



Annual Report 2015



St Edmund's College
CANBERRA

Achieving today. Leading tomorrow.

Indigenous Acknowledgement

We at St Edmund's College respectfully acknowledge the past and present traditional owners of this land on which we assemble, the Ngunnawal people. It is a privilege to be standing on Ngunnawal country.

Together we acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together.

As an Edmund Rice Education Australia (EREA) school, we follow the formal expression of EREA's commitment to Aboriginal and Torres Strait Islander Education and to Reconciliation by supporting their EREA's Aboriginal and Torres Strait Islander Educational Response (2014) for Access, Authentic Relationships, Quality Education, Education for Reconciliation, Justice and Advocacy, and Spirituality and Cultural Awareness for all students in our care.

The College prides itself on being a signatory to the Dare to Lead Program. The commitment includes appropriate acknowledgements, inclusion practices, and curriculum and enhancement at all times, but with particular attention to Sorry Day, Reconciliation Week and NAIDOC Week.

In 2015 the College had an enrolment of 30 identified Aboriginal and Torres Strait Islander students from Years 4 to 12, whose academic and cultural needs were monitored and supported by a teacher with dedicated responsibility. Four of these students graduated as Year 12 students with a Senior Secondary Certificate, three of which continued on to University and CIT to further their studies.

In 2015, there were no staff identifying as Indigenous.

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Principal's Report

Daniel Lawler - Principal

Please find contained in the 2015 Annual Report both information and insights reflecting a year in the life of the rich and diverse educational community of St Edmund's College Canberra.

Education in Faith

Living out the spiritual dimension of life found form at St Edmund's through Youth Ministry, RE programs, Retreats and prayer and liturgy. Liturgical highlights included the Opening Masses, Mothers' and Fathers' Day Masses, and Year 12 Graduation Mass. Faith often makes most sense to boys when it is expressed in practical ways. Organisations and causes supported by the boys through the Middle School and Houses ranged from Karinya House for Mothers and Babies, through to St Vincent de Paul, Nepalese earthquake survivors and support organisations for servicemen and women. Support was also provided for Menslink, OzHarvest and the Cerebral Palsy Alliance.

Learning and Teaching

Educational improvement continues to be the main St Edmund's agenda. A focus on literacy and numeracy development with associated staffing and programs featured in 2015, along with the development of thinking and writing skills. Another major development was the increased provision of the CANVAS online learning platform for students, teachers and parents, as well as preparation for the BYOD (Bring Your Own Device) computer program for Years 8 to 12 students.

The adoption of the AITSL national standards for teachers and development in the Australian Curriculum have also been priorities. To finish the year an Enrichment Program for students in Years 7 to 9 provided different learning experiences for the boys outside normal classroom and curriculum structures.

Student Life

Key student events included: the ANZAC and Renewal Assemblies; Open Evening; Mothers' and Fathers' Day morning teas; the Walkathon followed by a Waratah Shield match; Br Matt McKeon's 90th birthday celebration; various sports Carnivals; through to socials and the Year 12 Graduation. Global and cultural experiences included the immersion to India; the social science trip to China; Rugby Union and Soccer trips to New Zealand; the Basketball trip to the USA; and the Mission immersion to the Northern Territory and The Tiwi Islands.

Co-curricular achievements saw strong representation in the three football codes of Rugby Union, Soccer and Australian Rules, as well as Basketball and Cricket. Many teams made finals, including in Rugby Union with the 1st, 2nd and 3rd XV's all winning their finals. Notable cultural achievements included the Cabaret, a production of 'Cats' and the Big Band Bash. Debating and Public Speaking had success, including winning the ACT Plain English Speaking competition. Visual Arts achievements included Sunday Street Art, the ANZAC murals and the floating Poppies installation.

Leadership and Management

In 2015 the Leadership Team included a new Principal, and new Deputy Principal, Darren Leech, Business Manager Samantha Brady, and the Directors: Middle School, Patricia Doyle; Teaching and Learning, Ann Hamer; Pastoral Care, Patrick Langtry; and Mission, Peter Woods. The College Board, chaired by old boy and current parent Mr Michael Cooney, and various sub-committees met regularly through the year to provide support and advice to the College. Key achievements included the review of College Fee Structure and substantial completion of the Quadrangle re-development.

