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CHRISTIAN BROTHERS

PREAMBLE

St Edward's Christian Brothers' College is registered and accredited by the Board of Studies (NSW) and is part of the system of Edmund Rice Schools. Edmund Rice Education Australia (EREA) has responsibility for St Edward's and other Christian Brothers' schools across Australia.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. Prior to publishing this report the College reviews its achievement of school development priorities and sets 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 – these may be obtained from the College.

BOARD CHAIR'S REPORT

The year that was 2008. It has come and gone in almost the blink of an eye. The past 12 months has been a very busy one for the College, the students, staff and other stakeholders at St Edwards. The members of your Board had many matters to consider and deal with as the year progressed. In the space and time available I shall only report on those matters of greatest significance which involved the attention of Board Members.

The year commenced with the introduction of Edmund Rice Education Australia to each of the Principals, Board Chairs and College Captains. They travelled from all from all corners of the Oceania Region to participate in a weekend of conferencing, introductory speeches and "getting to know you" routines. The purpose of this conference was to introduce us to the various functionaries and the executive who are to guide and manage the education function of the Christian Brothers in all its facets into the twenty first century and beyond. Brother Peter Hester, College Captain for 2008 Michael Baxter and I attended that gathering in Melbourne in February, 2008. It was of great interest to listen to the speakers who outlined their role in the functions of the newly founded organisation.

I was also most impressed by Br Philip Pinto the duly appointed world leader of the Christian Brothers. He drew the attention of the gathering to the changing needs of the world's underprivileged and its children, particularly its youth and young men who are the focus of the Christian Brothers and the Edmund Rice ethos espoused by them. It is truly unfortunate that the brothers, as is the case with most religious orders, are not attracting the required number of young men to the order to enable it to carry out, not only its function in educating youth and young men but also in its charitable works, endeavours and programmes. There is no doubt that more will be expected into the future from young men educated by the Brothers in the Edmund Rice tradition to carry on the works traditionally carried on by the Christian Brothers, in a lay capacity. Having observed and listened to the College Captains at that Melbourne gathering it occurs to me that this generation of young men have the enthusiasm, confidence, knowledge and acumen to capably fill that role.

As the year unfolded the Board lost the services of Stuart Scott and Br Brian Moylan. The loss of an experienced Board Member always creates a problem. In the case of Br Brian the loss of his experience, wisdom and knowledge in Board deliberations has been greatly felt. It has been, and will be difficult to replace him for those qualities he brought to the Board table. Each member of

hall/gymnasium, specialised science, technology, music and art facilities, computer laboratories, and a purpose built food technology and hospitality room. St. Edward's is well served by public

Outreach – a service providing meals for local homeless people, and others. The College, through this programme, continues the work of the Founder of the Christian Brothers, Edmund Rice, to help the marginalised in our society

CURRICULUM

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

In ***Years 7 & 8*** students study:

Religious Studies	English	Mathematics	Science	History & Geography
Technology	PD/H/PE	Visual Arts	Music	French

In ***Years 9 & 10*** students choose a subject combination that satisfies the requirements for the award of the School Certificate. Some courses are studied by all students:

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

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

Commerce	Music	Food Technology	French	Sports Studies	Visual Arts	Drama
Design & Technology	Graphics Technology	Industrial Technology-Timber	Industrial Technology - Metal		Information Software and Technology	

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

Learning Area	**Examples of Courses Offered**
Religion	Studies in Religion
English	Advanced, Standard, Extension 1 and 2 English
Mathematics	Extension 1 and 2 Mathematics, Mathematics and General Mathematics
Science	Physics, Chemistry, Senior Science and Biology
Human Society and It's Environment	Ancient & Modern History, Geography, Business Studies, Legal Studies and Extension History
The Arts	Music, Drama, Visual Arts and Photography
PD/H/PE	Personal Development, Health and Physical Education, Sport, Lifestyle and Recreation.
Language	French
Technology	Information Processes and Technology, Industrial Technology, Design and

Arts areas) of an afternoon. On Thursday afternoon or Friday morning students are taken off-site to participate in physical activities. On other occasions whole day excu

Students who demonstrate a talent in the sporting area are given many opportunities to develop their skills through the numerous representative sporting competitions available at the college. All the competitions maintain pathways to representation at an elite level.

Career Education

To assist students in their decisions on further education, subject choices and possible career pathways, St Edward's has a full-time career adviser / vocational education coordinator.

The careers resource room is well equipped with a variety of brochures and literature on careers, university courses, TAFE courses and private providers. There is also audio visual material and computers to enable electronic searching from various sources. The resource room is open during recess and lunch and students are able to gain access at these times. Individual appointments with the career adviser can be arranged as needed.

