



Annual Report 2016



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 the 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 2016 the College had an enrolment of 27 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.

In 2016, there were no staff identifying as Indigenous.

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Principal's Report

Daniel Lawler - Principal

Please find contained in the 2016 Annual Report both information and insights reflecting another eventful and dynamic year in the life of St Edmund's College.

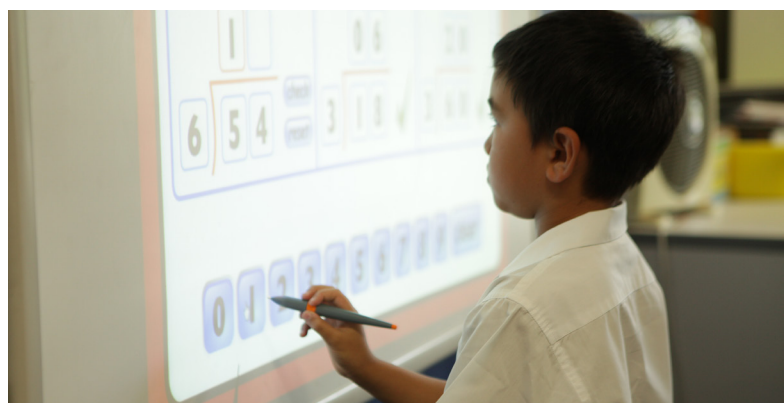
Education

Liberating Education is our first purpose and lifting standards and achievement continued to be our focus. Internal initiatives included: targeting growth in literacy and numeracy; expanding the gathering and analysis of student data so as to be able to measure student progress and teacher effect; revisiting and reviving a consistent whole school pedagogy/approach to teaching and learning; reviewing the timetable; reviewing the tutoring program for students; and continuing to develop and implement a mentoring program to support teachers in developing their efficacy.

Other major initiatives saw: the introduction of a program whereby each student in Year 8 to 12 was equipped with his own computer to aid learning; the move of Year 7 from Middle School to High School with one of the aims being to lift academic challenge and expectation; and the decision taken to increase teacher student contact time in Year 11 and 12 from 2017 to improve the culture of study and effort in the senior years. Considerable work was undertaken in preparing students for the demands of senior study, and this needs to be an ongoing high priority. Amongst other initiatives was the commencement of a gradual increase in library opening hours for students, an increase in Vocational Education support and options for students, including an enhanced Work Experience week, and the reintroduction of a careers evening.

The study skills program continued to be rolled out to students and a new school management system introduced replacing multiple systems, with the particular benefit of enabling vastly improved tracking of student progress.

In the Middle School, work continued on developing teacher programs, enhancing the development of Digital Technology skills in the students, and the major promotion of Book Week with many more activities. Other unique College educational initiatives which were open to educators from across Australia and overseas included the College hosting the Boys' Art Symposium organised by Head of Visual Arts Mr Andrew Jones, and the joint hosting with the Australian Catholic University and Catholic Schools Youth Ministry Australia of a conference on teacher formation, under the direction of former Director of Mission Mr Peter Woods.



Student Life

Beyond the classroom St Edmund's continued to offer an exceptional and broad program for students. Off-site camps and/or retreats were run at every year level – unique, sometimes challenging, and bonding experiences for students and staff. The pastoral care program at the College, delivered through both primary years and Houses was reviewed, renewed and improved, with varied activities, speakers and activities. Catering for various groups featured through the year, including activities for boys from defence families, the Aboriginal and Torres Strait Islander program and camp, and the new Pacifica program. Run by staff, these programs often involved outside contributions from people with particular knowledge or cultural expertise. Both the camps program and student leadership were reviewed in 2016.

Other key days and events including athletics and swimming carnivals, market days and special activities such as the Middle School's 'K-A-Day' promoting health and fitness to the boys as a way of combating disease later in life. A significant development took place with the revamping of whole school assemblies, by increasing student involvement and the injecting of some more creative 'production values' to lift the experience for students beyond the traditional assembly experience.

Faith and Mission

Whether it was expressing faith through action, or through involvement and action discovering their own faith and spirituality, 2016 provided another rich year for boys to grow and develop at St Edmund's. The Youth Ministry team and their work both at the College and with students at other schools, as well as the Darwin-Tiwi trip and India Immersion provided exceptional opportunities. The Year 11 and 12 Youth Ministry Team had their work on the Darwin-Tiwi engagement with young indigenous Australians acknowledged by receiving an Order of Australia Association Award presented by the Governor General late in the year.

