthusiastically embarked on the first round of activities.

The day offered a variety of exciting options, including surfing, beach sports, bush walks, mega paddle with kayaking, and archery tag. Despite the considerable distance between activities and the sweltering heat, the boys impressively kept themselves hydrated and demonstrated a willingness to fully engage. Black Diamond, our food provider, ensured our energy levels remained high with delicious meals, including breakfast of bacon and eggs, lunch consisting of ham and salad sandwiches, and dinner featuring burgers and burritos.

Day 2 began early, with the boys eagerly diving into three additional activities. By Thursday afternoon, some were understandably tired and sunburnt, as evidenced by a few dozing off while watching a movie before bedtime. Once they entered their tents, exhaustion quickly took over.

Throughout the camp, we were blessed with perfect weather, enjoying clear skies throughout the entire trip. We extend our gratitude to Black Diamond for going above and beyond in providing our boys with an unforgettable experience. As a school, we are truly appreciative of their exceptional efforts.

#### **Year 7 2022 Heidi Englund**

**Over three adventurous days, Year 7 embarked on their first St Edward's College School Camp.**

From Wednesday 2 November, our students embarked on an adventurous journey to Crosslands Reserve in Hornsby Heights. Crossing Berowra Creek on the barge, they braced themselves for three

action-packed days of outdoor activities. Stepping out of their comfort zones, the boys fearlessly tackled abseiling natural rock walls, traversed river bridges, and conquered high ropes challenges.

They also explored the waterways on canoes and stand-up paddle boards, and even tried their hand at raft building. We were immensely proud of their teamwork and support for one another, as they shared their skills and encouraged their peers throughout each task.

During the nights, the boys stayed in cabins and tents, gaining valuable experience in erecting, and dismantling their own tents, organizing their belongings, and maintaining cleanliness. After eventful days, half of the boys relaxed by the campfire, while the other half enjoyed group activities such as movies and games.

We commend the boys for their exceptional resilience, sportsmanship, and the care they showed for each other, especially during moments of vulnerability. It is our hope that they thoroughly enjoyed their time at camp and created lasting memories that will stay with them for a lifetime.

## Student Outcomes in Standardised National Literacy and Numeracy Testing

### Difficulty with interpreting the 2022 results

The 2022 cohorts for Year 7 and Year 9 did not sit NAPLAN when the students were in Years 5 and 7 respectively (2020) due to Covid-19. Therefore, student growth cannot be measured for the 2022 NAPLAN results. In particular, we cannot tell whether our Year 9 students have shown growth, stability or decline since they were in Year 7.

### Year 7 results

Grammar and punctuation show a decline from 2018, which is similar to the state trend. Analysis of questions shows that students had difficulty with:

- Use of apostrophes
- Use of capital letters
- Sentence construction - subordinating conjunctions, clauses
- Use of commas
- Verb tense

Moving forward, work on sentence structure is a focus in English will address this.

Spelling shows an ongoing trend of improvement since 2019. Students had difficulty with:

- 2, 3 and multisyllabic words.

Moving forward, work on subject specific spelling lists will address this.

Reading shows improvement from 2021 and the best average for the College since 2018. Students had difficulty with:

- Interpreting directly stated information in informative, persuasive, and imaginative texts
- Interpreting the meaning of vocabulary
- Evaluating the accuracy of statements using information from an informative text

Moving forward, an emphasis on a close reading of texts and teaching students to interpret different text types will address this.

Writing shows a trend in improvement since 2019, with a slight downturn from the 2021 results. St Edward's is close to the state average.

Numeracy is our best result based on average. Our average shows a trend in improvement from 2018. St Edward's is above the state average. Students had difficulty with:

- Interpreting a scale
- Converting between measurements
- Probability using fractions
- Ordering chance events
- Interpretation of pie and graphs

Moving forward, an emphasis on explicit teaching of graphs, interpretation of statistics and ordering probability will address this.

## **Year 9 results**

Grammar and punctuation show consistency in results since 2019, with a very slight decrease from 2021. Students had particular difficulty with:

- the use of quotation marks.
- Note: Identification of other areas of difficulty was difficult with a lack of a sizeable number of students with a statistically significant proportion of incorrect answers for other questions.

Consistent with the Year 7 results, an emphasis on a close reading of texts and interpreting different text types will be a focus for literacy for the College to address this.

Spelling shows an improvement on our 2021 average. Students had difficulty with:

- 1 syllable and multisyllabic words.
- Note: Identification of other areas of difficulty was difficult with a lack of a sizeable number of students with a statistically significant proportion of incorrect answers for other questions.

Moving forward, work on subject specific spelling lists will be helpful to address the area of difficulty identified.

Reading shows a trend of decline since 2019. This contrasts with slight improvement shown in the state and similar schools. St Edward's average is below state. A comparison of these results with the Allwell results for these students from Year 6 shows that students have declined further in reading than would have been expected, especially when compared to similar schools. Students had difficulty with:

- Interpreting directly stated information in informative, persuasive and imaginative texts

An emphasis on encouraging students to read in Years 7 and 8, coupled with a close reading of texts and teaching students how to interpret different text types is our strategy for addressing this.

Writing shows a continuation in the trend in improvement since 2017.