Visits by Army, Navy, Air Force, Police and other workplace organisations are arranged to give students exposure to first hand information. Students in years 10 and 12 attend the Central Coast Careers Expo annually and are also invited to attend the Central Coast Campus Open Day (University, TAFE and Community College) held mid year.

Outdoor Education

St Edward's College runs an Outdoor Education program through camps, which are held in Years 7 to 10. The aim of this program is to develop students' skills in a variety of recreational activities, to foster personal character and to develop positive relationships between students and teachers. The program provides a sequential course for the four years, developing skills of a higher order each year. All activities are supervised by accredited staff, assisted by members of staff from the College. Some of the activities conducted on these camps include archery, canoeing, sailing, windsurfing, abseiling, rock climbing, mountain

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SCHOOL REVIEW AND DEVELOPMENT

The following school priorities for 2008 were successfully implemented.

- Priorities flowing from the Strategic Plan for the College
  - ü Evaluation of the present approach to review of staff performance – the approach used with Coordinators was changed significantly.
  - ü Continuing to market the College to the wider community – Open Day was reorganised with the new approach receiving favourable comment from visitors.
  - ü Establishment of a committee to oversee the development of technology at the College including the education of teachers in how best to use technology in the classroom to better engage the students – an inservice day was conducted for staff and planning for the purchase and installation of an additional 156 computers under the National Secondary School Computer Fund was undertaken by this group.
  - ü Extending the recycling practices – a group of staff researched the possibilities for recycling and implemented a program across the school to recycle paper and containers.
- Preparation for registration and accreditation by the Board of Studies (something that occurs every 5 years and is due in early 2009) was commenced and will be completed in early 2009.
- Continuing the implementation of Restorative Justice practices with students.
- Development of a College Master Plan for facilities – this is nearing completion and has been coordinated by a sub-committee of the College Board with input from College staff, students and parents.
- Teaching strategies to improve the literacy skills (reading and writing in particular) – a structured program was introduced into Years 7 and 8.

The priorities for 2009 were established towards the end of the 2008 year. They include the following.

- Preparation for Registration / Accreditation
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reading, grammar and punctuation skills and this seems to have given rise to an improvement in results in these areas.

Literacy

The overall literacy mark for Year 7 was 9 above average with reading being the strongest area and spelling the weakest. In Year 9 the overall literacy mark was 13 above average with reading, grammar and punctuation emerging as strong areas but with spelling again the weak area.

Numeracy

The overall numeracy mark for Year 7 was 2 above average with number, patterns and algebra being the strongest areas and space and geometry the weakest. In Year 9 the overall numeracy mark was 16 above average with measurement, space and geometry emerging as the strongest areas.

Proportions of boys above the national minimum standard

Year 9	**Reading**	**Writing**	**Spelling**	**Grammar & Punctuation**	**Numeracy**
	99%	93%	92%	95%	96%
Year 7	**Reading**	**Writing**	**Spelling**	**Grammar & Punctuation**	**Numeracy**
	96%	94%	96%	94%	96%

Those interested in how the students' performance compares with performance across NSW will find this information in Appendix I, located at the end of this report.

SCHOOL CERTIFICATE

The results in the School Certificate Exams for 2008 were above average for all six courses, i.e. for English, Mathematics, History, Geography, Science and Computing Skills.

- In Mathematics and Science the percentage of boys with marks in bands 5 and 6 (i.e. marks over 80%) was above state average in 2008. The Englis

- Results in a further 9 courses were either above or just below the state average.
- 70% of the marks obtained by the boys were above 70 with 31% being over 90 and 5% being over 80.
- St Edward's rated 23 mentions in the HSC Honour Roll from 19 students. The Honour Roll lists the students who gain marks of 90 or more in a course.
- From a total group of 115 students 70 were able to be contacted. 45 of these boys have been offered places at various NSW Universities. This offer rate of around 64% for this large sample is significantly higher than the normal state-wide rate. Many others gained apprenticeships, traineeships, cadetships or entered the workforce.
- The dux of the College gained a UAI mark of 96.5.
- St Edward's is committed to supporting boys across a range of academic abilities. Therefore it was pleasing to note the majority of St. Edward's students obtained HSC marks that exceeded their expectations.
- Other areas of particular strength in 2008 included Industrial Technology, Studies of Religion, Information Processes and Technology, Visual Arts, PD/H/PE, Food Technology, Standard English and the Vocational Educational Courses.
- There were no courses where there was a consistent movement of marks back towards the lower bands (i.e. from 4 to 3 or 3 to 2) – for some time now the trend in marks has been upward, i.e. towards marks above 70 and 80.

Those interested in how the students' performance compares with performance across NSW will find this information in Appendix I, located at the end of this report.