Areas of growth in the religious dimension of the College included social justice and charity activities through houses and the Middle School, and the new initiative of DEAP – Drop Everything and Pray – a brief cessation of activity across the school for a short prayer in the middle of the day. 2016 was declared the Year of Mercy by Pope Francis, and this was reflected as a theme in prayer, liturgy and in other ways, not least the 'Community of Kindness' initiative in the Middle School. Another successful initiative was the offering of an RCIA (Rite of Christian Initiation) program for staff. Successful retreats were held at various year levels, the high point of the retreat program being the Year 12 Retreat at Jindabyne.

Beyond Borders

Building a sense of identity and links across Australia and globally was a feature of 2016, with a range of tours and trips undertaken by our boys and staff, as well as visitors hosted by St Edmund's. Within Australia, apart from numerous subject based trips, we also held the Darwin-Tiwi trip, and hosted and joined with a team of soccer players from St Joseph's Flexible Learning Centre, Alice Springs, which educates young people disengaged from main stream education. This was a tremendous two way cultural and personal experience for those involved. We also hosted a group of students and teachers from Nanzan High School, Nagasaki, Japan, with families billeting the boys. A group of our students and staff

made a return visit to Japan as part of our languages and cultural program, as did another group who visited New Caledonia. Our senior Rugby squad also visited Japan early in the year to represent Australia in the SANIX international schoolboys' rugby union tournament.

Co-curricular and Cultural

Most key sports had good seasons in 2016, with a particular increase in participation in Basketball. Rugby had strong success in the finals with a number of teams winning, including the 1st XV winning the Under 18 Final in the last second of a tense and close match. Cricket and Soccer continued to provide a range of teams and opportunities for the boys, again with considerable input from parents and others. Australian Rules Football lost key support from the end of 2015 resulting in only one team taking the field in 2016: however, thanks to that team, players, parents and supporters the flag kept flying and a foundation exists for expansion in 2017. Other activities continued to involve many boys, staff, coaches, managers and parents, ensuring a broad range of offerings – from Mountain Biking to Dragon Boating, Debating and Snow Sports to the ever popular STEMS Club. The newly formed Society for Interactive Entertainment provided a great opportunity for boys who love computers and gaming to 'break out of the bunker' and engage directly with each other and staff in creative ways.

The creative arts maintained a dynamic profile in 2016, notably in Drama and Music, but also with some wonderful work produced and exhibited through Visual Arts. Drama and Music combined to produce an excellent 'High School Musical', together with St Clare's College – performed in the Br R.J Wallace to sold-out performances. A number of student drama groups performed publically in 'Acting Up', with the Year 11 group winning best production and an invitation to the Short & Sweet Drama Festival where they made the finals. Small and large groups of boys were involved in Musical performances through the year, displaying great talent and skill. That includes the Middle School, whose performances featured many boys who discovered and displayed their musical talents for the first time.

Community

The richness of the College community and the College's links to the broader community found expression through 2016. At the same time, we bid farewell to the original heart of the College with the closing of the Christian Brothers community in Canberra – the founders and leaders of St Edmund's over many years. The departure of Br Matt McKeon at the end of 2016 was the end of an era as he was our last Christian Brother on staff. The opening of St Edmund's in 1954 saw the establishment of the Christian Brothers community in Canberra to provide the eight brothers who led and staffed the school in its first year. Most were in their early twenties. Since then over 140 brothers have served at St Edmund's over the last 63 years including seven as Headmaster, ensuring a continuous presence in the College of the religious order inspired by Blessed Edmund Rice with the mission to liberate the young through education. Br Matthew has continued that tradition at the College into his 92nd year – a living illustration of a selfless life dedicated to educating the young. In departing St Edmund's Br Matt ended 20 years of service to move to a brothers' community in Brisbane – his home state.

A particularly sad farewell occurred in late January with the sudden passing of the manager of 'The Pines', Mr Eddie Challenger. At only 64 years of age, Eddie was well known to many staff and students of the College in his role of host, manager and enabler for many camps and visits to The Pines.

