ANNUAL REPORT
OF
ST EDWARD'S CHRISTIAN BROTHERS' COLLEGE
EAST GOSFORD
FOR THE
2004 SCHOOL YEAR

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difficulties hindering their progress while attending to their academic requirements. The focus of The Haven is to help facilitate the student's re-integration into the mainstream school.

College Board

The Board, receiving its mandate from the Trustees of the Christian Brothers, is responsible for advising and assisting the Principal in maintaining the Catholic nature of the College. Presently the board consists of the Principal, a member of the Province Leadership Team of the Christian Brothers, several members of the school and wider community, and other co-opted members.

Parents and Friends Association

The College supports and promotes the membership and activities of an enthusiastic and pro-active Parents and Friends Association. The College executive considers the existence and operation of this body an integral component of open communication and parental interaction which is encouraged in the provision of education services at St. Edward's College.

RELIGIOUS DIMENSION AND CATHOLIC IDENTITY

As part of the Christian Brothers' Independent Schools' system, St. Edward's embraces the deepest Catholic principles and Christian values. These principles have their foundation in the Gospel teachings of Jesus Christ as presented by the Catholic Church.

The College also takes direction from the spirit and charism of the Founder of the Christian Brothers - Blessed Edmund Rice. He showed an option for the poor of his day and it is hoped that the students of St Edward's College will take on this spirit and express it through involvement in the many social justice programs engaged in by the College. A full Social Justice Programme operates at the College and involves Years 7 to 12. In Years 8 to 11 students are expected to complete a minimum of 15 hours of outreach to others via the Waterford Project. This outreach includes mentoring, collections for charitable groups, support for community institutions and other activities. Some students choose to be involved in the Edmund Rice Outreach Program where they contribute in a practical way to promote Social Justice by supporting the St Vincent de Paul Society, Matthew Talbot Hostel, Vincentian Village, Donnison St Outreach, and others.

Opportunities for students to deepen their faith and the practice of it are provided by regular classroom religious instruction along with formal and informal Liturgical celebrations. These celebrations are provided by the teachers of the College and the Parish Priests of the Central Coast. The Spiritual Life of any Catholic College should have its beginnings in each home2 318.92169 Tm(and inform

CURRICULUM

St. Edward's College recognises the need for a broad curriculum to cater for individual student requirements. All students study similar courses in Years 7 to 10 in a mixed ability class setting.

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

Religious Studies	English	Mathematics	Science	History & Geography
Design & 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	Design & Technology	Sports Science	Cabinetwork	Drama
French	Visual Arts	Computing Studies	Technical Drawing	Food 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 English
Mathematics	Extension Mathematics, Mathematics and General Mathematics
Science	Physics, Chemistry, Senior Science and Biology
Social Sciences	Ancient & Modern History, Geography, Business Studies and Legal Studies
The Arts	Music, Drama, Visual Arts and Photography
PD/H/PE	Personal Development, Health and Physical Education.
Language	French
Technology	Information

realise they need it. Students are monitored regularly as they move through the school and new forms of assistance are developed as needs emerge and resources become available.

Religious Education

Religious Education provides for a study of religion in our contemporary culture. This study of religions and religious issues provides students with opportunities for clarifying their own beliefs and values. It aims at helping students acquire knowledge, understanding and affective appreciation of the Christian religious tradition in the context of the modern worl

SCHOOL PERFORMANCE IN ELLA, SNAP, SCHOOL CERTIFICATE AND HIGHER SCHOOL CERTIFICATE

ELLA (English Language and Literacy Assessment)

In 2004 the boys in Years 7 and 8 sat for ELLA. The Year 7 results, reflecting mainly achievement from the Primary Schools, were above average by approximately 2 marks in each of the three areas of writing, reading and language. This result was consistent with that from previous years.

The Year 8 results reflect more accurately the efforts of the teachers at the College to address any areas of concern raised by the previous year's results. The reading and writing areas were 2 marks above the boys' state average while the marks in the language area were on state average for boys. An encouraging sign was the upward movement of boys towards the higher bands of 'high' and 'proficient' in all three areas. There was a slight concern in the language area where a small number of boys moved from proficient to elementary.

An analysis of ELLA led to the teachers targeting the language and writing areas.

- The use of capital letters, apostrophes, direct speech and full stops
- Identifying adjectives, pronouns and the nouns to which pronouns refer
- Knowing the difference between 'their' / 'they're' / 'there' and 'to' / 'too' / and 'two'.

SNAP (Secondary Numeracy Assessment Profile)

In 2004 the boys in Years 7 and 8 sat for SNAP, an assessment measuring six areas: numeracy, number, measurement, space, data and problem solving. The Year 7 results were above state average for boys by between 4 and 5 marks except in the area of measurement where they were above average by 2.5 marks.

HIGHER SCHOOL CERTIFICATE

The Year 12 cohort of 2004 achieved sound results in the HSC. The College presented boys for 30 Board Developed courses (and 3 Board Endorsed Courses) with the following trends evident.