Numeracy shows a decline since 2019, which mirrors state and similar schools. Students had particular difficulty with:

- Interpreting graphs, scales, tables, and diagrams
- Using 12 hour and 24-hour time
- Using a map and compass directions
- Additional values and their effect on a median
- Categorical variables
- Probability
- Algebra - including multiplication, division and fractions

An emphasis on teaching students how to interpret a range of graphs, maps, scales and diagrams would be helpful. Further analysis of the specific items in the test would shed more light on areas for focus.

### **Literacy plan relevant to NAPLAN results**

In the second half of 2022, the Literacy Integrator worked with the English, HSIE and RE faculties to embed subject specific vocabulary and spelling as well as explicit teaching on sentence construction and how to approach different text types.

Reading has been flagged as a particular area for improvement for the College. MacqLit was introduced in 2022 as an intervention for students with low reading and literacy skills in Year 7.

In 2023, Cars and Stars (a reading program focused on comprehension and vocabulary) will be introduced for Year 7 Core classes. Year 8 will focus on regular reading in English classes and library classes, including small group work, to encourage student growth in comprehension and reading for pleasure.



## Numeracy plan relevant to NAPLAN results

Graphing and chart interpretation has been identified as an area for focus. In 2023, the Maths faculty is looking to improve the resources used to support this area of learning. Education Perfect will be further developed as a diagnostic tool to provide regular quizzes across a range of topic areas, identifying gaps in knowledge and understanding, as a basis for revision and re-teaching.

## Workforce Composition

In 2022, the College had 83 teaching staff which included a total of 77 full time and 6 part time teaching staff. In addition, the College employed a total of 42 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

Professional Learning at the College in 2022 resumed to pre-pandemic conditions with staff enjoying unrestricted access to external and internal PL opportunities. In 2022, \$25,104.17 was spent on professional learning by staff, an increase of \$9,322.17 from 2021. This increase in expenditure reflects the renewed interest and availability for College personnel to undertake professional learning from external facilitators, attend leadership workshops off-site, and participate in EREA conferences and immersions. Teaching staff engaged in 346 professional learning events, with 169 being internal events and 177 being external face to face, or, online events.

The Professional Learning Partnership (PLP) Framework was instructive in implementing a key focus of the 2022 College Strategic Plan: Collaborative Practice. Integrating collaborative strategies within the existing PLP framework enabled staff to understand the rationale and purpose of this College initiative, while specifically tailoring the relevant practices and processes to teaching and learning within their

faculty. These strategies included, team teaching, collaborative planning of tasks and lessons, observing a colleague teach a specific skill and participation in Student Support Meetings. In addition, Reimagining Assessment was a feature of professional learning and development for our Leaders of Learning and Pastoral team. We worked over several months to research, reflect and share professional knowledge in preparation for an off-site Professional Learning event focusing on our three-year College plan for Reimagining Assessment.

Another key focus for the College in the context of Professional Learning around Mental Health and Wellbeing is the implementation of a three year program for all teaching staff to complete a two day training course in Mental Health First Aid from Mental Health First Aid Australia accredited facilitators. This is a significant commitment by the College in ensuring our students are cared for, and taught by, professionals trained in supporting student mental health and wellbeing.

Staff completed the online compliance training modules delivered in Complispace on Child Safeguarding, Student Duty of Care, Work, Health and Safety and EREA Code of Conduct. College staff also completed their certification in CPR and First Aid training at the end of 2022.

## Student Attendance Rates

The average attendance rate for boys at the St Edward's campus from Year 7 to Year 12 during the 2022 school year was 89%. 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
89.2%	87.7%	87.6%	86.9%	89.2%	93.5%

The rate at the St Edward's campus was on average with the attendance rates of recent years (2021, 94.3%, 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, 2020 (December)	170

Year 12, 2022 (December)	130
Retention Rate	76.4%

## 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 2022 are presented below.

**Year 12:** 130 students in the year group at the conclusion of the HSC in 2022

Destination	Percentage of students
University	50%
TAFE	4%
Private College	2%
Apprenticeships / Traineeships	10%
Employment/GAP Year	10%
Unknown	24%

**Year 11:** 176 students in the year group at the start of 2022

Destination	Percentage of students
St Edward's College (Year 12)	79%
Employment/ Apprenticeship	18 %
Other school	1 %
TAFE	2%

**Year 10:** 181 students in the year group at the start of 2022

Destination	Percentage of students
St Edward's College (Year 11)	83 %
Employment/ Apprenticeship	7%
Other school	9%
TAFE	1%

## 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 College's Anti-Bullying Policy applies to all students in the College community. This policy applies in all College environments, both physical and online, and when on-site and off-site College grounds for school events (eg. camps, sporting events and excursions).

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 Edward's 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 online bullying, outside the College hours.

St Edward's College takes a proactive stance against bullying in all forms. It has zero tolerance for bullying behaviour and aims to encourage staff and students to respond appropriately if incidents occur in the playground, classroom or in the community. Together, we can foster an environment where everyone feels safe and acknowledge and encourage upstanders to respond to any form of bullying if it arises. This approach is based on best practice as outlined in the Edmund Rice Child Safeguarding Standards, which are designed to consciously and systemically:

- promote an environment where children and young people's safety and wellbeing are the centre of thoughts, values and actions
- place emphasis on genuine engagement with children and young people
- create conditions that reduce the likelihood of harm to children and young people
- facilitate circumstances that increase the likelihood of identifying harm
- respond appropriately to any concerns, disclosure, allegations, or suspicions of harm.