Much of the College's involvement in the wider community took place through the Christian Service work undertaken by students at all levels of the College in association with many external community and volunteer groups, charities and service providers. There are too many to list here, but outstanding examples of this engagement was through the work of Hospitality students and staff across the year, ranging from the Le Tres Bon Fundraising event to the Charity Lunch for HOME at Queanbeyan and the Oz Help Foundation. Another significant initiative took place during staff Professional Learning Week where one day was devoted to staff engaging in various Works of Mercy aimed at supporting different groups in the community.



Significant new initiatives were taken to promote St Edmund's in the wider community through a new marketing campaign, built around the production of several short films featuring old boys who have followed diverse and successful paths in post school life. In addition to this this was a very successful new Open Day. These initiatives which helped promote the College continued with the development of materials from the archives and a review of the College crest and the uniform, for changes to be introduced in 2017.

Other key groups involved in College life in 2016 was the recently reformed Old Boys and Friends Association, the Parents' Forum and the College Board and sub-committees. The inaugural Old Boys and Friends Dinner was held in May. The work of the Board and Sub-committees had a significant impact on school life in 2016.

School Profile

St Edmund's College is a Catholic boys' College in the Edmund Rice Tradition – the ethos of Edmund Rice permeates College life and the College community.

The College was opened by the Christian Brothers in 1954 as St Edmund's War Memorial College to educate boys from years 4 to 12. 60 years later the College continues to provide a liberating education and a diverse program of cultural, pastoral and co-curricular experiences within a supportive and inclusive community.

St Edmund's College offers teaching and learning programs specifically tailored to boys' learning styles and a vertical House system which provides structure and support during the school day. Students have the opportunity to experience vibrant Youth Ministry and community service programs, be part of a diverse range of team and individual sport, artistic, musical and performing arts experiences, and participate in a variety of camps, excursions and immersions. These opportunities form the many dimensions of an 'Eddie's' education.

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 – Board Chair

During 2016 the major work of our school, as always, was teaching and learning with our boys. As board chair I am confident that everyone in our school from our Principal Daniel Lawler to our most experienced teachers and our newest students are working every day to lift results for individual boys and continually to improve the methods we apply in the classroom.

This was also a year in which the school's leadership spent considerable time and effort considering strategic opportunities for St Edmund's to improve. These were the major focus for the work of our Board. The processes of the Edmund Rice Education Australia school renewal and the ACT Government's registration gave us a strong basis for information about our ethos as a Catholic school in the Edmund Rice tradition and about our performance in teaching and learning in the competitive environment of schooling in Canberra.

We were heartened by the clear alignment between the recommendations for future improvement offered by these external processes and the plans our school's leadership has already been developing with the board.

In turn, this alignment of the advice we get from experts outside the school and our own thinking at board and staff level has brought great clarity to the work of developing our school's strategic plan. Discussions on this plan were central to the school board in 2016 and we look forward to its adoption in the 2017 school year.

Catholic schools in this city and country face many challenges and experience many pressures. Yet these are certainly no greater than those faced by those "who went before us". 2016 was a year when in the face of those many challenges we learned a great deal about what we do well at St Edmund's, and we ended the year ready for all that 2017 holds.



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."

- 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 that vary throughout the year. These are either provided externally by professional deliverers, the Teacher Quality Institute, and teaching associations or internally during the staff Professional Learning program that runs every Monday as well as the Staff PL Week which occurs at the end of Term Two. These opportunities and experiences address a vast range of teaching and learning themes, topics and issues, and are tailored to improve student outcomes.

The College's Professional Conversation Model is now in its fifth 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. It is our intention to survey the staff during the 2016 year to see how changes can be made to the program so that it can continue to improve.

Staff Profile

84 Teachers are employed to teach students from Years 4 to 12. (This is equivalent to 81 full time teaching staff). They are supported by 41 support staff across the Canberra Campus and The Pines at Tuross Heads.

Staff Retention

82% of the staff members who were employed by the College in 2015 were retained for the 2016 year.

Identified Indigenous

In 2016, 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 2016 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;
- Work Health and Safety;
- Vocational Education;
- First Aid management; and,
- Leadership.

Community and Marketing

“Our community is accepting and welcoming, fostering right relationships and committed to the common good.”

- Charter for Catholic Schools in the Edmund Rice Tradition.

The Development Office works across the College to assist with community relations, events, media, and marketing, the Scholarship Fund, Old Boys and Friends, and brand development.