ATTENDANCE AND RETENTION RATES

Attendance Rate

The average attendance rate for boys at the St Edward's site from Year 7 to Year 12 during the 2008 school year was 92%. The average attendance rate for the boys and girls at The Haven Education Centre was 46%. The rate at the St Edward's site was similar to that of recent years (93% in 2007 and 94% in 2006) while the rate at The Haven was less than in 2007 when it was 60%. In an effort to improve the attendance at the St Edward's site, from 2009 parents whose sons are either absent from school without explanation or arrive after roll call are sent a text message advising parents of this fact.

Retention Rates

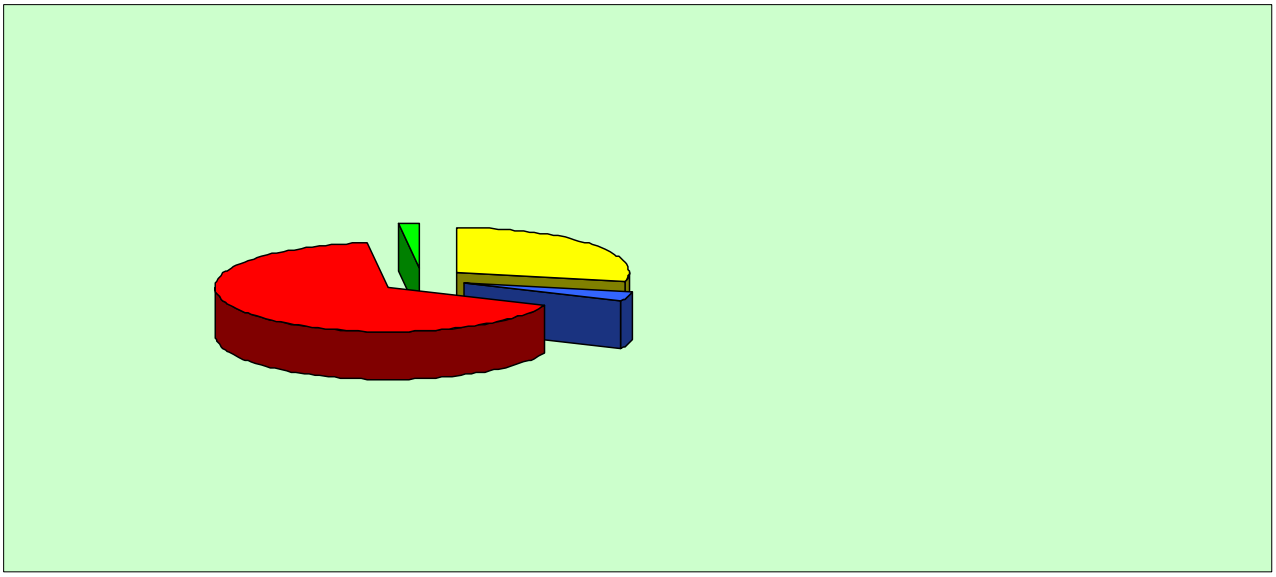
The retention rate tracks individual students at two points in their schooling – the end of Year 10 and the end of Year 12 – thereby taking into account the number of boys in the Year 12 group who left the school between the end of Year 10 and the HSC exams.

Year 10 to Year 12 Transition	**Number of Students enrolled**
Year 10, 2006 (November)	151
Year 12, 2008 (November)	97
Retention Rate	**64%**

Of the 54 students who left between November 2006 (i.e. after the School Certificate) and before the HSC exams in 2008, 58% went to work (virtually all to apprenticeships), 32% moved to another school, and the destination of 10% was not disclosed. The retention rate for the past three years has been in the range of 62% to 68% with 2008 again fitting this range. Of the boys who leave at the

Tutors, Year Coordinators, Pastoral Care Coordinator and Deputy Principal to amend their behaviour and return to positive levels. The teachers have a timeout 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 in

FINANCIAL INFORMATION



Prior to returning to Year 11 and 12 students sign an agreement where they indicate their willingness to accept responsibility for their learning, to attend school and classes, to maintain an acceptable level of behaviour and personal appearance, to continue their involvement in curricular and extra-curricular activities, and to participate fully in the Religious Education program of the College. A prerequisite for returning to Year 11 is appropriate behaviour in Year 10.

In August of 2008 there were 919 boys and 4 girls enrolled at St Edward's College, including a group of 15 at The Haven Education Centre. 2% of the student enrolment at the College campus and 73% of the student enrolment at The Haven Education Centre included 'students with disabilities'.

Year	7	8	9	10	11	12	Total
St Edward's Campus	188	190	172	153	108	97	908
The Haven Education Centre	4	11	0	0	0	0	15
Total	192	201	172	153	108	97	923

APPENDIX I – EXTERNAL TEST RESULTS

The following tables show how the students at the College have performed on each of the external tests over the past five years. The numbers in the tables are percentages, i.e. are marks out of 100. Note: from 2008 on NAPLAN (National Assessment Program in Literacy and Numeracy) replaced ELLA and SNAP.