### **EREA Child Safeguarding Standards**

We aim to provide an environment that is physically, emotionally and intellectually safe for all members of the St Edward's community.

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

At St Edward's College, staff and students commit to ensuring a safe and supportive environment where all members of our school community have the right to be respected and in turn have a responsibility to respect the rights of others to exist in a safe, supportive and inclusive community.

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

We are faith-filled when we are living life as Jesus inspires us, putting the Gospel into action through our words and deeds. Faith gives us belief and trust in God and in other people. We build on it every day through prayer, being part of a faith community and living out the Gospel values.

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

A safe and inclusive learning community is free of threat of emotional or psychological harm and allows students to risk exploring difficult issues and express their views honestly. We want students to express their ideas without threat of judgement or prejudice. We want students to believe that their ideas are valued.

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

Students can self-organise with a developing sense of independent thought and individual decision making. They have empathy for others by showing care and respect. Students value a strong sense of justice and fairness. They engage in tasks with an inquiring mind. Students are enthusiastic about questioning, researching and gaining a deeper understanding. They have a love of learning and are persistent in their efforts to discover.

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

Students are not afraid of uncertainty and are prepared to take risks. They understand that making mistakes is part of the learning process. Students are resilient, mentally tough, self-disciplined and persistent in the face of challenges/adversity.

### 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, personal development sessions and daily interactions with staff and mentors.
- The rights and responsibilities of the College Community are published and supported.
- Students are urged to report bullying to the appropriate people. This can be verbally or by using the College email: [bullying@stedwards.nsw.edu.au](mailto:bullying@stedwards.nsw.edu.au)
- The College also surveys various year groups regarding bullying throughout the year.



## Reporting Bullying Behaviour

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

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

## Conclusion

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

## Student Profile

In August of 2022 there were 1,064 boys (full-time) enrolled at St Edward's College

Year	7	8	9	10	11	12	Total
St Edward's Campus	216	187	187	177	167	130	1,064

## Student Wellbeing and Discipline Policies

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

In implementing the policies, the teachers at the College seek to acknowledge appropriate behaviour in a concrete way by promoting the College values. Boys who do not adhere to the College values are given appropriate support via the College Counsellors, Homeroom Teachers, Pastoral Leaders, Director of Pastoral Care and Deputy Principal to amend their behaviour and make positive choices in the future. 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 receive a Thursday afternoon detention or be suspended for more serious breaches of College expectations.

The restorative justice approach to discipline was introduced in 2007 and continued to be an important part of the Pastoral Care approach to dealing with issues that arise.

The following initiatives have been introduced to support student welfare:

- Integration of the Learner Profile into the reporting system.
- Continuing development of the Pastoral Framework.
- The Student Leadership Program to reward students seeking to develop their leadership skills.

The 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 conduct 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 encourage appropriate behaviour from students.

The College continued to implement a Restorative Justice approach when dealing with issues associated with pastoral care and consequences for poor choices. 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 Learner Profile 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.
- Annual camps for each year group, fostering friendships, leadership skills and personal resilience.
- Each weekly assembly begins with an Acknowledgement of Country and National Anthem.
- Constant emphasis on the College Values when dealing with others at school and out in the community.
- 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.
- Year 10 retreats, focusing on personal values, motivation and relationships.
- 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](http://www.stedwards.nsw.edu.au).

### Guiding Principles for Handling Complaints

To manage complaints effectively, we have established a Complaints Handling Program that meets our legislative and regulatory obligations and is in line with both the international complaints handling standard (ISO 10002:2018), and the Australian complaints handling standard (AS/NZS 10002:2014) and the [Complaints Handling Guide: Upholding the rights of children and young people](#), published by the National Office for Child Safety (Child-focused Complaints Handling Guide).

When managing a complaint or an appeal, the College always aims to apply the following Guiding Principles as set out in the international complaints handling standard (ISO 10002:2018), and aspires to the values enshrined in [The Charter for Catholic Schools in the Edmund Rice Tradition](#).

These principles are mirrored in the Australian complaints handling standard (AS/NZS 10002:2014) in more detail, however, in the interests of ensuring that complaints handling at the College is as simple and efficient as possible, the College uses the (ISO 10002:2018) Guiding Principles.

<b>Commitment</b>	We are actively committed to defining and implementing a complaints handling process.
<b>Capacity</b>	We make sufficient resources available for, and are committed to, complaints handling, and we manage those resources effectively and efficiently.
<b>Transparency</b>	Our complaints handling process is communicated to staff, volunteers and contractors, the College community and other relevant interested parties. We provide individual complainants with adequate information about the handling of their complaint.
<b>Accessibility</b>	We aim to make the complaints handling process simple and easily accessible to all. We make information available in relation to the details of making and resolving complaints and all complaints handling information is easy to understand and use.
<b>Responsiveness</b>	We address the needs and expectations of potential complainants with respect to complaints handling.
<b>Objectivity</b>	We address each complaint, on its merits, in an equitable, objective, and unbiased manner through our complaints handling process.
<b>Charges</b>	Access to our complaints handling process is free of charge to the complainant.
<b>Information Integrity</b>	We ensure that the information about our complaints handling process is accurate and not misleading, and that data collected is relevant, correct, complete, meaningful and useful.

