

2023

Annual Report

1953-2023



ST EDWARD'S
COLLEGE

WHERE YOUNG MEN ACHIEVE

2023 Annual Report

Table of Contents

Table of Contents.....	1
Preamble	3
Annual Report Message from Edmund Rice Education Australia NSW Colleges Ltd, CEO / Director of Schools.....	4
College Advisory Council Chair's Report.....	6
Principal's Report.....	8
Annual Report 2023.....	8
Student Leadership Report School Captain's Graduation Speech.....	13
School Features	14
Introduction	14
The Founder.....	15
College Crest	15
Location and Facilities	15
College Advisory Board	16
Religions Dimensions and Catholic Identity	16
Liberating Education	17
Gospel Spirituality	17
Inclusive Community	17
Justice and Solidarity	17
Curriculum.....	18
Learning Support.....	21
Religious Education Curriculum.....	24
Technology	28
Extension Programs.....	30
Career Education	31

Post-School Destinations for Students.....	32
Camps.....	33
Student Outcomes in Standardised National Literacy and Numeracy Testing	34
Workforce Composition	40
Professional Learning by Teachers.....	40
Student Attendance Rates.....	42
Attendance Rate by College Year Group.....	42
Student Retention Rates	42
The Management of Student Non-Attendance.....	42
Enrolment Policy	43
Priorities of Enrolment.....	44
Anti-Bullying Policy.....	45
Student Welfare and Discipline Policies.....	48
Complaints and Grievances Resolution Policy.....	52
School Review and Development	57
Educating for Justice, Peace and Advocacy	58
Parent, Student and Teacher Satisfaction.....	63
Student Survey – Tell Them from Me	64
Student Profile.....	65
Financial Information.....	66
Appendix: External Test Results	67
Preliminary Record of School Achievement.....	69
Higher School Certificate.....	70

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.

Annual Report Message from Edmund Rice Education Australia NSW Colleges Ltd, CEO / Director of Schools

St Edward's College is a highly valued member of the Edmund Rice Education Australia national network of schools which deliver learning through the charism of Blessed Edmund Rice underpinned by the four Touchstones of Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity. This strong national network consists of 55 schools in every state and territory serving approximately 40,000 students in a wonderfully diverse range of learning communities.

While the unique national network will always be a great asset to our school communities, in 2022 EREA underwent a significant process of reflection and regeneration to ensure best practice governance was in place to enable each school to flourish. From this process, a new governance structure for EREA was born.

On 1 January 2023, EREA NSW Colleges Limited was established to enable more proximate governance for the seven mainstream NSW schools in Greater Sydney, Wollongong and Gosford with 8,552 students and approximately 1,000 staff. The model of a company limited by guarantee was chosen because it is a familiar model of governance both within the Catholic Church in Australia, and in the corporate and civil environment in which EREA schools operate and is seen as a best practice model for corporate governance within education and in the broader not-for-profit sector.

The EREA NSW Colleges Ltd Board has governing responsibility for the schools specifically including ensuring the highest standards of child safety are met, oversight of compliance, staff experience and student experience including teaching and learning.

It has been a great privilege coming into the organisation in 2023 and getting to know the community of St Edward's College. I have been very impressed by the young men of St Edward's College and their many achievements, the collegiality and professionalism of the staff and the strength of the broader school community.

I would like to take this opportunity to thank the many community members who make our schools great places to learn and grow. To our parents, our school leaders, our staff, our advisory council members, our board members, our Old Boys and all the many people who

contribute without an official title, thank you for your care, wisdom and generosity of spirit. To our young people in our schools, thank you for providing the energy and inspiration that brings our community together to strive for greater things.

Maura Manning

CEO / Director of Schools - EREA NSW Colleges Limited

College Advisory Council Chair's Report

It gives me great pleasure to present the College Advisory Council's Report for 2023. These highlights areas that the Advisory Board was involved in both discussions and decisions.

2023 saw the wonderful celebration of St Edward's 70th anniversary where homage was made to the outstanding dedication to boys education during this time. This was beautifully captured in the Anniversary Mass which was held in the College Hall with the students, staff, parents, old boys and past teachers as well as EREA representatives and members of the Advisory Council. A very proud moment for all.

This year saw another 12 months of commitment, innovation and dedication of all members of the College to deliver a comprehensive and creative 21st century education that is evident with the best HSC results in the history of the College. This has occurred through ensuring the school has well qualified and professional teachers who have all participated in professional learning that enhances boys' engagement in their learning.

This year involved a great deal of development within the EREA system and leadership with much consultation with all their schools and Advisory Boards, including St Edwards, in the areas of Governance looking at College Operations. Finance, Risk Assessment, Compliance and Child Safeguarding. Our school willingly and enthusiastically entered these discussions and reviews to ensure that only the best occurs in the governance of our college.

Our College also continued with its building plans to create the best learning environment. The Science Labs were renovated and refurbished and an application was made to the Catholic Block Grant Authority to assist with the extension of the TAS area to especially allow for an enhancement of the VET Construction area.

The Advisory Board was always impressed with presentations made at our meetings which highlights endeavours and projects within the College ensuring we are well-informed. The wonderful work done in the ministry areas are always impressive. The Waterford Project, Sacramental program and the work occurring Beyond Borders are essential to ensuring the mission of EREA continues. They should also be congratulated for their work with local Aboriginal elders and particularly artists this year with the mural that was designed and painted. All the teachers and Support staff involved should be congratulated on this fine work.

The year was also a busy one with the knowledge that the EREA School Review was to occur in Term 4 which results in a great deal of work to gather evidence and reflect on the current Strategic Plan. All staff were involved in this and updates supplied to the Board. The findings of this review are released in early 2024 and, from this and other data, the staff will work on their next Strategic Plan. There is no doubt that the College will gain great acknowledgement for all they have achieved as well as good feedback on where to continue growing in strength.

Finally, I thank all the Advisory Board members who are volunteers and give freely of their time to meet and to assist in any way they can in both their areas of expertise and in assisting by offering advice where suitable. These members are all invested in seeing that St Edwards is a highly regarded and successful educational establishment. I particularly wish to thank Frank Bortkevitch who has been the Chair of this Board for the past 8 years and his dedication to the Board, the Board members and, particularly, the College. We wish him well in his future.

Finally, congratulations to the entire staff, students and parents for another year of outstanding academic, cultural and sporting achievements and we look forward to a successful 2024.

Debra Boyd
Advisory Council Chairperson

Principal's Report

Annual Report 2023

Celebrating 70 Years

St Edward's College is a Catholic school governed by Edmund Rice Education Australia (EREA). The College was founded by the Christian Brothers and has been educating young people on the Central Coast since 1953. 2023 was a special year in the life of St Edward's as we celebrated 70 years of providing an authentically Catholic Education for young people on the Central Coast of NSW.

"Forever the Black and Red"

We took time throughout the year to implement a range of initiatives to celebrate the 70th Anniversary of St Edward's College. One major initiative was the development of publication titled "Forever the Black and Red." This publication is a series of written memories and photographs provided by St Edward's College Old Boys from each decade. It is very clear from each of the submissions that St Edward's College has made a significant contribution to the lives of so many men throughout the decades.

The personal accounts provided by contributors, share many common threads regarding the values which underpin the quality of the educational experiences offered to students throughout time. The most common thread is the great pride that each Old Boy articulates in being an "Eddie's Boy."

The publication is available on the College website via the following link. [Forever the Black and Red](#)

"Big Night Out"

During Term Two the College organised a Musical Performance evening titled "Big Night Out," to mark the 70th Anniversary of the College. The evening, which was held in the Edmund Rice Centre, was a huge success, providing an opportunity for past and current students to perform musical items. Over two hundred ex-students, teachers and support staff along with current staff and students were entertained with a range of outstanding musical performances from different eras and genres.

The evening provided many old boys with the opportunity to connect with old school mates, some of whom had not seen each other for over thirty years. Also present on the evening was the first ever female student enrolled at St Edward's Mrs Mavourna Collitis. Mavourna attended the College in 1958 to study Latin with Br Shanahan the first College Principal. The "Forever the Black and Red" historical publication was also launched, on the night marking the seventy years that St Edward's has provided a quality Catholic Education to young people of the Central Coast.

East African Student Educational Sponsorship

During Term 3 the College organised a 70th Anniversary Founders Day Celebration to mark this important milestone. Students planned with their homeroom teachers a range of projects which were on display on the day, that foster a sense of community as part of this celebration. Students were asked to contribute a gold coin, which was donated to support a young East African boy named Frederick Were, that the College has been sponsoring for the last five years. The money raised creates the opportunity for Frederick to attend a boarding school, providing him with a wonderful opportunity to break the poverty cycle that he has been born into.

Celebrating Teaching and Student Excellence Leading Careers and Vocational Education

Mrs Juliana Dignam, the College Leader of Careers and Vocational Education and Training was awarded the Careers Advisers Association of NSW and ACT Careers Adviser of the Year at a ceremony held in Sydney in Term 4 of 2023. This prestigious award honours a Careers Adviser who is making significant contributions to Career Education and development in and beyond their school. It highlights the quality of Career Education in the school, the skills and achievements of the Careers Adviser and their dedication to achieving quality outcomes for students.