Open Day

A whole College Open Day was held to provide prospective students and families an opportunity to see the College premises and meet students and staff. The day was structured with a morning and afternoon session where Mr Daniel Lawler addressed families before they were allocated a tour group. Each tour group was led by a Junior and Senior Student as well as a Teacher. The tours ended with a morning and afternoon tea in the College quadrangle where all faculties and departments were on display.

Be an Eddies' Boy for Day

A try Eddies' day was held for Year 6 students that were considering enrolling into Year 7 in 2017. Students from a number of Catholic and Public Primary Schools attended the day where they got to experience what it would be like to be an Eddies' boy. Students left with a book mark they made in our TAS Department as well as ANZAC cookies they made in Food Science.

Parents' Forum

The St Edmund's College Parents' Forum works in collaboration with the College and families to support students. Parent Forum Meetings were organised by the Development Office and were conducted regularly throughout the year, covering a range of topics relevant to College life. Parents were encouraged to attend and share their views as well as join the Parent Forum mailing list via the College website.

Old Boys' & Friends Association

The Old Boys' & Friends Association continued to grow throughout 2016. A successful Old Boys' and Friends dinner was held with guest speakers Bishop Pat Power and South Sydney Rabbitohs Coach Michael Maguire, both College Old Boys. Membership is open to all former students, their families, past and present College staff and people who have had an association with the College.

Short Films

The College engaged a video production company to assist in creating a short film about the College as well as three films as part of the 11,000 Alumni and Counting series. The College film showcased all aspects of the College and what St Edmund's has to offer. The 11,000 Alumni and Counting series focused on the journey of past students and how attending St Edmund's provided them with the skills to excel in their respective fields.



The alumni's featured were Australian of the Year 2016 - David Morrison, Canberra Raiders Coach - Ricky Stuart and Multi-Award Winning Playwright and Screenwriter - Tommy Murphy.

The short films were used to promote the College during the enrolment period and Open Day, being prominently featured on social media. Excerpts were also played on the radio over a 3 week campaign throughout April.

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).

The Pastoral Care programme at St Edmund's flourished during 2016 and saw changes made to content and method of delivery. Being a progressive school that concerns itself especially with needs and demands of boys and young men is something that the College prioritises and endorses. Of course this does not happen in isolation and has, and will continue to prioritise authentic influence as a major aim. In saying this the safety of our students and the required protocols and windows of networks required to facilitate this have remained a priority.

Alongside of this are the genuine attempts to preserve the values of relationships with others, the need for an attitude of respect and also the realisation that boys and young men all at times struggle with the dilemmas of making good decisions. In real terms, boys and young men need to be called to account for their behaviour and in order to do so require clear and definitive processes and limits to support this. Making things right in a spirit of meaningful restoration is also essential.

During 2016, the following themes were nurtured and developed and introduced as a focus and a priority based need:

1. The introduction of a Pacific Islander student support programme.
2. Changing the induction of Year 7 into the High School system in Semester 2.
3. In line with need and functionality – reintroducing the Year 4-6 Junior School and changing the High School concept to beginning in Year 7.

4. Introducing a standardised pastoral care weekly theme to each Tutor group across the College which is aligned with boys' education and their needs.

5. Changes to the student leadership structure and organisation.

6. Re-energising the Year based pastoral content to address age specific needs. Some of the issues and topics addressed are listed below.

Year 7

- safe schools policy
- transitional topics- academic responsibility and study skills
- College Behaviour Management systems
- resilience
- peer pressure –positive and negative forms
- study skills
- belonging and identity

Year 8

- safe schools policy (bullying)
- College Behaviour Management systems
- resilience
- team building/community building
- sexting
- cyber safety
- respect and relationships (manners, polite, types of relationships)
- factors inhibiting self esteem

Year 9

- safe school policy
- sexting
- belonging and identity – who am I? - who are we?
- adolescent stereotypes
- emotional wellbeing – motivation and self-belief
- study skills - examination preparation
- personal safety
- personal wellbeing – "Speak Out"

Year 10

- safe school policy
- healthy and unhealthy relationships
- domestic violence and gender equity
- assault and harassment (verbal, physical, sexual)
- bullying
- risk taking and self-harm
- road ready program
- social etiquette
- personal wellbeing – “Speak Out”

Year 11

- leadership
- driver education
- family
- time management (academic, social, part - time job)
- community service
- depression and stress management
- breakdown in family relationships
- decision making, consent, sexual assault and the Law – Secret Blokes Business seminar 1

Year 12

- leadership- community service, peer mentoring and spiritual
- managing anger
- community service
- family
- risk taking and the Road
- managing grief
- assertiveness V aggressiveness
- secret blokes business
- time management – life post school

As stated, the pastoral approach at St Edmund’s strives for authenticity. Such an aim must always be a point of reference and a point of difference to which the school will always fall back. This must be clearly, distinctly and unapologetically succinct. This supports the school and its community to address the tensions that are associated with remaining genuine and authentic. It is also a tool to define the schools culture and charism. Clearly at St Edmund’s College this is authentic practice. EREA schools have a clear and succinct Charter which overrides all practice undertaken by their schools.