<b>Confidentiality</b>	Personally identifiable information about complainants is only made available for the purpose of addressing the complaint within the College and, unless the complainant consents, actively protected from disclosure.
<b>Complainant Focused Approach</b>	We aim to put ourselves in the shoes of the complainant and understand the complaint from their point of view. We adopt a complainant-focused approach with respect to handling complaints and are open to feedback on our complaints handling process.
<b>Accountability</b>	We have established, and maintain, accountability for, and reports on, the College's decisions and actions with respect to complaints handling.
<b>Improvement</b>	One of the College's permanent objectives is the increased effectiveness and efficiency of our complaints handling process.
<b>Competence</b>	Our staff have the personal attributes, skills, training, education and experience necessary to handle complaints.
<b>Timeliness</b>	The College handles complaints as quickly as possible given the nature of the complaint and the process used.
<b>Respectful</b>	Complaints are resolved in a manner that is respectful of the complainant and the person against whom the complaint is made.
<b>Restorative</b>	When dealing with a complaint, we aim to restore relationships which may have broken down.

We also apply the Guidelines set out in the Child-focused Complaints Handling Guide, to ensure that our complaints handling system upholds the rights of children and young people and meets the requirements of the National Principles for Child Safe Organisations and the National Catholic Safeguarding Standards in the following ways:

1. Embedding children's rights, safety and wellbeing into the complaints process: creating a child-rights focused complaints culture is the first step in handling complaints involving children and young people.
2. Reporting responsibilities: our complaints handling system clearly articulates the roles and responsibilities of our staff and volunteers in meeting their obligations to report and take action to protect the safety of children and young people.
3. Sharing information and communicating with stakeholders: the College recognises the importance of sharing information in promoting the safety and wellbeing of children and young people and of fulfilling our legislative responsibilities concerning information sharing. We maintain awareness of what information we can share, with whom, and when and how it should be communicated.
4. Confidentiality and privacy: we comply with our legislative obligations to maintain confidentiality and protect the personal information and privacy of children, young people and adults.
5. Managing risks – complaints and incidents: we monitor and reassess the risks to children and young people throughout the complaints process.
6. Conducting investigations involving children and young people: complaints are properly investigated and taken seriously, and children's rights are safeguarded throughout the investigation process. Investigations are planned, fair, proportionate and thorough, with findings supported by the available evidence.
7. Being fair and objective: an adult's opinion is not prioritised over a child's in the event that they differ; children and young people are listened to without judgement and their views are taken seriously.
8. Explaining outcomes and review options: the types of outcomes that are available for different complaints are explained to complainants; the final outcomes of a complaint, the reasons and options for review are clearly explained to the complainant and the person who is the subject of the complaint.
9. Record keeping and complaints data: the College keeps full and accurate records about complaints involving children and young people, in line with our record keeping obligations. These records are analysed to improve service and identify trends and risks.

In particular, we recognise that children and young people have the right to participate in decisions that affect them. The following principles guide the participation of children and young people in any decision-making processes, including our complaints handling process. Participation should:

- bring them no harm
- be voluntary and informed having regard to their age, maturity and capacities
- be responsive to their individual needs
- be respectful of culture and diversity
- be meaningful
- take into account any ethical considerations at the outset and as the process unfolds

- address power imbalances
- include continuous reflection.

## Transparency and Accessibility

It is important that information about how to complain is made publicly available.

The College has implemented the following steps to encourage feedback, and to make it easy for people to lodge a complaint.

EREA has developed Complaints Handling Policy and Procedures, which applies to all EREA-governed schools, including St Edward's College. The EREA Complaints Handling Policy is available on our public website.

Our Child safeguarding Complaints Management policy and procedures set out the avenues available to students to make a complaint and the avenues available to parents/carers and other College community members to make a child safeguarding-related complaint. A child-friendly version of this policy is provided to students and made publicly available.

All staff are made aware of the importance of capturing and recording critical feedback. Many complaints are received via telephone, in person, or via email, and the ability of our staff to recognise a complaint, and to capture it effectively, is a central feature of our Complaints Handling Program.

We have developed a [Complaints Handling Guide](#), which includes details of how to make a complaint. This plain English guide is provided to complainants to assist them during the complaints resolution process.

Complaints or disputes do not need to be in writing. Insisting that complaints are in writing can be a disincentive for the complainant.

Where we identify that a complainant has limited literacy skills, we give them help in expressing their complaint or dispute more clearly.

Where complainants have special needs, the availability of interpreters and staff who are cross-culturally trained or trained to cater for special needs are provided.

We also encourage feedback from all members of the College by providing the option to make an anonymous complaint, or make a complaint using a pseudonym, in accordance with [Australian Privacy Principle 2](#).

## School Review and Development

During 2022 the College continued with the implementation of the implementation of the 2020-2024 Strategic Improvement Plan which is based on the four EREA Touchstones of Gospel Spirituality, Inclusive Community, Liberating Education and Justice and Solidarity. The School Improvement Plan for the same period was developed and these two documents guide the decision making, teaching, and learning and other areas for development at St Edward's. This Strategic Plan and School Improvement Plan is available from the College office and on the College website at – [www.stedwards.nsw.edu.au](http://www.stedwards.nsw.edu.au).