Juliana is an invaluable resource for students and parents, possessing a unique set of personal qualities that make her effective. An organizer, coordinating various career-related events, workshops, and resources, ensuring students have access to the information they need. A natural networker, establishing connections with professionals, industry experts, and educational institutions, broadening parent, and students' horizons by opening doors to diverse opportunities. Her positive and passionate mindset enables her to stay abreast of evolving career trends, offering students relevant and forward-thinking guidance. Juliana is

very approachable and creates a safe and welcoming space for students to share their concerns, providing tailored solutions and support.

Juliana is an innovator, creating opportunities that she believes will benefit all involved. Her initiatives align with the National Career Education Standards (NCES) and Australian Blueprint for Career Development (ABCD), emphasizing collaboration, exploration, and readiness for an ever-changing future.

In 2023, she orchestrated a highly successful Careers Pathways Expo, providing parents with access to employers and tertiary providers. Over 453 parents registered for the event, facilitating meaningful conversations with their children. Juliana's innovative approach and unwavering dedication continue to shape students' career journeys, inspiring them to embrace diverse possibilities and think critically about their futures.

Highly Accomplished Teacher Accreditation (HAT)

Congratulations also to Mrs Michelle McDonald for being recognised for her attainment of the accreditation status of Highly Accomplished Teacher (HAT). Michelle is the St Edward's College English Leader of Learning, and this award recognises her commitment, professionalism and expertise as a highly accomplished teacher within our profession. Michelle attended an award ceremony at Parliament House on Saturday evening to be presented with her award by the Honourable Prue Car, Deputy Premier and Minister for Education and Early Learning.

Michelle has continued throughout her career to ensure that she stays abreast of the latest research, curriculum developments and approaches to teaching English and demonstrates a great capacity to share her expertise with her colleagues in a collaborative and inspiring way. Michelle is a member of the English Teachers Association and has regularly convened collaborative professional learning sessions with teachers from St Edward's and other schools to ensure that the young people in our care are provided with the best possible learning experiences to achieve positive outcomes.

Youth Community Service Award

Joshua Judd of Year 12 was selected to receive a Youth Community Service Award by the NSW Branch of the Order of Australia Association. The Award recognises NSW Senior High School students who have shown commendable service to their local communities.

Throughout his time at St Edward's College, Joshua consistently went above and beyond in his efforts to serve others. One notable example of his service is his extensive involvement

with Coast Shelter from 2018 - 2023. Joshua volunteered in the kitchen, dedicating his time to cooking and serving meals to the homeless and those sleeping rough. His compassionate approach and unwavering commitment have provided nourishment and hope to some of the most vulnerable members of our society.

In addition to his work at Coast Shelter, Joshua also volunteered as a Surf Lifesaver at MacMasters Beach Surf Life Saving Club from 2018 - 2023, actively contributing to the safety and well-being of beachgoers in our community. His selfless dedication to this vital role demonstrates his willingness to put the needs of others before his own. By committing his time and skills, Joshua has undoubtedly saved lives and contributed to creating a safer coastal environment for all.

Recognising the importance of caring for the elderly, Joshua also volunteered his time for nursing home residence visits in 2018 and 2019. By engaging in these visits, he demonstrated compassion and empathy towards the aged members of our community, brightening their days with companionship and genuine care. His involvement in such activities showcased his understanding of the value of intergenerational connections and the positive impact it has on both the residents and the wider community.

Furthermore, I would like to highlight Joshua's remarkable achievement of completing over one hundred hours of community service every year from 2018 to 2023 while studying at St Edward's College. Joshua was presented this award by Her Excellency, The Honourable Margaret Beazley AC QC, Governor of NSW at a ceremony at Government House in September of 2023

On behalf of the whole St Edward's community, I congratulate Joshua on this achievement.

Quality Teaching and Learning

Teaching and support staff have demonstrated an absolute commitment to ongoing improvement in the quality of teaching and learning experiences offered to students at the College. The College Professional Learning Framework has focused on providing teachers with the opportunity to share their experience via team teaching, lesson observations and collaborative planning. This approach has been adopted based on recent research into education which highlights the importance of teachers sharing best practice in the context of their learning environment.

It has been very pleasing to see the positive impact that this approach to professional learning, combined with a range of initiatives designed to encourage students to take greater responsibility for their learning is having on improved student learning outcomes. Higher

School Certificate results have continued to show improvement over the last seven years, with all subjects achieving a learning gain as expected or above each year, with the 2023 Year 12 cohort achieving the best HSC results in the history of the College.

Science Laboratory Refurbishment Program

The College is committed to ensuring that the facilities and resources available to staff and students are of the highest quality, meticulously planned in alignment with the College Building Master Plan. In 2023 the first phase of College Science Laboratory refurbishment program was completed, with classes commencing in the new laboratories at the beginning of Term 3. This project which involved researching and visiting other schools to inform the project and working closely with PMDL Architects and Unique Building Partners has produced state of the art facilities for the delivery of subjects within the Science faculty from Years 7-12. A dedicated space for the delivery of Extension Science in the HSC years is a key feature of this project supporting the growing interest of students in this field of study.



EREA Cultural Renewal

As a member of the Edmund Rice Education Australia network of schools, St Edward's is required to participate in a process of Cultural Renewal. The purpose of the Renewal Process is to provide the College with feedback in the form of commendations and recommendations in relation to how the College is fulfilling its responsibilities in accordance with the strategic mission of a school conducted in the traditions of Edmund Rice. The EREA Touchstones of Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity, frame this process and the final report.

A panel of representatives from EREA National Office, the EREA NSW CEO and Director and a colleague Principal visited the school throughout the renewal process to meet with staff,

students, parents and other members of the community connected to the College, to gain feedback to inform the final report. Staff and students also completed an online survey to provide further information and to guide the process throughout the visit.

The information gathered was presented in a report to the College in December and the affirmations and recommendations outlined in the report will be used in 2024, to inform the development of the next phase of the College Strategic Improvement Plan.

Mark Bonnici
College Principal

Student Leadership Report

School Captain's Graduation Speech

Good morning teachers, honoured guests, family, friends, and of course, my fellow soon-to-be graduates,

Today, as I stand before you as your School Captain, I can't help but be flooded with memories of our time here at St Edward's. It's a big moment for all of us as we close this significant chapter of our lives, filled with laughter, friendship, and growth.

We've spent numerous afternoons on the oval, where laughter rang out loud and impromptu football games became the highlight of our days. Yes, sometimes we pushed the boundaries of the 'no tackle' rule a tad, but those fields witnessed the bonds we've built, bonds that promise to last a lifetime.

Between classes, the world of video games became our meeting point, a place where we shared victories, discussed strategies, and maybe engaged in some friendly banter. These moments, along with the lunches and plans made at the canteen, have stitched together to form a tapestry of wonderful high school memories.

This year holds a special place in our hearts as we have the privilege of graduating during the 70th-anniversary celebrations of St Edward's. It's a proud moment for all of us, representing not only our journey but also the rich legacy of an institution that has been a second home to many before us.

Our journey here wouldn't have been the same without the tireless efforts and the camaraderie of my fellow prefect body. A big shout-out to my vice captains, Noah and

Fletcher, who have stood by me, working together to make this year truly memorable. Your dedication and spirit have added a vibrant chapter to our story here at St Edward's.

Our teachers have played an instrumental role in shaping our journey. They've been more than just educators – they've been mentors, guides, and a constant source of support. Through their dedication, they've created a nurturing environment where we could thrive academically and personally. To our teachers, thank you for being our guiding light, for sharing in our joys, and for steering us toward a promising future.

To our families, who have stood by us through thick and thin, your belief in us has been our anchor. Your endless support and encouragement have pushed us to reach for the stars, and for that, we are forever grateful.

As we stand on the brink of a new beginning, let's take with us the lessons and the spirit of unity that has been a hallmark of our time here. Ready to carve our own paths, we step into the future with excitement, armed with the wisdom and experiences gathered at St Edward's.

To the Class of 2023, as we bid farewell to this cherished phase, let's look forward to the adventures that await, holding onto the friendships that have blossomed here, and stepping into the future with a heart full of hope and anticipation.

Thank you, and forever the black and red.

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 2023, 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 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 prioritises 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.

The Wellbeing Centre

Yadhaba, completed in 2020, serves as a dedicated space for our Pastoral Team and College Counsellors, providing a supportive environment aimed at fostering positive mental health and wellbeing. In 2021, both students and staff participated in selecting a Darkinjung name for the centre, ultimately choosing "Yadhaba," which translates to "become well." This name reflects the college's core belief that students must feel well to learn well. The Wellbeing Centre – Yadhaba is designed to support and enhance the overall wellbeing of the college community, ensuring that every student has the resources and support needed to thrive academically and personally.

College Advisory Board

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 embody the principles outlined in The Charter, which seeks to inspire school communities to embrace the vision of Blessed Edmund Rice within the Spirit of Christ and the educational mission of the Catholic Church. Formulated through extensive consultation and collaboration with schools and educational entities throughout Australia, The Charter reflects the Gospel teachings of Jesus Christ as conveyed by the Catholic Church.