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 endeavors.



The College staff is currently developing a statement to attempt to capture what style of young man we are trying to form as a College – Year 12 2016 has also been involved in this process. At this point, the senior class has offered the following reflective and progressive remarks –

A student ...

- Who has attitudes and acts based on Gospel values and the College Touchstones
- Who can critically reflect and connect with a changing world
- Who is selfless by nature and able to form authentic relationships
- Who knows to be accountable, resilient and is prepared to face challenges
- Who strives to serve and not yield, by being the best he can be
- Who is able to recognise the value of others in his life and takes responsibility for his choices

The historical and contemporary nature of St Edmund’s is such that this environment should be underpinned by a quality education, as a Catholic school in the Edmund Rice tradition. The complexity of this task grows with the ever competing demands of our society. Some of these demands are clearly and obviously negative. Some are the reality of a challenging and changing economy and employer expectations. Some are the competing values evident in society today. Our systems of care and well-being attempt to establish a strong sense of others not just the individual - while recognising the essential resilience we need to give all our young men.

The boys at St Edmund's need to be made to feel they are an important part of the College from an academic, cultural, sporting and most importantly a Catholic perspective. We must provide them with opportunities to be a part of the St Edmund's community and to develop their awareness in helping to recognise their responsibility to others. We have to lead the boys to where they can realise their potential and give service to their community.

The Pastoral Leadership in our school is one of service - involved, enthusiastic, visionary, compassionate and just. The College Heads of House and their impact within this domain is often understated but one of excellence. I thank them for this, for the time away from their families, for putting themselves last and for their support of my role. We are fortunate to have such capable, hard-working and genuine individuals leading our six College houses.

A school should be an environment where members of the school community are valued and there is a sense of welcome extended to all. This sense of community spirit is engendered in many ways. Foremost we must always be aware of the trust parents place in us when they send their boys to St Edmund's. Parents rightly expect their boys to be in a safe, just, caring, Catholic community. They expect a pastoral care system that supports family efforts, develops a strong sense of justice, compassion and self-discipline, and is a point of meaningful and responsive contact. These obligations are taken seriously, genuinely and unreservedly.

When occasions arise, where expectations have not been met, the procedures must be clear and just. At times this may mean a direct response from myself. The setting of expectations and mutual responsibility are a part of our community, noting that all these situations are underpinned by recognition of the sense of natural justice and the need for restorative practice. Consistency in progress is paramount – this allows for outcomes to be determined within the context of the situation. At the same time staff are entitled to expect clear direction: feel supported, yet know they are to demonstrate professional behaviour and be accountable. Also they provide a role model that seeks to develop the abilities of all students. We will continue to work hard at this in 2017 and beyond.

Finally and significantly – our boys. The Eddies' boys. Thankyou for your attitude of cooperation and for the spirit you bring to the College each day. May you all continue to be the best that you can be and to continue to place value in the power of relationships and the respect for self and others which is always paramount.

Curriculum

Teaching and Learning

2016 was an important year for the College as we entered a period of significant change in terms of teaching and learning. We completed our NAPLAN Improvement Strategy alongside the National School Improvement Tool and this remains to be work in progress. All faculties are now implementing the Australian Curriculum across all grades and this includes assessment and reporting.

From Year 4 to Year 10, students complete a number of core and elective units (refer to the list below).

- 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 2016 we introduced our AST mentor program, supporting tertiary students in their preparation for their AST exam. Students were provided with a mentor for the year to assist them to develop their analytical and reasoning skills.

The tables below indicates the academic attainment of Year 12 students in 2016.