Community

A reborn 'Old Boys and Friends Association' was a milestone in 2015. A key event was the Class of 1965 re-union. The Parents' Forum continued a program of parent gatherings and the St Edmund's College Canberra Scholarship Fund's main achievement was the 'Eddies House' project whereby land was purchased and a house built and auctioned – all done with support from old boys and families – to boost both the fund and profile of the College.



School Profile

St Edmund's College is a Catholic school for boys conducted by the Trustees of Edmund Rice Education Australia – the ethos of Edmund Rice permeates College life and College community.

St Edmund's War Memorial College was opened in 1954 by the Christian Brothers, and has been educating boys from Years 4 to 12 for over 60 years. It is an inclusive community that supports, challenges and educates boys whilst providing a diverse program of cultural, pastoral and co-curricular experiences to enrich their growth and development. The College has established a strong community for students and their families and proudly identifies with the traditions on which it is built.

St Edmund's College offers teaching and learning programs specifically tailored to boys' learning styles, a vertical House system which provides structure and support during the school day, vibrant Youth Ministry and community service programs, a diverse range of team and individual sporting, artistic, musical and performing arts opportunities, as well as camps, excursions and immersion experiences. These opportunities together form the many dimensions of an Eddies education - an education which challenges boys to be the best they can be and opens doors to their future.

Edmund Rice Education Australia

"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."

-Charter for Catholic Schools in the Edmund Rice Tradition

The Christian Brothers story in Australia is a vibrant and creative response to the educational needs of the day. The formation of Edmund Rice Education Australia (EREA) by the Christian Brothers in 2007 continues and renews this response. EREA, as part of the mission of the Catholic Church, is charged with the responsibility for governance of the Christian Brothers' schools throughout Australia and to ensure that Edmund's charism lives on.

EREA has defined four touchstones which describe the culture of an authentic Catholic school in the Edmund Rice tradition:

- Liberating Education
- Gospel Spirituality
- Inclusive Community
- Justice and Solidarity.

These touchstones give ideals which underpin the ministry of our College. They also help us set our direction and define goals which follow Blessed Edmund's example and make the Gospel a living reality in our community.

College Vision

Achieving today. Leading tomorrow.

College Moto

Christus Lux Mea
(Christ is my light)

College Mission Statement

Our purpose is to embrace the actions and teachings of Jesus to educate and form young men of diverse needs to strive for their best, to be compassionate and of service to others as reflected in the cultural characteristics of the EREA Charter.



Core Values

Community – St Edmund's College strives to be a vibrant, inclusive community which values diversity and actively reaches out to society seeking equality and justice.

Opportunity – St Edmund's College creates a wide variety of opportunities that challenge staff, students and parents to succeed through meaningful education experiences.

Progression – St Edmund's College is responsive to the demands of a changing society and implements forward-thinking initiatives to achieve best practice.

Relationship – St Edmund's College provides a supportive and safe environment built on Catholic faith, embedded Christian Brothers' traditions, trust, respect and the acceptance of all.

Success – St Edmund's College empowers students to achieve their personal best in their endeavours.

College Board Report

Michael Cooney – Chairman

The more than eleven thousand Eddies boys in the world today can do remarkable things. Of course the real work of the school in 2015 was not to celebrate the achievements of the “men who went before us”, in the words of our song, but to work to ensure that each of today’s boys have the same aspirations to service and achievement, and can fulfill them through the education we give them here.

That is the daily work of our school’s leadership, teaching and support staff, along with parents and friends who have the boys ready to learn every morning and support them in their study every afternoon. For the school’s Board, our role is very much one of collaboration, advice, support and endorsement. We are pleased with the success of a number of initiatives in which we’ve played our part in recent years, not only in the built fabric and business processes of the school, but in improvement in teaching and learning.