At St. Edward's College, the charism of Edmund Rice permeates our comprehensive social justice program, which serves as a vibrant expression of our Religious Education curriculum.

Throughout 2023, students were provided with numerous opportunities to deepen their faith and engage in its practice through regular classroom religious instruction and formal and informal liturgical celebrations. We were privileged to host priests from surrounding parishes to celebrate sacraments and support our teachers in their religious education endeavours.

The spiritual journey at St. Edward's College is fostered not only within the school but also within each student's home, where the foundations of Catholic life are laid. The memorable Year 12 retreat of 2023 exemplified the enthusiastic participation of all students, who engaged in a spiritual experience during their three-day retreat immersed in a peaceful and serene environment.

Religious Education lies at the heart of our Catholic identity and mission at the College, encompassing both the spiritual and intellectual dimensions of Christianity within the Catholic Tradition. Students are expected to pursue personal excellence in this subject, graduating with a clear understanding of Catholicism by Year 12. Our Religious Education Department, comprising dedicated teachers from diverse curriculum backgrounds, is committed to fostering discipleship within our community.

Despite being an independent school, St. Edward's College benefits from access to resources and support from the Catholic Schools Office Mission Services Team. Staff in-services conducted by the Catholic Schools Office of Broken Bay have been invaluable in keeping our staff updated on new initiatives in Religious Education. The Religious Education staff strives to ensure that assessment tasks are intellectually rigorous, conducive to a quality learning environment, and meaningful for students, despite the challenges posed by secular values.

Many senior students opt for the Studies in Catholic Thought course to further their faith formation, exploring what it means to be Catholic in today's world. Some of these students are trained as catechists to teach religion at East Gosford Public School, reflecting our commitment to service and outreach. The Studies in Catholic Thought course is tailored to boys' education, providing current resources that foster 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
- Industrial Technology – Metal
- Design & Technology

- Visual Arts
- Construction
- Graphics Technology
- Information Software & Technology
- Music
- French
- Drama
- 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	Example 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 2023, 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 2023 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), VET Retail and Japanese Beginners.

Learning Support

Learning Support Annual Report 2023

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, two part time Diverse Learning teachers, and a Leader of Diverse Learning. These professionals support students within the classroom context, before school in the Learning Hub 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 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 Learning Hub. 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 has since taken 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.

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 Edward's 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 at St Edward's provides opportunities to promote spiritual development through discussion and understanding of key questions of the meaning of life, such as the origins of the universe, life after death, beliefs about God and values such as justice, honesty, and truth. Through the Religious Education curriculum, the students of St Edwards to understand, appreciate and celebrate the richness of an authentic Catholic School in the Edmund Rice tradition. Religious Education is analysed into three phases: It encompasses 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 inspire and develop our students to think critically with moral reasoning. Our Curriculum provides a set of moral and ethical principles that guide behaviour and decision-making, helping individuals to navigate complex ethical issues and make choices that align with their values and our learning profile.

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.

The classroom teaching and learning environment upholds the principles of other key learning areas where quality teaching and learning is the focus, and knowledge about the Catholic faith is supported by current methods and quality resources. The quality of education is enhanced when the relationship between teachers and students is based on respect and compassion, coming from the understanding that we are all made in the image and likeness of God. Our teachers strive to challenge our students to be inquisitive and question issues that may directly or indirectly impact their lives or the lives of others. Our staff aim to develop authentic assessment tasks that develop specific knowledge, understanding, skills and strong values that engage in real world experiences. Our teachers share their faith and example with students making St Edward's a place where our students can grow in faith and learning.

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.

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. Strong partnerships between home and school support students to grow in faith and learning.

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 in 2023.

Year 8 students are encouraged to think critically of the life and times of Jesus and how it reflects the way we live our lives today. As the Year 8 students are introduced to the Waterford program, the student's assessment tasks align with the values of love, forgiveness and compassion, with tasks based on those marginalised in society and contemporary courageous Christians. The students work towards developing knowledge of what the 'other' is doing in society, to live the values of Jesus, and develop relationships.

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 Healing, Living a Loving life: Beatitudes, as well as studying Luke's Gospel. The boys enjoyed the study of the Catholic Church in Australia, past, present, and future. The success of the integration of Analytical writing in Year 10, has given the staff confidence to model this approach in Year 9 in 2023.

In Year 10, the year started with a more rigorous approach. The module, Interfaith and Ecumenical Dialogue provided the students with the foundations of our Australian society; 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 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 Year 10 Retreat days held in Term 1. These Retreat days allows students time to reflect on the relationships they have, 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 Edward's. The

students 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.

Opening of the chapel: Our newly refurbished school Chapel officially opened their doors this year. This small place of worship is a space that all students are welcome to attend. It has been designed to be interactive, so that students can touch, feel, taste, and see the symbols of Christianity and be inquisitive. The students can see the icon of Blessed Edmund Rice and discover the story of his life within this beautiful icon. Students, so far throughout the year, have been using this space for classes, meditation, and prayer. The chapel is also open at lunch times for students to come and relax, eat lunch on the patio and have time out of the busy school playgrounds.

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.

"You can have flaws, be anxious and even be angry, but don't forget that your life is the greatest business in the world. Only you can stop it from failure. You are appreciated, admired, and loved by many. Remember that being happy is not having a sky without storms, a road without accidents, a job without effort, relationships without disappointments.

"Being happy is to stop feeling a victim and become the author of your own destiny. It's going through deserts but being able to find an oasis deep in your soul. It's to thank God every morning for the miracle of life. It's kissing your children, cuddling your parents, having poetic moments with your friends, even when they hurt us.

"To be happy is to let live the creature that lives in each of us, free, joyful and simple. It's having maturity to be able to say: "I made mistakes". Having the courage to say "I'm sorry". It's having a sensitivity to say "I need you". Is having the ability to say "I love you". May your life

become a garden of opportunities for happiness... that in spring I can be a lover of joy and in winter a lover of wisdom.

"And when you make a mistake, start over. Because only then will you fall in love with life. You will find that being happy doesn't mean having a perfect life. But she uses tears to irrigate tolerance. Use your defeats to train your patience.

"Use your mistakes with the serenity of the sculptor. Use pain to tune into pleasure. Use obstacles to open the windows of intelligence. Never give up ... Above all, never give up on the people that love you. Never give up on happiness because life is an amazing show. "



POPE FRANCIS

Technology

In today's dynamic learning environment, technology plays a crucial role in both management and learning outcomes for students. At St. Edward's College, our technology infrastructure, built on cutting-edge software and hardware architecture, serves as the backbone for our innovative and contemporary approach to education.

This year the following projects were undertaken:

- As part of our Information Technology plan, we conducted a comprehensive review of the college Student Information System. This review identified key areas within the application that require enhancements and extensions. We are committed to ensuring that our Student Information System remains robust and effective in supporting the needs of both Staff, Students and parents.

- Forwarded a Request for Proposal (RFP) to several companies in order to evaluate potential Student Information Systems to replace iwise. This new system aims to address all, or at least the majority, of the functional and non-functional requirements that have been identified through our comprehensive review process.
- Conducted an in-depth review session to evaluate five Student Information Systems from the RFP. From this assessment, we have identified two preferred systems for further investigation.
- Actively enhancing our cyber security measures by improving the Essential Eight controls. These efforts are aimed at bolstering the college's overall security posture.
- Successfully completed a compliance audit from Somerville Group's review Office 365 and Active Directory. This rigorous assessment ensures that we maintain a high standard of security compliance, minimizing the threats posed by cyber-attacks.
- Refurbishment of a large staff meeting room, transforming it into a collaborative learning space for our teachers. The newly designed area features four stand-up desks with dual monitors, aimed at enhancing workflow and fostering a more dynamic environment.
- Installed Exclaimer Signature Management system, enabling centralised control of the college email signatures. This implementation not only ensures consistency but also enhances our marketing capabilities and branding efforts.
- On average 60 service calls per month were efficiently handled servicing student laptops with hardware repairs and replacement of parts.
- Vivi has been integrated into all teaching spaces, providing a powerful remote presentation tool. This integration fosters innovative ways to enhance the college's digital learning delivery, empowering both teachers and students in the classroom.
- An increased number of projection whiteboards were thoughtfully rolled out providing an engaging and interactive learning environment for students and teachers.
- Microsoft power automate tools were leveraged to improve collection of information from forms, streamlining administrative tasks and increasing efficiency.
- 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.

Extension Programs

St. Edward's College is committed to nurturing the potential of high-achieving students across various domains, including academics, creativity, technology, and sports. In the academic realm, students are encouraged to participate in competitions in Mathematics, Science, English, Debating, and Mock Trials. Workshops are tailored to provide extension opportunities in these subjects, with teachers developing units of work that include challenging activities and modules for academically capable students.

In the creative sphere, students with high potential in Visual Arts are offered workshops and additional classes to hone their skills, often showcasing their work at College events. Musically gifted students are encouraged to join the College Band and instrumental groups, while those interested in Drama have opportunities to perform at various school gatherings throughout the year.