- The average mark in 5 courses was well above state average
- The average mark in 8 courses was below state average
- The remaining 17 courses had results on or near to state average
- It was encouraging that the results of boys in 15 courses showed an upward trend, i.e. a net movement of boys into bands 4 to 6 while only 5 courses showed a downward trend from previous years.
- Eleven boys obtained a UAI over 86 with the dux of the College obtaining a UAI of 97.15.

TEACHER STANDARDS

In 2004 the College had 69 full time teaching staff and 8 part time staff, giving a total of 73 full time (equivalent) teaching staff. In addition the College employed 22 support staff. All of the teaching staff have the required teaching qualifications and have attained the necessary standard of competence required by the Minister of Education.

RETENTION RATES

Apparent retention rates simply compare the numbers enrolled in a given group of students at two points in their school careers at St Edward's College. Actual retention rates track individual students at two points in their schooling Tm549a706rataw5.21 Td12 7 ac sh Tc 498.26j0.0006 Tc -0u912 292

Places are available at St. Edward’s for young men, who together with their families, wish to develop their relationship with God and the Catholic Church commun

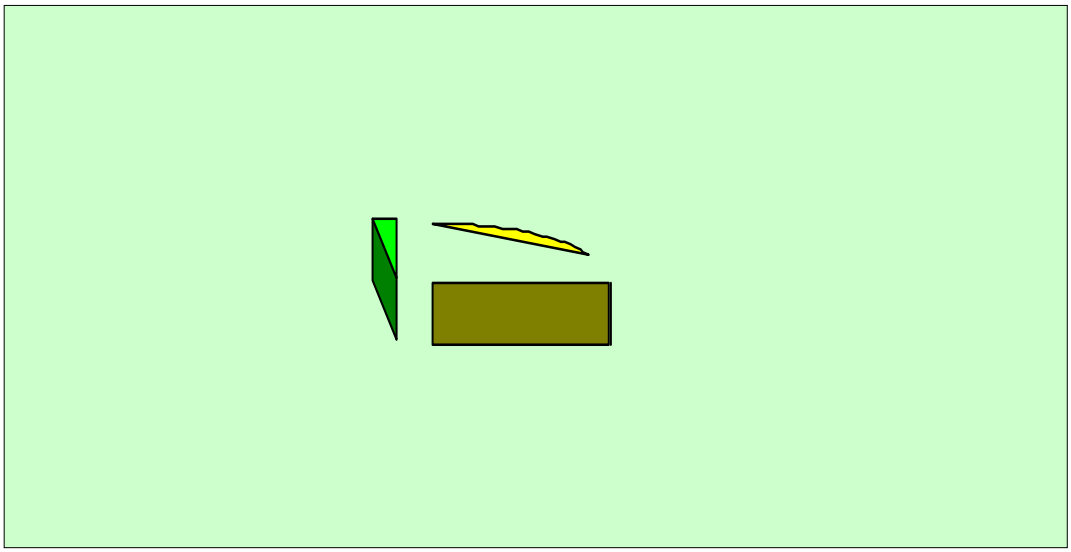
- Senior students start at level

- Literacy and Numeracy across the Curriculum – the teachers of Year 7 and 8 were involved in an analysis of ELLA and SNAP together with the development of follow up activities to address the areas needing further work.
- Cooperative Learning Approaches – the teachers in Year 7 and 8 worked in teams to develop cooperative teaching approaches and shared their success with others.
- Learning Styles in Boys Education – an activity at a staff meeting highlighted the different ways we learn and gave teachers strategies to better tap into the variety of learning styles of boys in their classroom.
- Preparation for new syllabuses in 2005 – analysis and programming of these new syllabuses was given a priority on one of the staff development days.
- Evaluation of aspects of our Pastoral Care system – with a review of the way the boys can access the positive levels as a result of good behaviour.
- Occupational Health and Safety – time was spent on introducing the principles and procedures to staff and raising awareness of their responsibilities.

Towards the end of 2004 the priorities for 2005 were endorsed. They include the following.

- Further skilling of teachers on how to deal with a range of abilities in mixed ability classrooms
- Exploring ways of extending talented students
- Skilling of staff in computer and related technologies (ICT) to enable more effective incorporation of these technologies across the curriculum
- A review of the reporting system in Years 7 to 10 in light of the new syllabuses and outcomes
- Allowing time for analysis and programming for new syllabuses to be implemented in 2006
- A review of CPR and emergency care training for staff
- An evaluation of the approach taken to dealing with the bullying of some students by others
- Establishing a procedure for conducting risk assessments for excursions
- Enrolment procedures at The Haven Education Centre will be modified to concentrate on Year 8 students. The students will be enrolled in term four of the preceding year (at the conclusion of Year 7) and integrated back into their original school in term four of the current year.
- Other avenues for financing The Haven Education Centre will be investigated with a view to obtaining funding to support three to four teachers at the Centre.

MAJOR AREAS OF EXPENDITURE ON PLANT AND RESOURCES

- 66 new computers, including 10 additional machines to bring the total for the College to 234. Computer equipment is replaced every 3 years.
- Departmental/faculty equipment including televisions, video projectors, cameras and TAS equipment.

SUMMARY OF FINANCIAL INFORMATION