I want finally to acknowledge the leadership of our Principal, Daniel Lawler, who has been driving improvement and leading change in the school in a way which we know will bear fruit in the lives of our boys in the years ahead; and I know Daniel would also refer to the work of his leadership team and all the school’s staff.

There’s much to reflect on with pride for 2015 and much improvement to plan for in the years ahead.



Staff

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.'

- From the Charter for Catholic Schools in the Edmund Rice Tradition.

As a Catholic school in the Edmund Rice tradition, St Edmund's College recognises the importance of supporting and guiding staff so they can provide teaching and learning experiences that are authentic, relevant, dynamic and creative. Our staff aim to provide an holistic and inclusive education that integrates faith, culture and learning. They are dedicated, innovative and hard-working and strive to motivate students to achieve their potential and experience success.

St Edmund's College provides staff with ongoing renewal by providing opportunities for reflective practice, formation and professional development. Each year all staff participate in a range of individual and/or team professional learning opportunities. These are either provided externally by professional deliverers, the Teacher Quality Institute and teaching associations or internally during the staff Professional Learning Programs. These opportunities and experiences address a vast range of teaching and learning themes, topics and issues and were tailored to improve student outcomes.

The College's Peer Professional Conversation Model is now in its fourth year and is underpinned by the Touchstones of Catholic Schools in the Edmund Rice Tradition and the College's commitment to improve student outcomes using structured peer conversations. The model focuses on boys' education and involves self-reflection, establishing goals and identifying areas of learning and development. With the support of a mentor and a team from a number of learning areas, staff develop their individual and team-teaching skills and have access to a range of valuable tools. Each staff member's goals and areas of development are evaluated periodically throughout the year and validated at the end of each teaching year by the Deputy Principal.

Staff Profile

88 Teachers are employed to teach students from Years 4 to 12. (This is equivalent to 84 full time teaching staff).

They are supported by 48 support staff across the Canberra Campus and The Pines at Tuross Heads.

Staff Retention

93% of the staff members who were employed by the College in 2014 were retained for the 2015 year.

Identified Indigenous

In 2015, no staff identified as Indigenous.

Teacher qualifications and professional development

All teaching staff at the College are appropriately qualified, many holding post-graduate degrees and multiple specialist qualifications.

In accordance with ACT legislation and requirements, all teaching staff have ACT Teacher Quality Institute (TQI) Registration or a Permit to Teach.

All VET staff have a Certificate IV in Training and Assessment and are qualified in their specialist areas.

In 2015 all teaching staff engaged in Professional Learning. The College's Professional Learning Program included a range of topics, subjects and themes, including:

- Curriculum content development;
- Literacy and Numeracy;
- ICT skills;
- Disability Education;
- Pastoral Care and student wellbeing;
- Indigenous student support;
- Spirituality and Faith;
- First Aid management; and,
- Leadership.

Pastoral Care

Pastoral Care at St Edmund's College is based on the Edmund Rice tradition of, "the dignity of each person, as a child of God, being at the heart of pastoral care". Further, "that the school's pastoral care program is designed to empower each student to embrace the fullness of life within a variety of pastoral care experiences". (Charter for Catholic Schools in the Edmund Rice Tradition).

Our aim as a College, through pastoral care and the House system, is to strengthen a sense of belonging and identity within the College community and to provide an environment where the well-being of our students remains at the centre of all our endeavours.

St Edmund's College is unapologetically a non-selective school in the tradition of Edmund Rice, alongside a Catholic tradition. This is the basis of our Pastoral Care Program that acknowledges the centrality of each person. Of course, the Christian Brothers and their enduring presence in our College are also entrenched in our history and central to our Mission.

Service to others has been a core value in each House and has been evident in the adoption of House based charities, leadership programs, parental involvements, House camps, House retreats, academic enhancement that is House-based, process renewal, life education programs, feast days, inter-House sporting carnivals, fundraising, counselling, excursions, careers programs, transition programs, spiritual engagement and relationship building. Our House system and its vertical care programs are valuable tools in fostering community and address tangibly models of leadership, suppression of aggressive trends, fostering of learning partnerships across cohorts and have proven themselves to be vehicles for community building.