For senior students, extension subjects in English, Mathematics, and History offer further challenges, while creative and technological talents are nurtured through subjects like Industrial Technology, Visual Arts, Photography, Drama, and Music. Additionally, as a registered Trade Training Centre, St. Edward's College provides avenues for students to access traineeships in Construction, Metal and Engineering, enabling them to develop expertise while completing their Higher School Certificate. The College also supports school-based traineeships and apprenticeships in various vocational areas.

Opportunities for sports development abound at St. Edward's, with numerous representative sporting competitions available to students who demonstrate talent in this area. These initiatives reflect our commitment to fostering holistic growth and excellence among our student body, ensuring that each individual has the opportunity to thrive and reach their full potential.

St. Edward's College is dedicated to providing tailored support for high-potential learners across all disciplines. In line with this commitment, we are excited to announce the launch of the High Potential Learner Program, which will commence in 2024. This program aims to identify and nurture the talents of academically gifted students through a range of enrichment activities and specialized curriculum offerings.

As part of our efforts to identify students for the program, we will be implementing AGAT testing, ensuring a fair and comprehensive assessment process. Through this initiative, we aim to recognize and support students with exceptional abilities, providing them with opportunities to excel academically and develop their skills to their fullest potential.

The High Potential Learner Program will offer a variety of enrichment opportunities across academic, creative, technological, and sporting domains, allowing students to explore and expand their talents in areas of interest. This program reflects our commitment to fostering excellence and ensuring that every student has the chance to thrive and achieve their goals at St. Edward's College.

Career Education

The Career Pathways Programs at St Edward's College aim to support students in developing the necessary knowledge, skills, values, and attitudes to make informed decisions about their educational and career paths, ensuring active engagement in their future working lives.

Research conducted by the Foundation for Young Australians underscores the importance of both credentials and skills in today's competitive job market. Thus, our curriculum focuses on cultivating essential skills such as problem-solving, communication, financial literacy, critical thinking, creativity, teamwork, digital literacy, and presentation skills, which are integral for success in various career paths.

At St Edward's College, these skills are nurtured through a combination of teaching and learning strategies across the curriculum, as well as through practical workplace experiences. Our dedicated Careers and Vocational Education & Training Leader delivers explicit careers concepts during PDHPE lessons for students in Years 9 and 10. This role is pivotal in facilitating students' transition from school to various post-school options, including university, college, TAFE, employment, traineeships, or apprenticeships.

Our comprehensive Careers Pathways Program encompasses a range of activities tailored to support students' career development journey. These include individual careers guidance meetings, access to online career resources, assistance with subject selection, job preparation support, career exploration opportunities, personalized career planning sessions, self-assessment interest and strengths quizzes, participation in TAFE taster short courses, real-world work experiences, work placements, and informative presentations from tertiary providers, employers, group training organizations, and TAFE.

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 2023 are presented below.

Year 12: 137 students in the year group at the conclusion of the HSC in 2023

Destination	Percentage of students
University	45%
Tafe	6%
Private College	1%
Apprenticeships	8%
Employment / GAP Year	26%
Unknown	13%

Year 11: 152 students in the year group at the start of 2023

Destination	Percentage of students
St Edward's College (Year 12)	83.5%
Employment/ Apprenticeship	12.5%
Other school	3.3%
TAFE	0.7%

Year 10: 179 students in the year group at the start of 2023

Destination	Percentage of students
-------------	------------------------

St Edward's College (Year 12)	74.3%
Employment/ Apprenticeship	8.4%
Other school	13.4%
TAFE	3.9%

Camps

Year 10 - Leadership and Involvement

The Snowy Mountains 5-day camp was a testament to our students' resilience and adventurous spirit. Despite facing unpredictable weather conditions ranging from snow to sun, our students fearlessly embraced the challenges that lay ahead. Scaling one of Australia's highest peaks amidst blizzard-like conditions showcased their determination and perseverance. The 15 km hike through the scenic mountains not only tested their physical endurance but also fostered camaraderie and teamwork among the group. Additionally, activities such as cycling, abseiling, raft building, and fire building provided valuable opportunities for character development and personal growth. The dedication and professionalism of our staff ensured the smooth operation of the camp, creating an unforgettable experience for all involved.

Year 9 - Men of Honour

The Wee Jasper adventure camp provided Year 9 students with a unique and memorable experience. From exploring the remarkable river systems to navigating through caves, students displayed exemplary behaviour, resilience, and camaraderie throughout the camp. The wide range of activities, facilitated by both Australian Outdoor Education staff and our own dedicated team, challenged students to step out of their comfort zones and embrace new challenges. The success of the camp can be attributed to the seamless organisation and the commitment of all involved, resulting in an immensely rewarding experience for students and staff alike.

Year 8 - Values and Service

The coastal camp offered Year 8 students a range of exciting activities, from surfing to archery tag. Despite facing challenges such as constructing their own tents in strong winds, students demonstrated resilience and perseverance throughout the camp. With delicious meals provided by Black Diamond, students remained energised and engaged in the

activities. The camp provided valuable opportunities for students to develop teamwork and leadership skills while enjoying the beautiful coastal scenery.

Year 7 - Belonging

The Crosslands Reserve camp in Hornsby Heights provided Year 7 students with an adventurous journey filled with outdoor activities and team-building exercises. From abseiling natural rock walls to exploring waterways on canoes, students demonstrated exceptional teamwork and support for one another. The camp also offered valuable lessons in tent setup, organisation, and cleanliness, fostering independence and responsibility among the students. Overall, the camp was a testament to our students' resilience, sportsmanship, and camaraderie, creating lasting memories for all involved.

Student Outcomes in Standardised National Literacy and Numeracy Testing

Technology

St Edward's College takes pride in the extensive range of technology resources available to all students which assist with their learning. 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 are additional desktops, iPads, multimedia facilities in all classrooms and a digital media library throughout the campus. In 2023, the College introduced wireless projecting in each classroom (Vivi) which allows both teachers and students to share their screens with ease.

Students can 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 newly identified 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, the Bungaree Program was approved in 2023 with the appointment of an Enrichment Co-ordinator. The implementation date is 2024. The Enrichment Co-ordinator position was filled by a teacher passionate about supporting high potential learners. Her responsibilities include:

- Working closely with the teachers of enrichment classes to help deliver quality instruction and course content tailored for high potential learners.
- Providing enrichment PL to staff.
- Running fortnightly enrichment incursion activities for Stage 4.
- Organising lunchtime extension activities.
- Overseeing the organisation of extra-curricular enrichment activities.

The programs' goal is to provide St Edward's high potential learners with a level of support that enables them to thrive.

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.

2023 NAPLAN results

Difficulty with interpreting the 2023 results:

1. In 2023, NAPLAN results were reported on differently to previous years. In 2023, student results were not placed in bands, but were reported on in terms of Proficiency Level Descriptors.
2. Due to the new NAPLAN results reporting system, it is not possible to accurately compare the 2023 results with previous years. It will be possible to compare years in future, based on the new system.
3. St Edward's is a comprehensive school with open enrolment. On that basis we should expect to see a range of achievement levels.

Year 7 results

Grammar and punctuation show an improvement from 2022 and places St Edward's close to the state average. Analysis of questions shows that students had difficulty with:

- Proper identification of sentences with correct pronoun reference
- Use of apostrophes
- Identifying the appropriate connective
- Use of capital letters
- Quotation mark usage
- Use of commas.

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

Spelling shows a decline since 2022. Students had difficulty with:

- Multisyllabic words
- Spelling containing double consonants
- Homophones
- Distinguishing between similar vowel sounds and adding affixes to words.

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

Reading shows a decline from 2022, but places St Edward's above the male average for NSW and National levels.

Students had difficulty with:

- Analysing literary devices and techniques
- Interpretating character perspectives and motivation
- Identifying main ideas
- Interpreting vocabulary and figurative language
- Analysing the writer's perspective
- Sequencing events and order.

Moving forward, an emphasis on teaching literary/figurative devices and techniques, close reading of texts and teaching students to explore the writers/character's perspectives will address this.

Writing shows a trend in improvement since 2022. St Edward's is above the state and national average (males). Students had difficulty with:

- Using paragraphs and paragraph structure
- Poor punctuation and use of run-on sentences
- Structuring of ideas needs work – rather than a stream of consciousness.

Moving forward, Year 7 literacy lessons will be incorporated to address specific areas identified by NAPLAN data.

Numeracy showed a decline from 2021. Students had difficulty with:

- Simple fractions
- Addition and subtraction of fractions with the same or related denominators
- The use of brackets for number and algebra
- Compare, order, add and subtract integers
- Probability using chance, fractions, decimals and percentages
- Perimeters and areas of various shapes.

Moving forward, an emphasis on explicit teaching of simple fractions, integers, probability and areas/perimeters of shapes will address this.

Year 9 results

Grammar and punctuation show decline since 2022. Students had particular difficulty with:

- The use of brackets, colons, commas and apostrophes
- Identifying subordinating and coordinating conjunctions
- Sentence structure.

Consistent with the Year 7 results, an emphasis on sentence structure will be a focus for the College to address.