Listed below are some of the school priorities which were successfully implemented in 2022 based on the Strategic Plan.

- Implementation of the Reconciliation Action Plan (RAP).
- Online and face to face Student Learning Conferences (Parent / Teacher interviews).
- 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.
- Introduction of a Leader of Risk and Compliance to improve processes in this area.
- Implementation of the recommendations of the NSEA in relation to scope and sequences, programs, and 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 a staff spiritual retreat.
- 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

### Reconciliation and Aboriginal and Torres Strait Islander Education

Throughout 2022 the Reconciliation Action Plan Committee continued to implement the College's strategic goals and aims for building the Aboriginal and Torres Strait Islander Education and Reconciliation within the school.

Various initiatives were implemented and programs put into place to support the following goals:

- Increased learning of Aboriginal and Torres Strait Islander cultures
- Upskilling staff in delivering Aboriginal and Torres Strait Islander content/perspectives.
- Further links and relationship building with local community.

Throughout the year, the following was completed to address the goals stated above:

- A curriculum audit of all Stage 4 programs to identify what was already being taught (for review), become aware of opportunities to include further content and perspectives, and to revise any learning materials/activities already in use.
- Whole school writing of Acknowledgements of Country to personalise student and staff connection to culture and to build a deeper understanding of why Acknowledgements are given (these are now shown every morning in the daily notices).
- Staff Spirituality Day with multiple presenters and guests from the local community to share their stories, experiences and knowledge with staff.
- Smoking ceremony completed to welcome in the new Year 7 cohort and their parents
- Yarn-up with Aboriginal and Torres Strait Islander students to listen to their voices on potential learning experiences and initiatives.
- Career education and career path guidance is discussed with Aboriginal and Torres Strait Islander boys with the Leader of Careers and external providers. Additionally, an Aboriginal and Torres Strait Islander Careers Expo, "Pathways through Stories", was organised involving local schools.

## Waterford Service-Learning Project

Throughout 2022 students again completed a modified Waterford Project due to Covid restrictions. Waterford in the Home was the focus for the first half of the year until restrictions were eased. Similarly with 2021, students were asked to virtually reach out to people to connect and assist, partake in activities around the house (e.g. at home sleepout to raise awareness of homelessness), and aid siblings with their home-based learning.

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 able to extend themselves outside of the classroom and partake in a multitude of real world learning through volunteering their time and aiding external organisations in providing for those in need. Some activities completed were:

- The St. Edward's College Homeless Sleepout
- Surf Life Saving

- Coast Shelter
- Collecting and donating Christmas Hampers
- Clean 4 Shore Program
- Push-up Challenge

Within 2022, 37 students from Years 7-12 received the award of Edmund Rice Honours for completing more than 100 hours of service to their community.

## Founder's Day

On Friday 11th September, the College community celebrated Founder's Day, postponed for a few years due to covid). Staff, parents and students together raised close to \$20,000 to assist our Christian Brothers' Edmund Rice ministry at the Mary Rice Centre, in Kenya.

The two aims for the day were:

1. To build a positive spirit of Community at the College
2. Practical support for our Christian Brothers' Ministry in Kenya

## Curriculum Based Social Justice Learning

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. One such example was the Year 10 Aboriginal Immersion talks given by Tim Selwyn from Girri Girra on becoming a man and the importance of respect, looking after one another and learning your responsibilities within society.

Issues revolving around justice, peace, and advocacy have been addressed directly in the learning of students and in the assessments they complete, especially in Religion, English and HSIE subjects. Asking students to learn about the world around them and how they can be a force for change is highlighted by a Year 8 English assessment in which the students compose a letter to their local MP advocating for change in relation to asylum seekers or climate change.

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.