Throughout 2015, the changing world in which we lived also presented immediate threats and challenges to which the College responded. The parallels between acting and reacting from a whole school perspective were always well thought out and considered. Issues such as bullying, social networking, cyber-generated issues, Indigenous affairs, gender equity and aspects related to personal well-being were responded to and practices to address related issues were engaged across the campus.

Of course our pastoral program cannot stand still. Future planning and comprehensive reviews have locked in a number of strategic directions. At St Edmund's College we ensure that what we offer is in-line with established best practice and addresses the future need of students. St Edmund's, by definition, is an educational institution and therefore a vehicle of socialisation. St Edmund's recognises the special needs of the marginalised and by its very definition it engages us all to contribute to an inclusive, accepting and welcoming community. Our Pastoral Care Program does this well.

2015 saw our Pastoral Care Program and its aims endorsed and affirmed as part of the mandatory ACT Education Registration process. Our systems of care and their delivery are well aligned with progression and benchmarked mandatory requirements. A list of programs and opportunities provided by the College Pastoral Care Program during 2015 are listed below.

- Specific goal setting data for all boys – academically and wellbeing based
- Electronic file keeping updates and developments
- Formalised House Points and House Shield process
- Classroom positives linked to merit points
- Revised wellbeing data collection and referral processes
- Revisited and distributed Staff and Student pastoral handbooks
- Revised student driving policy
- National Anti-Bullying Day and R U OK Day participation
- Student Leadership opportunities
- House based service programs and charitable support
- National mental health participation survey
- Personalised Electronic Device policy review
- Standardised incident reporting procedures
- New student transition checklists
- A revamped Indigenous Education program
- Suicide intervention professional training across all staff
- The use of external agencies such as Winning Edge Strategies, Menslink, ACT Police, The Daniel Morecombe Foundation, Walk for Want and Headspace.

The use of guest speakers such as Br Bob Wallace, Rob Abel, Martin Fisk, Eddie Lealiifano, Christian Lealiifano, Matt Napier, Brent Sanders, Bruce and Denise Morecombe – each with standalone messages of specific issues related to the care and wellbeing of boys and young men.

Progress in 2015 has only gained momentum from having a skilled, professional and generous team of Heads of House – each in turn supported by a network of Tutors and non-teaching staff. Their application both as a team and as individuals in leading respective Houses ensured continuity of care for the boys in making a genuine effort to achieve today and hence, lead tomorrow.

Congratulations also to Haydon House on being the 2015 champion house and the inaugural winners of the Therese Kitney House Shield. This shield was a gift to the College from Year 12, 2015 and will be presented annually to the champion House for effort, study, sport and service on a specific and standardised points system.



Curriculum

Teaching and Learning

2015 was an important year for the College as we had our Registration. Heads of Faculty completed Departmental Handbooks to expand on their teaching and learning philosophy and to show the scope and sequence of learning at the College. These documents sat alongside the units written in our Edutech software and demonstrate our focus on Liberating Education. Building and developing work with the Australian Curriculum continued with more subjects rewriting and extending their units of work. Using the resources from the Australian Curriculum, Assessment and Reporting Authority (ACARA) we have been able to pin our marking to the national exemplars of work. In order to track learning effectively, we implemented new tests called Progressive Attainment Tests (PATs) which will allow us to see how students develop over time in their learning and enrich the data which we currently get through NAPLAN.

The 5C's have long been part of the College, but 2015 saw a renewed focus on embracing the 5C's in all aspects of our teaching and learning. Create, challenge, contemplate, connect and collaborate are principles which underpin the learning experience of students. Excellent links have been forged between ANU and the Science department. Senior students were challenged when visiting the ANU Physics department. The Arts continues to thrive at St Edmund's College with performances, music camps and trips to Sydney art galleries as well as visiting artists.

Our vocational education students have been involved in many presentations this year that discuss life beyond school. Outside agencies as well as ex-students have come into the College to help the students increase their readiness for work. We have also extended our work experience program to encourage senior students to develop those links with post school placements. Our Tertiary students have been involved in more AST workshops and were challenged to think about our contemporary society by Nick O'Brien in his excellent lecture on terrorism.