Spelling has shown a decrease since 2022. Students had difficulty with:

- Spelling of multisyllabic words derived from French
- Less common or irregular spellings
- Spelling of words with medial schwa, suffixes, double consonants and base word changes.

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

Reading shows a trend of decline since 2019, however, St Edward's is above state and national average (males). Students had difficulty with:

- Analysing literary devices and techniques in persuasive and imaginative texts
- Interpreting main ideas, the writer's perspective, the meaning of titles and character perspectives and motivation
- Interpreting vocabulary and figurative language
- Sequencing events and order
- 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 decrease since 2022. Students had particular difficulty with:

- Using paragraphs and paragraph structure
- Poor punctuation and use of run-on sentences

- Structuring of ideas.

Moving forward, strategies to address writing will include writing workshops with students needing additional support, revision of NAPLAN paper from 2023 to edit their responses and teaching scaffolded TEEL paragraphs across all subjects.

- Numeracy showed a decline since 2019. Students had particular difficulty with:
- Number and algebra specifically square roots, rates and ratios, estimation and integers
- Interpreting, using and applying graphs specifically linear graphs
- Perimeters and areas of various shapes
- Volume, angles and the comparison of length and areas
- Probability
- Solving problems including profit, loss and 'best buys'.

An emphasis on teaching students how to interpret a range of graphs, maps, scales and diagrams would be helpful. Further emphasis on calculating areas and perimeters of shapes would also be beneficial.

Literacy plan relevant to NAPLAN results

- In 2023 the Literacy Integrator worked closely with the English faculty to implement the following initiatives to assist in improving student's literacy skills:
- Year 7 to 9 TEEL paragraph structure across all KLAs
- Breakfast With Books
- English Stars of the Month – effort and achievement
- English Immersion Days – once per term focussing on varied writing skills.
- What I'm Reading? Staff profiles in library to encourage literary conversations between staff and students
- CARS AND STARS program trial in Year 7 CORE classes
- PAT testing in Year 8
- Team-teaching lessons across Year 8 English, Year 12 HSIE, Year 7 CORE classes to support literacy skills
- Paraphrasing workshops – staff
- Word of The Week.

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 and continued throughout 2023. Cars and Stars (a reading program focused on

comprehension and vocabulary) was introduced for Year 7 Core classes, as well as PAT-R testing. Year 8 focused on regular reading in English classes and library classes, including small group work, to encourage student growth in comprehension and reading for pleasure. In 2024, the Literacy Integrator will work closely with Year 7 core classes to implement literacy skills and the Year 7/8 reading lessons will continue.

Numeracy plan relevant to NAPLAN results

Graphing and perimeter/areas of shapes has been identified as an area for focus. In 2024, the Maths faculty is looking to improve the resources used to support this area of learning. Education Perfect has continued to be used 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 2023, the College had 82 teaching staff which included a total of 76 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	82
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

St Edward's College staff enjoyed unrestricted access to external and internal Professional Learning opportunities in 2023. \$46,360.16 was spent on professional learning by staff, an increase of

\$21,255 from 2022. This increase in expenditure can be partly attributed to the implementation of new syllabus in Maths & English in 2024, in addition to reflecting the commitment of College personnel in undertaking professional learning from external facilitators. External events accounted for 129 of professional learning events, consisting of leadership workshops and participation in EREA conferences and immersions interstate. Teaching staff engaged in a total of 324 professional learning events; with 82 being internal or online events, 129 events being external events, and 113 collaborative planning events held on-site at the College.

The Professional Learning Partnership (PLP) Framework was instructive in maintaining a key focus of the 2023 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. There was a total of 513 PLP events in 2023, evidence of the increasing importance our staff place on working and planning collaboratively. In 2023, collaborative practice strategies included, team teaching and reflection practices, collaborative planning of tasks and lessons, observing a colleague teach a specific skill and participation in Student Support Meetings.

In addition, Reimagining Assessment continued to be integral to the College's professional learning agenda for our Leaders of Learning and Pastoral team. We continued to work together in Workshops and collaborative meetings throughout the year to maximise our collective efficacy.

Another key focus for the College in the context of Professional Learning in the domain of Mental Health and Wellbeing is the continuation of the three year program for all teaching staff to complete a training course in Mental Health First Aid from Mental Health First Aid Australia accredited facilitators. In 2023, this program was expanded to include our support staff. 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 relevant First Aid training at the end of 2023.

Student Attendance Rates

The average attendance rate for boys at the St Edward's campus from Year 7 to Year 12 during the 2023 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
89.3%	87.9%	87.8%	87.0%	89.4%	93.4%

The rate at the St Edward's campus was on average with the attendance rates of recent years (2022, 89.01%, 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, 2021 (December)	177
Year 12, 2023 (December)	137
Retention Rate	78.7%

The Management of Student Non-Attendance

St Edward's initiates a range of strategies to restore and maintain regular school attendance. These include:

- Sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Early SMS and telephone contact with parents are a means of achieving this.
- Resolution of attendance difficulties may require a range of additional school-based strategies including:
 - Student and parent interviews
 - Reviewing the appropriateness of the student's educational program
 - Development of a school-based attendance improvement plan
 - Referral to the school counsellor or outside agency
 - Support from school-based personnel

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).

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 (e.g. 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

St Edward's College Gosford as part of EREA NSW Colleges is committed to embedding a culture where the safety, wellbeing, and participation of all children and young people under

our care is paramount. Each school and every employee, volunteer and contractor, have legal and ethical obligations to respond swiftly when concerned about a student's safety and our commitment means we will ensure that we meet these obligations rigorously.

St Edward's College Gosford as part of EREA NSW Colleges has zero tolerance of child abuse. As identified by the NSW Office of the Children's Guardian, we acknowledge that child abuse is an ongoing and prevalent issue for children and young people and hence we need to continually improve and strengthen how we protect students from harm through robust, accessible and clear policies and procedures. The Policy can be found on the College website [College Policies - St Edward's College \(stedwards.nsw.edu.au\)](https://stedwards.nsw.edu.au)

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
- 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 Welfare and Discipline Policies

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

In implementing the policies, the teachers at the College seek to acknowledge appropriate behaviour in a concrete way by promoting 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.
- College Values sessions lead by the Principal and supported by pastoral and RE staff.
- 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. Incursions from Backflips Against Bullying also drive this message.

- 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.

Pastoral Care

With our Wellness Centre, Yadhava, as the first building encountered when entering the College gates, Pastoral Care is certainly a central component of student life at St Edward's. As a team we have continued to refine our processes of supporting and guiding students through the many challenges of high school, as they build respectful relationships and resilience that will be taken into adulthood. Driven by our Principal, Mr Mark Bonnici, students undertook College Values sessions, exploring the values that are integral to an education at St Edward's and their importance in the life of each member of our community.

Student Leadership Team

The re-launching of the Student Leadership Team was an exciting pastoral development this year, with a focus on Leadership in Action. Student leaders from Year 8-11, including some of our future prefects, enjoyed round table discussions, collaborative activities and tackling some challenging leadership scenarios. Through a range of responsibilities throughout the year, including serving at Mass, assisting with special events and daily flag duties, they explored their own leadership style and how the College Touchstones and core Values shapes their role as leaders within their own cohort.

Wellbeing Program

Guided by our College Strategic Plan, we have continued to consolidate on the excellent wellbeing and personal development programs and initiatives in place for each year group, providing them with a wellbeing journey that is cohesive and caters for the varied challenges of each stage of adolescence. School camps ran for each year group, offering opportunity for friendship building and facing exciting challenges. Our strong community partnerships allowed for regular visits from organisations including Backflips Against Bullying, Elephant Ed, Courage to Care and the Black Dog Institute, as students developed their understanding of how to form healthy relationships, positive mental health and build a better world. Presentations from the Police Liaison Officer also focused on safety online and the rights and responsibilities of a young person in accordance with the law.

Digital Engagement and Family Support

This year the introduction of Yadhava Online – our digital wellbeing hub – has assisted our families with wellbeing issues pertinent to our students. Each week our pastoral team and counsellors publish an article and resources to assist parents with the raising of our boys, from addressing mobile phone and gaming addiction to behaviour management, neurodivergence and mental health issues. This creates a growing library of resources as families help our young men navigate adolescence.

Cyber-safety strategies

St Edward's College recognises that the implementation of whole of College cyber safety strategies is the most effective way of minimising risks related to our students engaging in online activity.

The following initiatives form part of our overall cyber safety strategy within the College:

- A structured curriculum and peer group support system, that provides age-appropriate information and skills relating to cyber safety (including cyberbullying) to students over the course of the academic year.
- Education, training and professional development of staff in cyber safety strategies
- Regular provision of information to parents/carers to raise awareness of cyber safety as a College community issue. This will equip them to recognise signs of cyber safety risks, as well as to provide them with clear paths for raising any concerns they may have relating to cyber safety and/or cyberbullying directly with the College.