## Parent, Student and Teacher Satisfaction

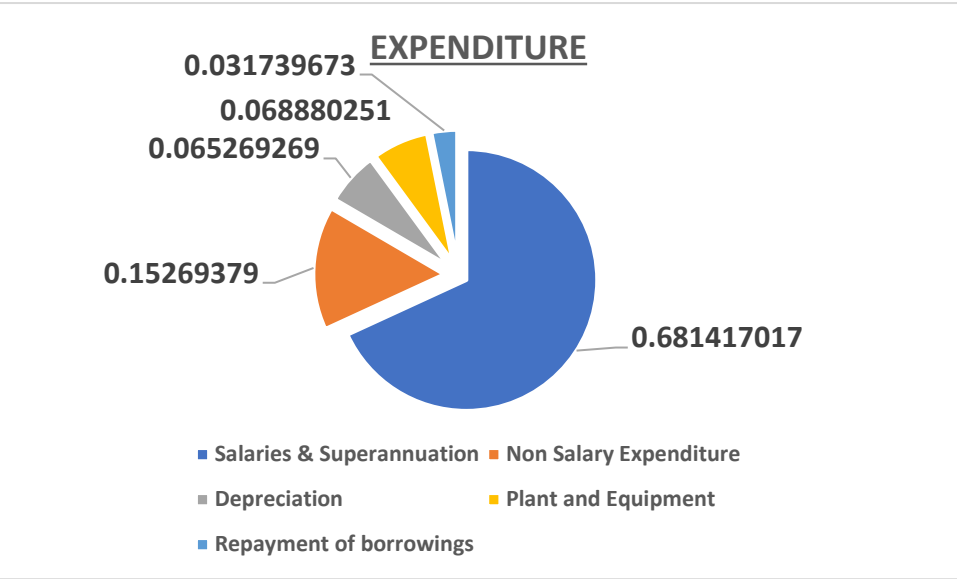
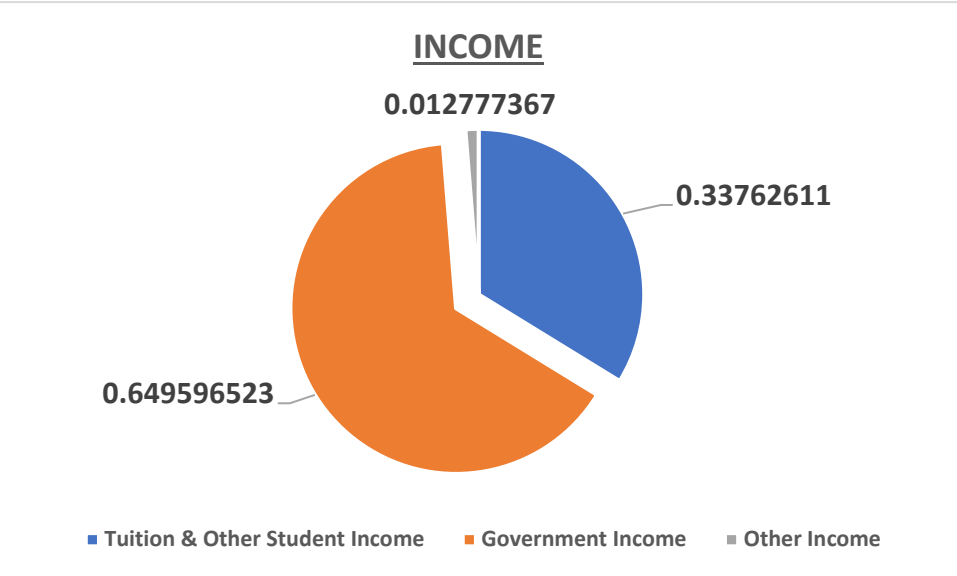
St. Edward's College places a high value on creating a sense of belonging and connectedness within their community to optimize student learning. Through authentic partnerships with students, staff, parents, and the wider community, the College aims to create lasting bonds and important mentoring relationships. The College has a strong pastoral care program that provides a safe and supportive community environment for students to be challenged, nurtured, and inspired to reach their full potential. In 2022, EREA introduced a new role, national manager for safeguarding. St Edward's College developed a strong relationship with Mr Tom Isbester to strengthen our approach to managing and implementing the child safeguarding standards.

St. Edward's College is a Catholic school in the Edmund Rice tradition and prides itself on being faithful to the four Charter touchstones of Liberating Education, Gospel Spirituality, Inclusive Community, and Justice and Solidarity. The Charter and Touchstones are becoming more embedded in many processes and structures within the College and are used as a framework for strategic planning and designing role statements for staff.

## Student Survey – Tell Them From Me

During the first semester of 2021, students in years 7 to 11 completed the Tell Them From Me (TTFM) survey by the Learning Bar. The survey indicated that the students met the TTFM norm in the areas of a positive sense of belonging and positive relationships. However, the areas requiring attention were students' valuing schooling outcomes and engaging in education post-school. The Bullying responses helped to inform the re-writing of the College anti-bullying policy. Although the majority of students felt safe at school, there was a lack of clarity around reporting bullying incidents and the next steps.



















# 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 2022. 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(%)	School None(%)	State A(%)	State B(%)	State C(%)	State D(%)	State E(%)	State None(%)
 English 200 hours (300)	176	91663	7.39	21.59	42.05	25.57	3.41		12.28	28.81	36.16	15.86	5.87	1.02
 Mathematics 200 hours (323)	176	92011	6.25	18.75	32.39	42.05	.57		14.54	21.99	32.20	23.62	6.77	.88
 Science 200 hours (350)	175	91753	16.57	19.43	41.71	21.71	.57		12.60	23.92	36.73	19.39	6.42	.94
 Commerce 200 hours (430)	16	22179	37.50	12.50	37.50	12.50			24.53	34.91	29.52	8.49	2.27	.28
 Geography 100 hours (4015)	176	91636	8.52	16.48	42.05	28.98	3.98		15.03	27.91	34.74	15.58	5.93	.81
 History 100 hours (4007)	176	91654	7.39	22.16	41.48	24.43	4.55		14.75	27.70	34.46	15.91	6.31	.86
 French 200 hours (870)	16	2180	37.50	18.75	37.50	6.25			37.34	30.87	23.35	6.70	1.70	.05
 Food Technology 200 hours (1625)	46	17492	26.09	32.61	26.09	13.04	2.17		19.31	29.03	31.40	13.79	5.56	.90
 Graphics Technology 200 hours (1700)	13	1351	30.77	7.69	38.46	7.69	15.38		29.31	32.72	23.69	9.92	4.00	.37
 Industrial Technology (Metal) 200 hours (1814)	13	2945	46.15	38.46	15.38				9.85	27.20	36.26	17.01	8.76	.92
 Industrial Technology (Timber) 200 hours (1820)	62	11093	11.29	22.58	32.26	19.35	14.52		12.09	27.94	37.18	15.73	6.28	.78
 Information and Software Technology 200 hours (1830)	16	5947	18.75	43.75	31.25	6.25			27.38	31.18	27.63	9.64	3.65	.54
 Music 200 hours (2050)	16	8870	25.00	25.00	31.25	18.75			26.98	31.85	25.10	11.06	4.25	.77
 Photographic and Digital Media 100 hours (2081)	1	2854				100.00			19.66	29.71	28.66	14.26	6.80	.91
 Photographic and Digital Media 200 hours (2080)	20	4719	40.00	50.00	10.00				21.83	30.73	29.88	11.46	5.13	.97
 Visual Arts 100 hours (2061)	1	4222				100.00			19.37	31.53	30.36	12.65	5.26	.83
 Visual Arts 200 hours (2060)	14	12002	14.29	57.14	28.57				28.35	33.34	25.24	8.31	4.14	.62
 Personal Development, Health and P.E. 200 hours (2420)	175	71151	11.43	52.57	33.71	1.14	1.14		12.49	33.16	37.20	12.16	4.13	.86