Award/pathway	Number issued	% of student population
Senior Secondary Certificates	117	99%
Tertiary pathway	75	64.1%
Australian School-Based Apprenticeships (ASBA)	5	4.2%
Vocational Certificates	31	26%

ATAR *	2016 (number)
> 99	0
> 90	2
> 80	10
> 70	34
> 60	62
Mean	68.98
Median	68.5

*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. 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 2016

The following table shows the average 2016 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.

School Year	Domain				
	Reading	Persuasive Writing	Spelling	Grammar and Punctuation	Numeracy
SEC Year 5	502	482	485	517	508
National Average	502	476	493	505	493
SEC Year 7	545	510	541	530	548
National Average	541	515	543	540	550
SEC Year 9	591	535	575	567	588
National Average	581	549	580	569	589

Parent, Student and Staff Satisfaction

Parents, students and staff are regularly consulted, surveyed and provided opportunities to express their views on a range of areas of College life. Feedback obtained 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

In 2016 the College conducted a number of formal surveys to obtain opinion on a number of specific aspects of student learning and welfare. These included:

- AST preparation – students
- Homework – parents
- ICT and Bring your own device (BYOD) – staff
- Key events and programs – staff.

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 2016 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.

In addition to the Parents' Forum, parents provide feedback on all aspects of College life directly to members of the College Leadership team, Heads of House, the Junior School and the Studies Office. The College Old Boys Association is also consulted and provides feedback on a range of topics and issues.

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. Staff are provided with several formal and informal opportunities to provide suggestions and opinion including via staff meetings, participating in surveys, via faculty co-coordinators and Heads of House, and directly to members of the Leadership Team or Principal.

After all key College events, feedback is formally sought from staff to ensure future delivery of the event is improved. A number of committees and working groups have also been established to undertake research and provide recommendations in relation to: curriculum; pastoral care; Religious Education and Mission.

A number of surveys were conducted with students throughout the year to determine how best pastoral and learning needs could be met. These were delivered by the Pastoral Care and Teaching and Learning Teams. Student opinion was also 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.

In 2016 a number of broad parent, student and staff surveys were drafted. These surveys aim to provide a comprehensive understanding of how satisfied the community is with what the College provides. The surveys will be delivered biennially starting in 2017 and the results measured against previous surveys.

Co-curricular

St Edmund's College prides itself on providing students with a well-rounded, balanced education, focusing on boys' academic, physical, social and spiritual development. This development is achieved through a range of academic, cultural, sporting and outdoor education activities. The goals of this program are to:

- inspire students to strive for excellence in all areas of endeavour
- enable students to gain an insight into their abilities in other activities, outside the classroom curriculum and experience success
- enable students to gain and develop new friendships
- develop a sense of belonging and school spirit
- enable students to bring the benefits of co-curricular success into their classroom learning
- foster and develop student leadership
- encourage and develop cooperation, responsibility and teamwork
- enable students to take on the pastoral care of younger students in coaching
- foster the relationships between staff, students and parents
- enable students to contribute to the school and wider community.

The College strongly believes that co-curricular involvement is very significant in building a sense of community and identity. Co-curricular participation is also important in developing self-esteem, service, friendships, resilience and school spirit at St Edmund's. Co-curricular also provides an opportunity for staff and students to share a common interest and this frequently improves the rapport in the classroom.

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.

In 2016 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)

Outdoor Recreation

- Duke of Edinburgh
- Gardening Club

Sports

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



Outdoor Education

St Edmund's College provided an exciting and challenging camps and retreat program for students at its coastal campus, The Pines, at Tuross Head and other venues. Students from all years participated in the program and spend time in year or House groups down the coast.

Students from the junior school each participated in an annual camp at The Pines. A range of active field study and recreation experiences were delivered by teachers while the students enjoying the community living experience. The duration of the camp was three days, with the exception of the Year 4s who enjoy a shorter two day camp.

The secondary student camps run for three days and aim to develop self-efficacy, intellectual flexibility, personal skills and relationship building. Students in Years 11 and 12 also participated in a three day retreat 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 are committed to the Edmund Rice tradition by being actively involved in serving the wider community. In 2016, St Edmund’s College was involved in a number of local and national charitable organisations for which we have raised funds and awareness, these are listed below. Organisations supported were through the House associated charities as well as those that we have developed a relationship over the years. Students also dedicated almost 4000 collective hours of community service to these charities as well as other initiatives within and outside of the College. Advocacy and service are at the core of our charism as a Catholic school in the Edmund Rice tradition and so we constantly seek opportunities to put our faith into action through a variety of activities throughout the year.