- Promotion of a supportive environment that encourages the development of positive relationships and communication between staff, students and parents/carers.
- Promotion of responsible bystander behaviour amongst students, staff and parents/carers (this may occur where a bystander observes inappropriate online behaviour either being perpetrated by, or targeted at, a student).
- Reporting of cyber safety incidents is encouraged and made easy through the establishment of multiple reporting channels (as specified below).
- Regular risk assessments of cyber safety within the College are undertaken by surveying students to identify cyber safety issues.
- Records of reported cyber safety incidents are maintained and analysed, in order to identify systemic issues and to implement targeted prevention strategies where appropriate.
- Cyber safety strategies are included in student communications.
- Cyber safety posters are displayed strategically within the College.
- Promotion of student cyber safety awareness by participating in relevant cyber safety related events
- Presentations by the Police Liaison Officer.
-

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.

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.

Commitment	We are actively committed to defining and implementing a complaint handling process.
Capacity	We make sufficient resources available for, and are committed to, complaints handling, and we manage those resources effectively and efficiently.
Transparency	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.
Accessibility	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.
Responsiveness	We address the needs and expectations of potential complainants with respect to complaints handling.
Objectivity	We address each complaint, on its merits, in an equitable, objective, and unbiased manner through our complaints handling process.
Charges	Access to our complaints handling process is free of charge to the complainant.

Information Integrity	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.
Confidentiality	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.
Complainant Focused Approach	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.
Accountability	We have established, and maintain, accountability for, and reports on, the College's decisions and actions with respect to complaints handling.
Improvement	One of the College's permanent objectives is the increased effectiveness and efficiency of our complaints handling process.
Competence	Our staff have the personal attributes, skills, training, education and experience necessary to handle complaints.
Timeliness	The College handles complaints as quickly as possible given the nature of the complaint and the process used.
Respectful	Complaints are resolved in a manner that is respectful of the complainant and the person against whom the complaint is made.

Restorative	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:

- 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.
- 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.
- 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.
- 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.
- Managing risks – complaints and incidents: we monitor and reassess the risks to children and young people throughout the complaints process.
- 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.

- 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.
- 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.
- 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 2023, St. Edward's College diligently pursued the implementation of the 2020-2024 Strategic Improvement Plan, firmly grounded in the four EREA Touchstones of Gospel Spirituality, Inclusive Community, Liberating Education, and Justice and Solidarity.

Concurrently, the Annual School Improvement Plan for the same period was meticulously crafted, serving as complementary frameworks that steer decision-making processes, instructional strategies, and overall developmental endeavours at our institution. These guiding documents are readily accessible to our community, housed both in the College office and on our official website at www.stedwards.nsw.edu.au. Additionally, as part of our commitment to transparency and accountability, we have integrated an annual review process to track and celebrate the milestones achieved by our senior leadership team, ensuring alignment with our overarching goals and objectives.

Listed below are some of the school priorities which were successfully implemented in 2023 based on the Strategic Plan.

- Further implementation of the Reconciliation Action Plan (RAP).
- Online and face to face Student Learning Conferences (Parent / Teacher interviews).
- Continued 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.
- Audit of College policies and implementation of PolicyConect.
- 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.
- Continuation of the staff spiritual retreat
- Greater utilisation of the Parent Portal, College Website and College App in communicating with parents and the wider community.

Educating for Justice, Peace and Advocacy

Reconciliation and Aboriginal and Torres Strait Islander Education

Throughout 2023 the Reconciliation Action Plan Committee and St Edward's College school community continued to implement the College's strategic goals and aims for building 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 Connecting to Country Excursion for Year 10 students where they were taught local Aboriginal stories out on Country and developed their own personal connections to their local environment.
- Various Staff Professional Development workshops completed on – clapstick making, cultural competency and building knowledge of Aboriginal and Torres Strait Islander content for use within the classroom. Multiple overnight staff immersions were completed on Country where staff learnt about culture from local Elders and reflected on how they could use this information/knowledge in their classrooms/roles at school.
- Further connections were made in the Community with Bloodline Custodians running and collaborating on numerous incursions and excursions such as a Year 8 Geography Water in the World Incursion and giving Welcome to Countries at our whole school events.
- Representation of culture was increased across the College through the displaying of the Aboriginal and Torres Strait Islander flags in 'high traffic' areas throughout the school. Additionally, a school mural was designed and delivered by local Aboriginal artists who shared the meaning and culture behind the artwork with the whole school. A digital package of the mural was also developed by the local Aboriginal artists for the school to use in a variety of ways (e.g. creation of sport shirts, use in official school documentation).
- Further connections with Community established through regular attendance and participation at our local Aboriginal Education Consultative Group meetings, where we have hosted meetings and had students and staff be nominated and received awards at the AECG Awards Night. Additionally, connections with families at our school have been developed through regular communication and hosting of 'Yarn Up' evenings.
- We have engaged a number of Aboriginal owned and run companies to support the education and learning of culture, as well as providing opportunities for all students to connect with culture. The Cultural Choice Association ran the Brighter Future's Program for students, focusing on learning about culture and developing student wellbeing. Additionally, a 'Walking Songlines Program' was developed with Girri Girra Aboriginal Experiences which allowed students to visit culturally important local sites that Elders

within the community would teach about culture, and it allowed students to learn values that are upheld by our college.

- Reconciliation Week and NAIDOC Weeks were acknowledged/celebrated, where during one of the weeks survivors from Kinchela Boys Home visited the College and presented their experiences to the whole school community.
- Students were upskilled whilst also learning culture through the collaboration with the Skill Engineer by completing the Mob Pod. Students developed, worked on and created multiple podcasts about culture.
- Aboriginal and Torres Strait Islander cultural content was continually reviewed and updated within all KLAs, where some supplemented this content with excursions run with local Aboriginal Businesses. For example, a Stage 5 Visual Art Cultural Camp was held on Country where students developed their knowledge of culture as well as building their artistic capabilities.
- Our Reconciliation Action Plan time frame came to an end, and so, the goals of the plan were reviewed, and new goals written for the coming years.
- Opportunities to learn culture was offered on our Staff Spirituality Day
- 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

Students from Years 8-11 again completed the Waterford Service-Learning Project. The program provides opportunities for all our students to become involved in a wide range of volunteer activities, catering for different age groups. It allows them to experience the joy of giving and sharing with others and provides a unique learning experience that goes beyond the classroom and school environment, where students can reflect upon their own values and beliefs and develop their character through the act of service. The opportunity and requirement to reflect and give meaning to their service experience are critical to the success of the program.

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:

- Learning and building empathy for others during the St. Edward's College Sleepout.
- Working in the local community in roles such as Surf Life Saving and Disabled Surfing.
- Cooking and serving meals at Coast Shelter.
- Collecting and donating Christmas Hampers to St. Vincent de Paul and Coast Shelter, with over 100 Christmas Hampers collected and donated.
- Caring for our environment through the Clean 4 Shore Program.
- Raising awareness and funds for important causes through the Push-up Challenge and 40 Hour Famine.

Within 2023, 29 students from Years 7-12 received the award of Edmund Rice Honours for completing more than 100 hours of service to their community, with one student receiving the

Justice, Peace, and Advocacy has also been embedded into the curriculum in new and more impactful ways, specifically through the creation of assessment tasks in Religious Education classes that are service, and advocacy focused.

Additionally, the reflections completed by students about their service learning and growth of knowledge and values within justice, peace, and advocacy were reviewed and revised to maximise student achievement and growth.

Global Classrooms Project

Throughout 2023 St Edward's College participated in the Edmund Rice Education Beyond Borders Global Classroom Program with our partner EREA School St Boniface in South Africa. Throughout this program students from Years 10 and 11 engaged in academic discourse around a range of issues that are relevant to all their lives. The program brought student leaders from both schools together to share experiences, to learn from one another, and discussing how they can contribute toward a better world for all. Their chosen topic was 'Faith as a Force for Good', where the students discussed how faith communities and schools around the globe make a difference in building a world of justice and peace. Students from

both schools gave examples from their unique contexts, leading to enriching conversations and discourse around the topic.

Student Justice, Peace, and Advocacy Portfolio

The Justice, Peace, and Advocacy Student Leader Portfolio was reviewed in collaboration with the students, where its role within the college and the actions it takes were refined and defined within a vision statement that the portfolio members should strive to obtain. Additionally, a new logo that encapsulates the values and themes of the portfolio was created to broaden the visibility of the work of the student leaders as it could now be attached to information and visual media that is disseminated throughout the college.

Founder's Day 2023

On Founder's Day each year we come together to celebrate our College, our Founder Edmund Rice, and to deepen our sense of community and service to others. Throughout the day as a college, we raised funds for those who are marginalised or disadvantaged within our community AND built a stronger sense of belonging with one another. The gold coin donations again contributed to our support and our sponsorship of the education of Fredrick Were in Kenya.

This year is a special year within the history of St Edward's, as it marks the 70th Anniversary of the College. Being such a significant year, the 70th Anniversary was the focus of Founder's Day in 2023 and the students were asked to celebrate the College in their own unique way.

To do this, students worked in their Home Rooms to create, practice, or be involved in something that celebrated the 70 years of St Edward's College. From writing letters to Fredrick or building closer community relationships by throwing sponges at teachers, multiple aspects of who we are as a college were on display.

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 impact of student fundraising and awareness building when completing the 40 Hour Famine. A representative from World Vision Australia spoke to the students about the work of World Vision and how they can play a role in making a positive change in children's lives across the globe.