2015 also saw the development of our IT infrastructure with the introduction of Canvas for students and new timetabling software to help develop a strong and robust timetable that meets the needs of students. Bring Your Own Device (BYOD) plans were set in motion for implementation in 2016, further developing technology and its capacity within the school. Helping teachers to use IT in their classrooms effectively and develop their knowledge of Canvas was central to our professional development time. Linking with this was also a focus on student writing.

2015 finished with the second year of our Enrichment at Eddies program. This highly successful program allows learning to take place without the constraints of timetabling and allows faculties to spend a day working on projects which are both engaging and challenging. The rewards from this time are many as students collaborate in new groups, meet visitors, go beyond the confines of the classroom and engage in problem solving activities.

Academic Program

St Edmund's College offers a contemporary curriculum aimed at maximising the learning outcomes of students. With a focus on quality teaching, effective pedagogy and providing a supportive learning environment, the academic program delivered empowers students with essential skills for the future.

From Year 4 to year 10, students complete a number of core and elective units (refer to the list below). They also participate in structured time in the Library, and if appropriate receive assistance from the Teaching and Learning Support Unit.

- Religion
- English
- Languages
- Mathematics
- Social Science (SoSE)
- Food Science
- Digital Technology
- Science
- Physical Education & Health
- Creative & Performing Arts

In Years 11 and 12, students completed Tertiary, Accredited or Vocational courses approved by the ACT Board of Secondary School Studies, from the list below. If appropriate, students also received assistance from the Teaching and Learning Support Unit. In addition, senior students participated in The Brothers' Program, a Social Justice program which aims to encourage students to be conscious and well-informed of people that contribute in the growth of each senior student as a Christian person.

- Accounting (T/A)
- Behavioural Science – Psychology/Sociology (A/T)
- Biology (T)
- Business (A/T)
- Chemistry (T)
- Construction Pathways (A/V)
- Design and Technology (A/T)
- Drama (A/T)
- Economics (T)
- English (T)
- Literature (T)
- Essential English (A)
- Exercise Science (T/A)
- French Beginning (T) or Continuing (T)
- Furniture Construction (A/V)
- General Science (A/T)
- Geography (A/T)
- History (A/T)
- Hospitality (A/V/T)
- Information Technology (A)
- Information Technology (T)
- Japanese Beginning (A/T)
- Japanese Continuing (T)
- Mathematics (A/T)
- Media Studies (A/T)
- Metal Technology (A)
- Music (A/T)
- Outdoor Education (A)
- Physical Education (A)
- Physics (T)
- Religious Education (A/T)
- Sport Fitness and Administration (Sport and Recreation) (A)
- Visual Art - Studio Visual Art (A/T) and Digital Arts - Design and Graphics (A/T)

Academic Profile

In 2015 our top student scored an ATAR of 98.2 and we congratulate Fraser Doverty on a fabulous achievement. He will be going on to study Medicine at James Cook University.

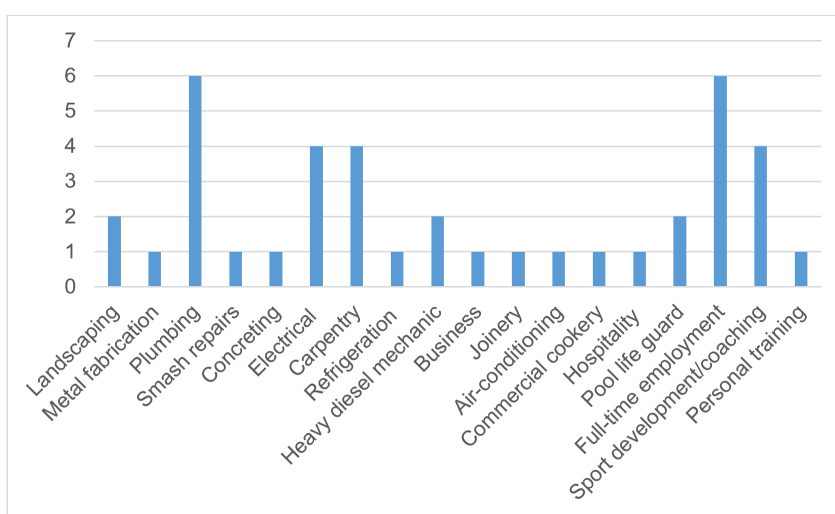
100% of students achieved their Senior Secondary Certificate. Of our Tertiary students a very creditable 29%, or approximately a third of our boys, achieved an ATAR of 80 or more.