## Preliminary Record of School Achievement

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

Course	School Total	State Total	School A(%)	School B(%)	School C(%)	School D(%)	School E(%)	School None(%)	State A(%)	State B(%)	State C(%)	State D(%)	State E(%)	State None(%)
English Advanced 2 unit (11140)	42	29277	28.57	47.62	19.05	4.76			20.66	44.76	29.55	4.44	.50	.09
English Extension 1 unit (11150)	9	5671	77.78	22.22					42.41	40.89	14.07	2.05	.51	.07
English Standard 2 unit (11130)	74	34515		24.32	44.59	27.03	4.05		4.13	25.55	47.86	17.51	4.30	.65
English Studies 2 unit (30105)	51	9521	15.69	45.10	15.69	17.65	5.88		5.14	18.95	37.26	23.60	12.03	3.02
Mathematics Advanced 2 unit (11255)	29	24354	17.24	41.38	37.93	3.45			24.48	26.76	30.84	14.94	2.96	.02
Mathematics Extension 1 unit (11250)	16	11374	18.75	43.75	31.25	6.25			27.42	29.36	30.12	10.89	2.19	.02
Mathematics Standard 2 unit (11236)	138	40372	6.52	21.01	42.75	28.26	1.45		7.98	21.11	37.19	23.74	9.12	.86
Biology 2 unit (11030)	47	25873	10.64	44.68	38.30	4.26	2.13		12.79	27.51	38.96	16.24	4.20	.30
Chemistry 2 unit (11050)	15	14473	6.67	33.33	40.00	20.00			16.71	27.15	36.61	15.82	3.49	.23
Investigating Science 2 unit (11215)	37	3771	8.11	21.62	59.46	8.11	2.70		10.24	26.86	37.95	17.40	6.42	1.14
Physics 2 unit (11310)	34	10882	17.65	35.29	26.47	17.65	2.94		17.22	28.58	36.38	14.41	3.30	.11
Business Studies 2 unit (11040)	41	24523	12.20	12.20	53.66	19.51	2.44		12.94	28.41	36.74	16.47	4.94	.51
Economics 2 unit (11110)	10	7792	10.00	60.00	10.00	20.00			20.01	32.19	32.92	11.86	2.84	.19
Geography 2 unit (11190)	1	5322			100.00				19.00	33.07	31.62	11.76	4.13	.41
Legal Studies 2 unit (11220)	14	14042	14.29	28.57	42.86	14.29			16.82	28.74	33.98	14.91	4.84	.71
Modern History 2 unit (11270)	38	14028	5.26	23.68	42.11	26.32	2.63		16.92	30.44	33.61	13.84	4.68	.51
Society and Culture 2 unit (11330)	1	7567			100.00				17.36	31.69	33.00	13.07	4.08	.79
Studies of Religion I 1 unit (11350)	43	10509	13.95	37.21	32.56	16.28			13.58	31.47	38.96	14.41	1.56	.03
Studies of Religion II 2 unit (11360)	25	7379	8.00	56.00	20.00	12.00	4.00		15.10	34.63	37.39	10.62	2.24	.03
Engineering Studies 2 unit (11120)	26	3851	19.23	11.54	46.15	7.69	15.38		16.13	30.77	34.80	13.11	4.99	.21
Food Technology 2 unit (11180)	36	5548	8.33	22.22	38.89	25.00	5.56		13.70	26.53	34.34	17.93	5.98	1.51
Industrial Technology 2 unit (11200)	43	9095	30.23	30.23	20.93	9.30	9.30		11.18	25.05	35.24	19.11	7.97	1.45
Software Design and Development 2 unit (11340)	13	2419	30.77	38.46	23.08	7.69			21.17	29.23	29.81	14.59	4.71	.50
Music 1 2 unit (11280)	15	5579	26.67	33.33	40.00				21.42	34.04	28.45	11.13	3.76	1.20
Visual Arts 2 unit (11380)	17	11240	11.76	70.59	17.65				21.47	34.83	28.31	10.45	3.73	1.21
Personal Development, Health and Physical Education 2 unit	54	21107	14.81	38.89	27.78	18.52			11.24	26.70	38.02	18.11	5.48	.45