Issues revolving around justice, peace, and advocacy have been addressed directly in the learning of students and in the assessments they complete, especially 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. Additionally, within Year 10 Religion students completed a Social Media campaign revolving around the issues raised in Pope Francis' *Laudato si'*. Within Year 10 History, students were tasked with designing a museum exhibit that conveyed Aboriginal and Torres Strait Islander voices and perspectives on their fight for equal rights and freedoms. Students then needed to make connections with the content they had learnt during this topic with the sentiments raised within the Uluru Statement from the Heart, connecting their knowledge of 20th Century Australia with current events.

The Waterford Project continues to be delivered predominantly in Religious Education classes, with dedicated reflection lessons and activities completed.

All justice, peace, and advocacy related activities, lessons, and content are designed to enable students to think about others in the world and to understand that they can be a force for positive change locally, nationally, and globally.

Parent, Student and Teacher Satisfaction

St. Edward's College places great emphasis on fostering a strong sense of belonging and interconnectedness within its community, recognising the profound impact it has on optimising student learning. Through authentic partnerships cultivated with students, staff, parents, and the broader community, the College is steadfast in its commitment to establishing enduring bonds and fostering crucial mentoring relationships.

In 2023, St. Edward's embarked on an EREA Cultural Renewal, expertly facilitated by TERE. This comprehensive review involved active participation from key stakeholders, including staff, students, parents, and members of the Advisory Council, culminating in a collective effort to elevate the overall educational experience.

The Cultural Renewal initiative revolves around four foundational touchstones: Liberating Education, Gospel Spirituality, Inclusive Community, and Justice and Solidarity. The feedback received from participants was overwhelmingly supportive, affirming the effectiveness of the initiatives and practices implemented.

Notably, students, when surveyed, expressed a strong sense of support from their teachers in their learning journeys. A significant majority described their educators as both

knowledgeable (80% always/often) and committed (75% always/often). Furthermore, students acknowledged the flexibility and open-mindedness of their teachers (92%), highlighting their helpfulness and encouragement (96%), as well as their infectious enthusiasm (94%).

Validation from student focus groups further corroborated the positive sentiments, affirming that teachers at St. Edward's College are not only knowledgeable and committed but also caring and deeply invested in the holistic well-being and academic success of their students. This feedback underscores the success of the College's initiatives in fostering a supportive and nurturing educational community. The outcomes of the EREA Cultural Renewal reflect a commitment to continuous improvement and the cultivation of an environment where all members of the community thrive.

Student Survey – Tell Them from Me

In Term 1 of 2023, students from Year 7 to Year 12 participated in the Tell Them from Me (TTFM) survey, administered by the Learning Bar. The survey outcomes revealed that students, across these diverse year levels, demonstrated a positive sense of belonging and established positive relationships within the school community, aligning with the TTFM norms.

However, the survey also shed light on areas that warrant focused attention. Notably, there were concerns related to students' perceptions of valuing schooling outcomes and their engagement in education beyond their time at the institution. Recognising the significance of these findings, the College is actively strategizing and implementing measures to address these specific aspects of the educational experience.

One notable impact of the survey was on the enhancement of the College's anti-bullying policy. Insights garnered from students' responses to the Bullying section of the survey played a pivotal role in shaping the revisions to the policy. While most students conveyed feeling safe within the school environment, a notable observation surfaced regarding the lack of clarity in procedures for reporting bullying incidents and the subsequent steps to be taken.

In response, the College is proactively addressing this concern by refining and communicating a more transparent process for reporting bullying. This initiative aims to not only bolster the sense of security and well-being for students but also to streamline the resolution process, ensuring a more supportive and conducive learning environment.

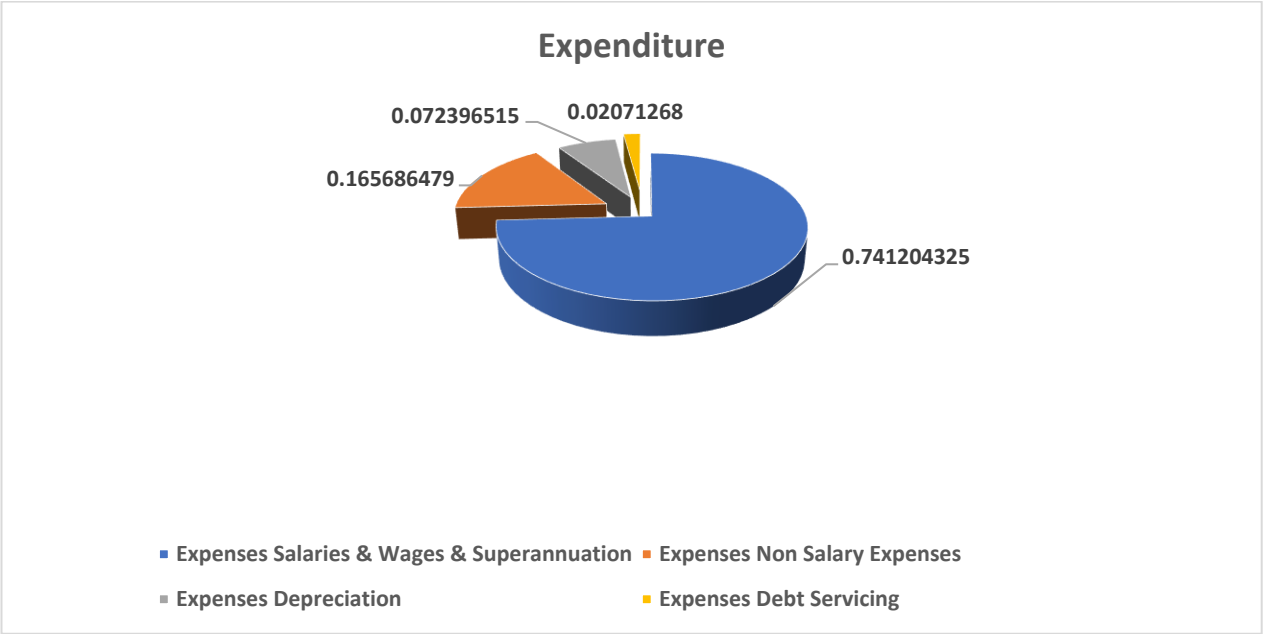
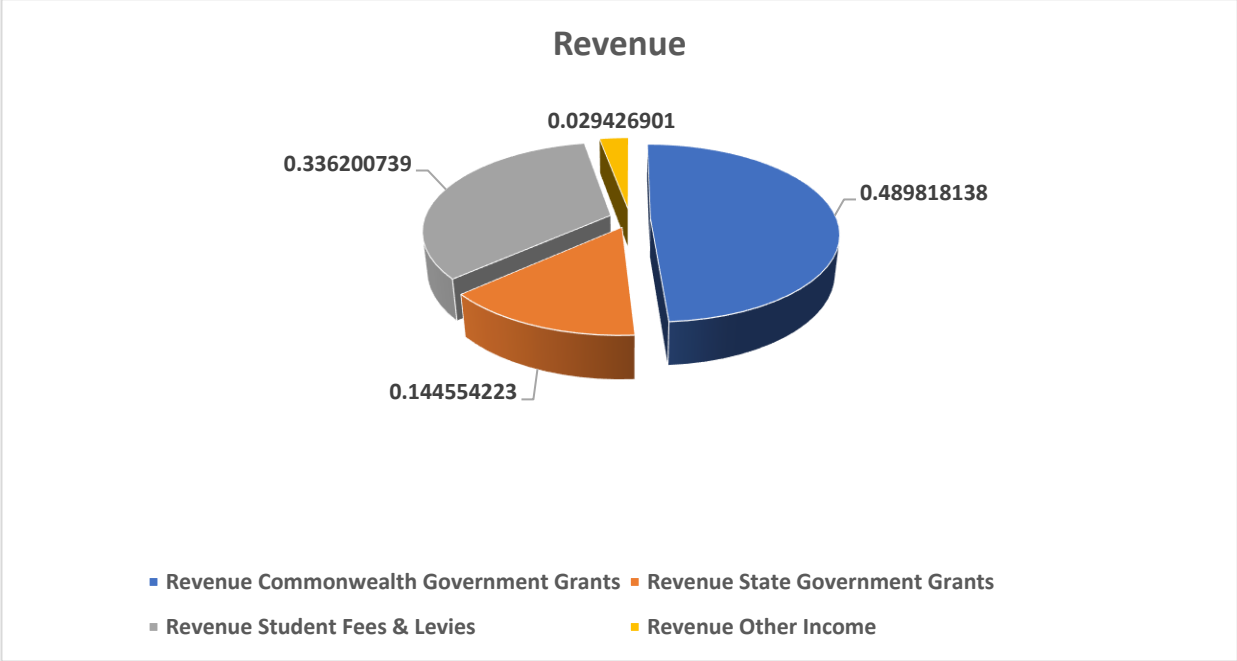
The College is committed to leveraging this feedback to implement targeted interventions that enhance the overall educational experience and foster a safe, inclusive, and nurturing environment for all students.