55 out of 61 students were offered places at Tertiary institutions with boys studying a diverse range of subjects such as: Medicine, Engineering, Law, Commerce, Arts, Environmental Science and Nursing. 12 students are studying an Arts degree, whilst 7 are pursuing a career in IT. 6 students are interested in Commerce, with 5 students studying Engineering and 5 studying Exercise science.

| | | |
|---|------|-----|
| Students that gained a Senior Secondary Certificate | 100% | 104 |
| Students that gained an ATAR* | 59% | 61 |
| Students that gained university entry | 53% | 55 |
| Accredited students | 38% | 40 |

*Australian Tertiary Admission Rank

Students who studied Accredited packages were also successful in obtaining work and we always have more employers seeking students from St Edmund's to enter their trades than boys to fill the vacancies. The graph below illustrates the range of career paths entered by Accredited students. Our boys are in demand because we work to develop the whole student. Our commitment is to developing a student academically and pastorally as well as spiritually and emotionally. All of our boys have a sense of 'Eddie's Pride' that takes them a long way in their working life that extends beyond school.



NAPLAN 2015

The chart below presents average 2015 NAPLAN scores for each domain with the score for St Edmund's College shown in bold. Also presented is the average score for all Australian schools. The coloured bars indicate whether the results of St Edmund's College are above national average (green) or deemed 'close to' national average (white) by ACARA.

| School Year | Domain | | | | |
|-------------------|------------|--------------------|------------|-------------------------|------------|
| | Reading | Persuasive Writing | Spelling | Grammar and Punctuation | Numeracy |
| SEC Year 5 | 502 | 491 | 492 | 494 | 485 |
| National Average | 499 | 478 | 498 | 503 | 493 |
| SEC Year 7 | 549 | 510 | 537 | 532 | 542 |
| National Average | 546 | 511 | 547 | 541 | 543 |
| SEC Year 9 | 574 | 544 | 569 | 555 | 586 |
| National Average | 580 | 547 | 583 | 568 | 592 |

Parent, Student and Staff Satisfaction

To ensure the College is able to best meet the expectations and needs of students, parents and teachers, the College, both formally and informally, provides opportunity for feedback and comment.

In 2015 the College conducted a number of formal surveys to obtain opinion on a number of specific aspects of student learning:

- The Enrichment Program – parents and students
- AST preparation – students
- Homework – parents
- ICT and Bring your own device (BYOD) – staff
- Professional Development – staff.

Feedback obtained from the surveys is then fed into refining and improving how the College operates and the future delivery of programs and opportunities, which ultimately enhances student learning and outcomes across all areas of College life

The St Edmund's Parents' Forum is a way for the College to keep parents up-to-date on activities, programs and operations while also obtaining parent opinion on specific issues in a relaxed and open setting. In 2015 a range of topics were addressed and often a speaker was invited to provide further insights. Five Forums were held and all were well attended.

Staff are provided with numerous opportunities to provide suggestions and opinion on a range of programs and College operations, such as at staff meetings, participating in surveys, via faculty co-coordinators and Heads of House and directly to members of the Leadership Team or Principal. Staff input contributes to the decision making of the College and improves teaching and learning outcomes as well as other important aspects of College life. A number of committees and working groups have been established to undertake research and provide recommendations in relation to: curriculum; pastoral care; Religious Education and Mission. The College's Women's Forum, which recognises the role of women within the College and provides mentoring to female staff, also provided feedback on how women can be better supported.