The table below lists most of the fundraising done at the College in 2016. It does not, however, include funds raised, goods donated or participation of our students in initiatives such as the Mary Mead Christmas gift appeal, St Vincent de Paul’s Door Knock and Christmas Food appeals or Salvation Army Door Knock appeal, all of which are actively supported by our students and broader community. Our students are also engaged in a number of initiatives within and outside of the College such as co-curricular coaching, tutoring programmes, immersion and community engagement.

Monies raised through service

Organisation/program	\$
House charities	4,000
India Immersion	5,500
Karinya House (Junior School)	4,471
Home in Queanbeyan	1,000
Caritas	1,200
Canteen	495

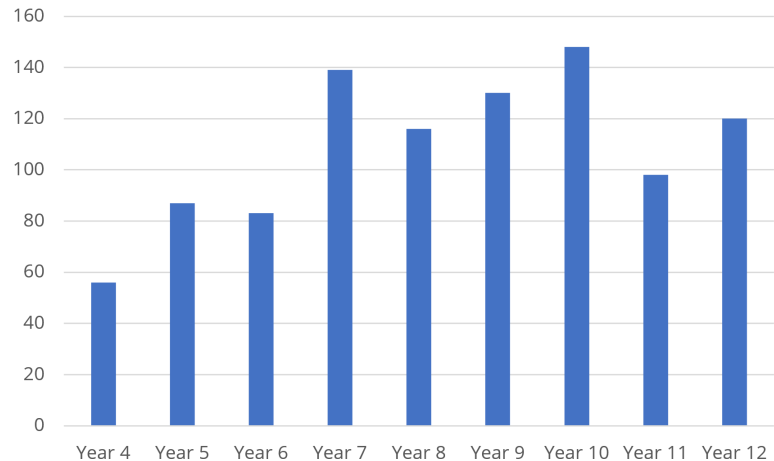


Enrolment

977 boys were enrolled at the College in 2016. The enrolment in each year group is illustrated on right.

Student Retention

152 students completed Year 10 in 2014. Of these 120 of them completed Year 12 in 2016. The retention rate is therefore 79%. This is an increase on the 2015 retention rate of 71.5%

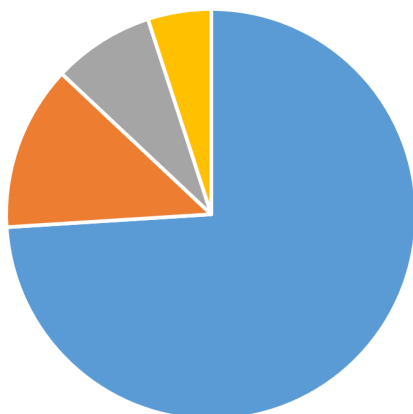


Characteristics of the student body

- 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:



- Tertiary education 74%
- Apprenticeship 13%
- Full-time employment or gap year 8%
- Defence force 5%

Attendance

Student attendance management procedures

Junior School

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

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

An explanation from parents/guardians is required for every absence in accordance with the College's Attendance Policy. All unexplained absences are followed with SMS communication to parents on the day of the absence with the expectation that an explanation regarding the absence will be forth-coming.

Year 7 students

Prior to be transitioned to the high school as part of the 2016 restructuring of the Junior School, Year 7 rolls were marked in the morning by tutors during morning assembly time. They were also marked on a period-by-period basis. Absences were managed in the same manner as Year 4-6 absences as outlined above.

Following the transition of Year 7 students to the high school, their attendance was marked in the morning in tutors groups and on a period-by-period basis. Absences are managed in the same manner as senior student absences as outlined below.

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.

Student attendance rates

The attendance rates of each year group is provided below.

Year group	Attendance rate
Year 4	94%
Year 5	94%
Year 6	94%
Year 7	92%
Year 8	92%
Year 9	92%
Year 10	93%
Year 11	93%
Year 12	91%

Income and Expenditure

Income	\$
Fees and Levies	7,318,826
Federal Grants	7,248,661
ACT Government Grants	2,269,926
Building Fund	298,774
Other Grants	302,522
Interest	70,370
Other	187,116

Expenditure	\$
Employee Costs	13,203,935
Depreciation	1,276,169
Operating Costs	1,916,233
Faculty Costs	734,803
Co-curricular	198,628
Maintenance	654,005
Other	348,013

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



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