## 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	2022
Ancient History	School Average	70	74	62	77	74	74	-	74
	State Average	71	72	72	73	73	72	-	72
Biology	School Average	69	74	74	72	73	72	74	70
	State Average	71	74	74	74	72	72	73	70
Business Studies	School Average	73	74	73	74	73	73	76	72
	State Average	74	73	73	74	72	73	73	74
Chemistry	School Average	72	70	67	72	70	73	70	68
	State Average	76	76	75	75	75	76	74	73
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	N/A	72	77
	State Average	76	77	77	76	77	N/A	78	77
Engineering Studies	School Average	78	73	68	77	76	79	79	81
	State Average	75	75	74	75	74	74	75	73
English (Standard)	School Average	68	70	69	69	71	71	73	73
	State Average	67	69	69	69	69	70	70	70
English (Advanced)	School Average	78	79	78	79	79	81	83	81
	State Average	80	81	81	81	81	81	82	82



Course	Averages	2015	2016	2017	2018	2019	2020	2021	2022
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	-	40
	State Average	40	NA	39	NA	39	39	-	40
English Studies	School Average	NA	NA	NA	NA	64	NA	-	56
	State Average	NA	NA	NA	NA	51	NA	-	56
Food Technology	School Average	70	74	71	73	77	76	75	75
	State Average	71	71	72	73	74	72	73	72
Industrial Technology	School Average	84	77	74	76	85	77	78	79
	State Average	70	69	68	68	69	69	69	70
Information Processes and Technology	School Average	76	71	66	77	77	71	68	71
	State Average	72	71	72	73	72	71	71	72
Investigating Science	School Average	NA	NA	NA	NA	78	80	77	73
	State Average	NA	NA	NA	NA	69	71	76	71
Legal Studies	School Average	83	76	77	72	76	78	73	76
	State Average	75	75	76	75	74	75	75	74
Mathematics Standard 1	School Average	NA	NA	NA	NA	72	N/A	N/A	85
	State Average	NA	NA	NA	NA	70	N/A	N/A	72
Mathematics Standard 2	School Average	70	72	70	72	75	70	73	72
	School Average	69	69	69	70	71	68	69	71
Mathematics Advanced	School Average	73	74	72	75	76	80	76	76
	State Average	78	78	78	78	78	79	78	78

Course	Averages	2015	2016	2017	2018	2019	2020	2021	2022
Mathematics Extension 1	School Average	79	73	73	80	83	71	67	68
	State Average	81	80	81	79	80	78	78	77
Mathematics Extension 2	School Average	78	69	83	78	76	75	75	59
	State Average	82	81	81	81	82	81	83	81
Modern History	School Average	69	74	75	76	76	72	75	74
	State Average	75	74	74	74	73	73	73	74
History Extension 1 (mark out of 50)	School Average	35	35	38	40	31	33	35	39
	State Average	39	39	39	39	39	38	39	39
Music 1	School Average	84	83	84	88	87	83	88	85
	State Average	81	81	81	82	82	82	81	82
Personal Development, Health and Physical Education	School Average	71	76	70	71	71	74	73	70
	State Average	73	72	71	72	73	72	72	70
Physics	School Average	76	71	66	72	67	69	71	68
	State Average	73	73	73	73	73	74	75	74
Software Design and Development	School Average	NA	72	74	71	75	72	N/A	-
	State Average	NA	75	74	74	75	74	N/A	-
Studies of Religion 1 (mark out of 50)	School Average	39	39	36	40	39	39	38	37
	State Average	38	38	39	37	38	38	37	38
Visual Arts	School Average	82	77	79	83	79	84	82	82
	State Average	79	80	80	80	81	81	81	81
French Beginners	School Average	NA	NA	NA	NA	NA	NA	NA	-
	State Average	NA	NA	NA	NA	NA	NA	NA	-

Course	Averages	2015	2016	2017	2018	2019	2020	2021	2022
French Continuers	School Average	76	NA	73	NA	74	NA	73	63
	State Average	82	NA	82	NA	82	NA	82	80
Construction Examination	School Average	75	87	74	79	70	73	78	86
	State Average	72	73	72	73	75	76	76	77
Hospitality Examination	School Average	75	72	79	76	79	NA	74	76
	State Average	76	73	74	73	73	NA	74	77
Entertainment Industry Examination	School Average	73	84	80	77	81	NA	79	80
	State Average	73	76	76	75	76	NA	79	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	N/A	N/A	-
	State Average	66	69	65	69	64	N/A	N/A	-
Human Services Examination	School Average	NA	77	NA	NA	NA	NA	N/A	-
	State Average	NA	72	NA	NA	NA	NA	N/A	-
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	71
	State Average	NA	NA	NA	NA	72	NA	73	72
Geography	School Average	-	-	-	-	-	-	-	78
	State Average	-	-	-	-	-	-	-	75
Science Extension (out of 50)	School Average	-	-	-	-	-	-	-	36
	State Average	-	-	-	-	-	-	-	38