The Pastoral Care team and Teaching and Learning Team conducted a number of surveys with students throughout the year to determine how best pastoral and learning needs could be better met. In addition student opinion was informally obtained through conversations, meetings and forums on a range of topics relating to College operations and student learning. The Student Representative Council (SRC) and Student leadership Team were also actively involved in canvassing student opinion across all years and sharing input where appropriate.

Co-curricular

The co-curricular program of the College is an integral part of the student's Edmund Rice education and College life. The College strongly believes that co-curricular involvement is significant in building a sense of community and identity. Co-curricular participation is also important in developing self-esteem, service, friendships, personal resilience and school spirit at St Edmund's.

2015 was another successful year across all areas of the co-curricular program at St Edmund's College. The College offered 20 programs that range from the sporting field to the stage, and provided every student with an opportunity to be part of and contribute to the St Edmund's community. These activities were designed to complement the religious and academic development of the students. They also contributed to students developing their own sense of identity, belonging and provided an enjoyable outlet away from their studies. Co-curricular also provides an opportunity for staff and students to share a common interest and this frequently improves the rapport in the classroom. A sense of pride and tradition is built through these activities that further contributes to generating a positive College experience.

In 2015 the College provided the following Co-curricular activities:

Performing Arts

- Band
- Choir
- Drama

Academic

Debating/Public Speaking
STEMS – Science, Technology, Engineering & Mathematics
Tournament of the Minds
Undercurrent Magazine (student publication)
Year Book

Outdoor Recreation

- Duke of Edinburgh
- Gardening Club
- Fishing and outdoor recreation

Sports

- Cricket
- Tennis
- Rugby Union
- Australian Rules Football
- Basketball
- Mountain Biking
- Snow Sports
- Water Polo



Outdoor Education

In addition to providing a number of outdoor education and recreation co-curricular activities (see the Co-curricular Report), the College delivered a camps and retreat program for students at its coastal campus, The Pines, at Tuross Head. Students from all years participated in the program and spend time in year or house groups down the coast.

Students from the junior school (years 4, 5, 6 and 7) each participated in an annual camp at The Pines. Teachers, parents and grandparents worked to guide students through a range of active field study and recreation experiences while enjoying community living. The Year 4 camp was 2 days in duration, while the other years participated in a 3 day camp.

Secondary students participated in House based camps that provide a mix of educational and recreation activities aimed at developing self-efficacy, intellectual flexibility, personal skills and relationship building. Students in Years 11 and 12 also participated in retreats which focus on personal spiritual development.



Service

“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.”

- Charter for Catholic Schools in the Edmund Rice Tradition

At St Edmund’s College we express our commitment to the Edmund Rice tradition by being actively involved in serving the wider community. In 2015, St Edmund’s College was associated with a number of local and national charitable organisations for which we have raised funds, as listed below. Student also devoted almost 7000 hours of service to these charities. This work is at the heart of our charism as a Catholic School in the Edmund Rice tradition in its desire to serve and be a witness to our Catholic faith.

The table below lists most of the fundraising done at the College in 2015. It does not, however, include such funds raised or goods donated to the Mary Mead Christmas gift appeal, St Vincent de Paul’s Door Knock and Christmas Food appeals, Canberra Blind Society appeal or Salvation Army Door Knock appeal, all of which are enthusiastically supported by our students and their families. In addition senior students assisted junior students with a range of coaching and tutoring programs.

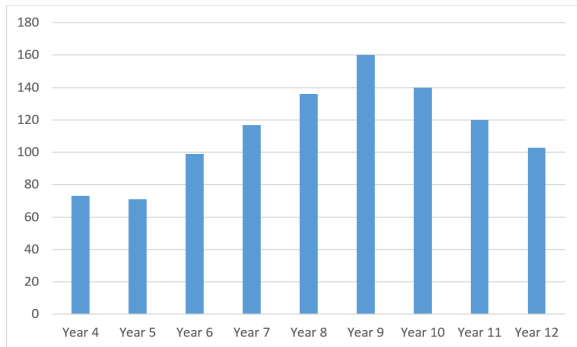
Monies raised through service

| Organisation/program | \$ |
|---|---------------------|
| House charities | 1,997.00 |
| Indian Immersion | 11,945.00 |
| NT and Tiwi Immersion | 28,386.00 |
| Karinya House (Middle School) | 5,460.00 |
| Menslink | 12,101.00 |
| Langtang Valley Health | 3,235.00 |
| Communities at Work and St Vincent De Paul Sleep Out – Staff Fundraiser | 1000.00 |
| TOTAL | \$ 64,124.00 |



Enrolment

1019 boys were enrolled at the College in 2015. The enrolment in each year group is illustrated below.