Student Profile

In August of 2023 there were 1,007 boys (full-time) enrolled at St Edward's College.


























Year	7	8	9	10	11	12	Total
St Edward's Campus	166	210	179	173	142	137	1007

Financial Information





















Appendix: External Test Results

The table below represents the distribution of grades in each subject studied until the end of Year 10 in 2023. 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)	33	29366	6.06	21.21	54.55	15.15	3.03		20.64	45.68	28.96	4.23	.45	.05
 English Extension 1 unit (11150)	1	5848	100.00						40.58	42.78	14.06	2.26	.29	.03
 English Standard 2 unit (11130)	71	35961		25.35	57.75	15.49	1.41		4.29	26.11	47.81	17.37	3.90	.51
 English Studies 2 unit (30105)	35	10224		17.14	54.29	20.00	8.57		5.70	21.42	35.82	23.21	10.84	3.01
 Mathematics Advanced 2 unit (11255)	30	24561	16.67	20.00	50.00	13.33			25.59	27.49	30.70	13.60	2.57	.05
 Mathematics Extension 1 unit (11250)	11	11307	18.18	36.36	36.36	9.09			28.54	29.88	29.88	9.97	1.72	.02
 Mathematics Standard 2 unit (11236)	108	41269	1.85	9.26	63.89	19.44	5.56		8.52	21.72	36.87	23.36	8.95	.58
 Biology 2 unit (11030)	38	25451	23.68	44.74	26.32	5.26			12.69	27.32	38.20	17.37	4.09	.33
 Chemistry 2 unit (11050)	16	14188	6.25	31.25	25.00	25.00	12.50		17.42	28.56	35.52	14.68	3.61	.21
 Investigating Science 2 unit (11215)	20	4279	5.00	20.00	35.00	40.00			10.87	27.04	36.62	18.37	6.01	1.10
 Physics 2 unit (11310)	30	11079	13.33	20.00	56.67	6.67	3.33		16.94	28.35	37.11	14.21	3.27	.13
 Ancient History 2 unit (11020)	22	10557		31.82	36.36	31.82			15.31	27.56	34.07	15.84	6.49	.73
 Business Studies 2 unit (11040)	35	25733	2.86	17.14	45.71	34.29			12.51	28.49	37.38	16.22	4.95	.45
 Economics 2 unit (11110)	11	8154	9.09	36.36	27.27	18.18	9.09		20.96	33.05	31.96	11.44	2.48	.11
 Legal Studies 2 unit (11220)	18	14007	5.56	22.22	55.56	11.11	5.56		17.15	28.18	34.08	15.45	4.63	.51
 Modern History 2 unit (11270)	16	14705		31.25	56.25	12.50			16.50	30.45	33.56	14.20	4.71	.58
 Studies of Religion I 1 unit (11350)	61	10510	6.56	24.59	54.10	11.48	3.28		13.55	32.41	40.00	12.75	1.28	.01
 Studies of Religion II 2 unit (11360)	13	7792	7.69	23.08	61.54	7.69			15.00	35.37	37.64	10.72	1.21	.06
 Engineering Studies 2 unit (11120)	31	3863	16.13	16.13	35.48	32.26			17.47	32.23	34.56	11.93	3.52	.28
 Food Technology 2 unit (11180)	39	5813	20.51	23.08	38.46	12.82	5.13		14.35	27.83	35.18	15.17	6.33	1.14
 Industrial Technology 2 unit (11200)	40	9225	25.00	25.00	32.50	15.00	2.50		11.77	26.61	35.01	18.17	7.33	1.11
 Software Design and Development 2 unit (11340)	7	2632	14.29	14.29	71.43				21.85	29.56	30.62	13.26	4.37	.34
 Music 1 2 unit (11280)	16	5906	31.25	18.75	31.25	18.75			20.45	35.08	29.34	10.60	3.61	.91
 Visual Arts 2 unit (11380)	10	11511	10.00	50.00	40.00				21.43	35.02	28.89	10.06	3.47	1.13
 Personal Development, Health and Physical Education 2 unit (11390)	38	21617	2.63	13.16	63.16	21.05			11.66	26.30	37.78	18.31	5.52	.42













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

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

girls.

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 (11390)	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	2023
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	71
	State Average	71	74	74	74	72	72	73	70	73
Business Studies	School Average	73	74	73	74	73	73	76	72	75
	State Average	74	73	73	74	72	73	73	74	74
Chemistry	School Average	72	70	67	72	70	73	70	68	66
	State Average	76	76	75	75	75	76	74	73	74
Drama	School Average	73	75	73	75	76	77	70	-	-
	State Average	78	78	78	78	78	80	79	-	-

Course	Averages	2015	2016	2017	2018	2019	2020	2021	2022	2023
Economics	School Average	71	65	69	73	73	N/A	72	77	76
	State Average	76	77	77	76	77	N/A	78	77	77
Engineering Studies	School Average	78	73	68	77	76	79	79	81	78
	State Average	75	75	74	75	74	74	75	73	74
English (Standard)	School Average	68	70	69	69	71	71	73	73	71
	State Average	67	69	69	69	69	70	70	70	70
English (Advanced)	School Average	78	79	78	79	79	81	83	81	80
	State Average	80	81	81	81	81	81	82	82	82
English Extension 1 (mark out of 50)	School Average	43	39	41	42	41	43	41	-	45
	State Average	42	42	41	42	42	42	42	-	42
English Extension 2 (mark out of 50)	School Average	33	NA	32	NA	41	43	-	40	43
	State Average	40	NA	39	NA	39	39	-	40	40
English Studies	School Average	NA	NA	NA	NA	64	NA	-	56	60

Course	Averages	2015	2016	2017	2018	2019	2020	2021	2022	2023
	State Average	NA	NA	NA	NA	51	NA	-	56	56
Food Technology	School Average	70	74	71	73	77	76	75	75	72
	State Average	71	71	72	73	74	72	73	72	73
Industrial Technology	School Average	84	77	74	76	85	77	78	79	78
	State Average	70	69	68	68	69	69	69	70	71
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	74
	State Average	NA	NA	NA	NA	69	71	76	71	74
Legal Studies	School Average	83	76	77	72	76	78	73	76	76
	State Average	75	75	76	75	74	75	75	74	75
Mathematics Standard 1	School Average	NA	NA	NA	NA	72	N/A	N/A	85	76
	State Average	NA	NA	NA	NA	70	N/A	N/A	72	72

Course	Averages	2015	2016	2017	2018	2019	2020	2021	2022	2023
Mathematics Standard 2 (Formerly General Mathematics until 2019)	School Average	70	72	70	72	75	70	73	72	73
	School Average	69	69	69	70	71	68	69	71	72
Mathematics Advanced (Formerly Mathematics until 2019)	School Average	73	74	72	75	76	80	76	76	81
	State Average	78	78	78	78	78	79	78	78	78
Mathematics Extension 1	School Average	79	73	73	80	83	71	67	68	78
	State Average	81	80	81	79	80	78	78	77	78
Mathematics Extension 2	School Average	78	69	83	78	76	75	75	59	75
	State Average	82	81	81	81	82	81	83	81	82
Modern History	School Average	69	74	75	76	76	72	75	74	72
	State Average	75	74	74	74	73	73	73	74	73
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	87

Course	Averages	2015	2016	2017	2018	2019	2020	2021	2022	2023
	State Average	81	81	81	82	82	82	81	82	82
Personal Development, Health and Physical Education	School Average	71	76	70	71	71	74	73	70	72
	State Average	73	72	71	72	73	72	72	70	73
Physics	School Average	76	71	66	72	67	69	71	68	75
	State Average	73	73	73	73	73	74	75	74	75
Software Design and Development	School Average	NA	72	74	71	75	72	N/A	-	76
	State Average	NA	75	74	74	75	74	N/A	-	74
Studies of Religion 1 (mark out of 50)	School Average	39	39	36	40	39	39	38	37	37
	State Average	38	38	39	37	38	38	37	38	39
Visual Arts	School Average	82	77	79	83	79	84	82	82	85
	State Average	79	80	80	80	81	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	2023
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	90
	State Average	72	73	72	73	75	76	76	77	77
Hospitality Examination	School Average	75	72	79	76	79	NA	74	76	77
	State Average	76	73	74	73	73	NA	74	77	76
Entertainment Industry Examination	School Average	73	84	80	77	81	NA	79	80	80
	State Average	73	76	76	75	76	NA	79	79	77
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	-	-

Course	Averages	2015	2016	2017	2018	2019	2020	2021	2022	2023
	State Average	NA	72	NA	NA	NA	NA	N/A	-	-
Studies of Religion 2	School Average	NA	NA	NA	NA	NA	NA	72	-	79
	State Average	NA	NA	NA	NA	NA	NA	75	-	77
Financial Services Examination	School Average	NA	NA	NA	NA	81	NA	73	71	67
	State Average	NA	NA	NA	NA	72	NA	73	72	74
Geography	School Average	-	-	-	-	-	-	-	78	-
	State Average	-	-	-	-	-	-	-	75	-
Science Extension (out of 50)	School Average	-	-	-	-	-	-	-	36	35
	State Average	-	-	-	-	-	-	-	38	37