National Assessment Program Literacy and Numeracy
Year 7

The 'State Average' mark is a boys' only mark.

Aspect **Averages** **2008** **923**

English Language and Literacy Assessment (ELLA)

NAPLAN replaced this assessment from 2008

The 'State Average' mark is a boys' only mark.

Year 7

Course	Averages	2003	2004	2005	2006	2007
Writing	**School Average**	**89**	**89**	**90**	**90**	**90**
	State Average	87				88
Reading	**School Average**	**91**	**91**	**91**	**92**	**91**
	State Average	88				
Language	**School Average**	**89**	**90**	**90**	**90**	**91**
	State Average	87	86	87	88	
Literacy	**School Average**	*Not available before 2005*		**90**	**90**	**91**
	State Average			88		
Percentage achieving literacy benchmarks				96	94	98

Secondary Numeracy Assessment Profile (SNAP)

NAPLAN replaced this assessment from 2008

The 'State Average' mark is a boys' only mark.

Year 7

Course	Averages	2003	2004	2005	2006	2007
Overall Numeracy Score	**School Average**	**88**	**88**	**88**	**88**	**89**
	State Average	84	85	84	85	85
Percentage achieving numeracy benchmarks		*Not available before 2005*		87	84	88

School Certificate

The 'State Average' mark includes all students in NSW who sat the tests, i.e. both boys and girls.

Course	Averages	2004	2005	2006	2007	2008
English Literacy	**School Average**	**74**	**74**	**75**	**75**	**78**
	State Average	74	73	74	74	77
Mathematics	**School Average**	**73**	**73**	**69**	**70**	**74**
	State Average	71	71	68	69	71
Science	**School Average**	**74**	**75**	**73**	**73**	**76**
	State Average	74	75	73	73	74
History	**School Average**	**66**	**70**	**66**	**68**	**71**
	State Average	71	74	71	72	71
Geography	**School Average**	**72**	**70**	**74**	**76**	**75**
	State Average	73	73	74	75	74
Computing Skills	**School Average**			**82**	**79**	**82**
	State Average			81	80	81

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	2004	2005	2006	2007	2008
Ancient History	**School Average**	**73**	**73**	**75**	**72**	**70**
	State Average	71	74	75	72	72
Biology	**School Average**	**68**	**73**	**69**	**75**	**73**
	State Average	73	74	72	73	73
Business Studies	**School Average**	**74**	**71**	**75**	**72**	**72**
	State Average	70	69	71	70	72
Chemistry	**School Average**	**70**	**61**	**65**	**79**	**77**
	State Average	73	73	74	75	75

Mathematics	**School Average**	**69**	**70**	**71**	**79**	**73**
	State Average	74	73	73	75	76
Mathematics Extension 1 (mark out of 50)	**School Average**	**28**	**34**	**29**	**40**	**36**
	State Average	38	38	38	39	40
Mathematics Extension 2	**School Average**	**62**	**77**	**64**	**74**	**80**
	State Average	79	81	79	81	83
Modern History	**School Average**	**75**	**79**	**76**	**77**	
	State Average	75	77	75	75	
History Extension 1 (mark out of 50)	**School Average**	**26**	**42**	**33**	**24**	**32**
	State Average	36	34	36	38	38
Music 1	**School Average**	**83**	**85**	**85**	**80**	**79**
	State Average	78	79	78	79	79
Personal Development, Health and Physical Education	**School Average**	**72**	**76**	**80**	**78**	**74**
	State Average	72	74	73	73	73
Physics	**School Average**	**74**	**74**	**75**	**77**	**74**
	State Average	75	74	75	73	73
Senior Science	**School Average**	**74**	**75**	**71**	**76**	
	State Average	73	74	74	75	
Software Design and Development	**School Average**	**70**	**73**	**71**		**70**
	State Average	74	74	74		75
Studies of Religion (mark out of 50)	**School Average**	**35**	**40**	**41**	**40**	**40**
	State Average	35	38	38	38	38
Visual Arts	**School Average**	**80**	**80**	**82**	**83**	**82**
	State Average	78	79	80	80	81
French Beginners	**School Average**	**79**	**62**			
	State Average	73	73			
French Continuers	**School Average**		**63**	**73**	**72**	**79**
	State Average		78	81	80	82
Construction Examination	**School Average**	**69**	**74**	**78**	**80**	**74**
	State Average	68	69	70	72	72
Hospitality Examination	**School Average**	**71**	**76**	**72**	**74**	**74**
	State Average	68	71	75	71	74
Entertainment Industry Examination	**School Average**					**70**
	State Average					74
Retail Operations Examination	**School Average**		**79**	**80**	**83**	
	State Average		74	77	75	
Information Technology Examination	**School Average**	**69**	**70**	**65**	**73**	**77**
	State Average	69	68	66	69	72