Student Retention

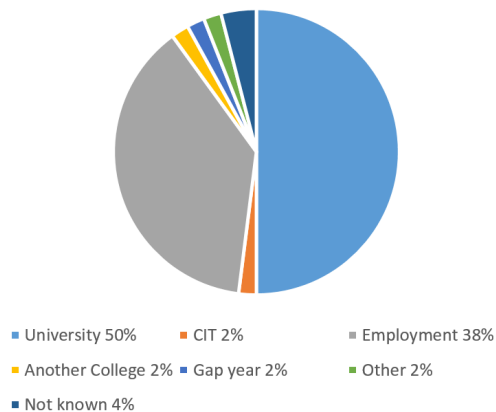
144 students completed Year 10 in 2013. Of these 103 of them completed Year 12 in 2015. The retention rate is therefore 71.5%.

Characteristics of the student body

- All male
- Non selective
- 57% of the student population are Catholic
- Students are aged 8 to 18 years
- 3% of the student population are Indigenous
- The major feeder areas are; Tuggeranong, South Canberra, Jerrabomberra and Queanbeyan.

Post College destinations

The data presented below is based on information provided by students:



Attendance

Student attendance management procedures

Middle School

Year 4, 5 and 6 rolls are marked twice a day by the class teacher, once after yard assembly and once during silent reading (after lunch).

Year 7 rolls are marked in the morning by tutors during yard assembly time and on a period-by-period basis.

Students who arrive late sign in at the Middle School office. This data is then entered into the College's absence management system by the Middle School Administrator.

An absence note is required for every absence and is kept as an official record explaining the absence. All unexplained absences are followed with SMS communication to parents on the day of the absence with the expectation that a note explaining the absence will be forth-coming.

Senior School

Year 8-12 rolls are marked in the morning in tutors groups and on a period-by-period basis.

Students who arrive late sign in at the Student Services Office. Students are not permitted to leave College grounds during the day unless they have written parental permission or are granted permission by their Head of House, Pastoral Care Director or Deputy Principal. The Student Services Office also manages student departures during the day.

Parents are asked to contact the College on the morning of which the student is absent. If an absence remains unexplained, parents/guardians are contacted by SMS. If a response to the SMS is provided this is noted. If a response is not received, it is expected that a note explaining the absence will be provided the day the student returns to the College.

Income and Expenditure

| Income | \$ |
|-----------------------|-----------|
| Fees and levies | 7,355,606 |
| Federal grants | 7,444,293 |
| ACT Government grants | 2,306,955 |
| Building fund | 319,449 |
| Other grants | 212,236 |
| Interest | 90,281 |
| Other | 42,226 |

| Expenditure | \$ |
|--------------------|------------|
| Employee costs | 13,252,342 |
| Depreciation | 1,898,613 |
| Operating costs | 1,755,269 |
| Faculty costs | 807,299 |
| Co-curricula | 297,715 |
| Maintenance | 736,450 |
| Other | 343,620 |

Registration

On 15 December 2015 the Minister for Education and Training directed the Registrar of Non-government Schools to renew the registration of St Edmund's College.

In accordance with the requirements of Registration the following information is provided:

St Edmund's College is registered as a School for students in Years 4 – 12 at 110 Canberra Avenue Griffith ACT

The period of Registration is 1 January 2016 – 31 December 2020

Members of the community can obtain a copy of the most recent registration report from the College's Administration Manager, Kathy Mumberson at kmumberson@stedmunds.act.edu.au



St Edmund's College, Canberra

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