



ST EDMUND'S COLLEGE CANBERRA

ANNUAL REPORT 2017



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Indigenous Acknowledgement

The St Edmund's College community respectfully acknowledges 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.

In 2017 the College had an enrolment of 36 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 2017, there were no staff identifying as Indigenous

Principal's Report

Daniel Lawler, Principal

A huge amount of growth takes place in the relatively short time of a school year – about 10 months. At St Edmund's College that is most clearly seen in the Year 4 boys, in their physical growth, but much more broadly, including social and intellectual growth, in their rapidly developing skills and knowledge, and of course as they grow in maturity and confidence. They are, but they are not the same boys who started in late January of 2017. Just as every St Edmund's boy changed in both measurable and hidden ways through the school year. To grow, boys have to change, because change is a corollary to growth.

Schools are all about growth. They exist to grow young people, in our case young boys into young men. Without the ongoing process of change, growth won't happen.

And so it was as a College in 2017. Significant changes leading into and through 2017 were extensive. Memory can be very fallible, and we have a tendency to think 'things have always been a certain way' – but that's not reality. How long before the new timetable implemented in January, particularly as it affected boys in Years 11 and 12, ceases to be new and just 'is the way it is'. Maybe already. And all the other changes, to name a few: extended library hours and services, the new tutoring program, the identification of unmet potential in individual students through the Gifted and Talented initiative of identification and acceleration, the shift of Year 7 students into Tutor groups and the secondary House system, the shift to a Junior School model with a new leader, the increased inclusion of parents and others in Junior School activities and student support, increasing technology education in the junior years, the shift to online reports with a focus on detailed formative information, new kinds of camps, and the first time in its history the College has not had a Christian Brother on staff. And there were much more, these are just some examples.

Change, of course, comes with challenge, just as growth in adolescence can come with physical growth pain or confusion about autonomy, identity and what to believe and think. It may be a cliché, although by definition and therefore containing some truth, but - 'no pain, no gain!' Change is a risk, but there is no stopping it. The temptation to stay with the familiar and secure, is really a choice to stop growing, to stop aspiring to our potential, to stop the boys of this College from growing into the best they can be - the men they can be.

St Edmund's boys need to be prepared for the world as they will

experience it. A world of increasing and rapid change, where adaptability, flexibility, the ability to read the signs of the times, and the courage and skill to embrace new times are imperatives to liberating their human potential – to becoming who they can be and equipping them to contribute to their world. The College has had to be open to change over the last few years, and it must continue to change if it is going to perform its mission, whilst at the same time providing a secure world at the College where boys can experience and benefit from challenge and change.

There is a tension within this. With all this change, where is the College's point of reference, our measure of what matters, what is important? What is unchanging, what is enduring, what is the reliable compass point by which we navigate in a sea of change? What stops us drifting and what is it we want to educate boys in – to instil in them, which they will carry within themselves regardless, and that they can fall back on, in this changing world? Not changeable and passing 'traditions', and there are even limits to such concepts as 'mateship', for all its qualities as experienced by many, because people change, mates move on, new bonds are forged, and sometimes a bit of critical and objective advice and wisdom, unqualified by sentiment or loyalty is needed. As a Catholic school, St Edmund's offers something that sits deeper. The points of reference we offer are the foundational enduring values and beliefs which distinguish us as a Catholic school, because it is through the Catholic faith tradition that we find what endures when all around is change and flux, and when competing voices create confusion. I mean the solid core of Catholic values and the anchors to the sacred tradition of our faith: the value and sacredness of human life, particularly that of the weakest and most vulnerable, the sick and old, the young and defenceless; the power of loving relationships; the capacity to forgive and reconcile endlessly; the virtues of faith, hope and love; the qualities of loyalty, commitment, courage, honesty and perseverance. It is such as these to which boys becoming men need to aspire, to accompany them through the incredible changes and challenges which life will hold, and of which 2017 provided a tiny taste through the flow of the school year.

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

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.



“ 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.

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 that 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 Vision

Achieving today. Leading tomorrow.

College Moto

**Christus Lux Mea
(Christ is my light)**

College Board Report

Michael Cooney, Board Chair

Leaders in a big complex organisation must always be very clear not only about what their organisation does but what their organisation is. The unity of purpose that leads to success comes only when we have clarity not just about mission but about identity. Something I am so proud of about Eddies community is that we know what we are, and what we are not.

We are a Catholic school in the Edmund Rice tradition.

We're a school. We teach and learn.

We're not a junior footy club or an adolescent arts company – or a property trust or local history society – or even a Catholic youth group. Those things are part of our mission because we offer a holistic Catholic education. We're here for liberating education, inclusive community, gospel spirituality and justice and solidarity. Those are our touchstones – touchstones of our school.

This is why the academic results achieved by our boys in 2017 should give us all great encouragement. It is axiomatic that no single measure defines the growth of a young man or even of his academic achievements – but just as axiomatic that measurement matters and improvement counts. 2017's results are a tribute to the dedicated work of change and improvement we are pursuing in our school.

In the three years to 2017 we have achieved a substantial lift in our tertiary entrance performance (as measured by the median ATAR) while just under half of our year 12 students placed in the top 20 percent of students in Australia.

These results, seen alongside our strong performance in trades and training pathways and our rich sporting and artistic achievements, are no accident. They are a tribute to the hard work and high expectations of our whole community – school leadership and parents, support staff and teachers, and of course the boys themselves.

These results are great news for the boys of 2017 and they are great news for the boys who will come after them. They show that school improvement works and they show the path we have ahead of us will serve future Eddies boys well.

Daniel Lawler departed our school after three years as Principal at the end of 2017 to return to Adelaide and we will welcome Joe Zavone to Canberra as our new Principal from the start of 2018. Daniel can take great satisfaction in the results we achieved this year just as Joe can take great confidence in them.

Ms Patricia Doyle retired during 2017 ending a lifetime of teaching and leadership at Eddies, a record which will rarely be matched and never be forgotten. As a small boy, I treasured Ms Doyle's readings of Richmal Crompton's "Just William" stories and as Board Chair I recognise Patricia's extraordinary legacy in our school.

The truest test of a long-term leader is whether success is sustainable through the team you have formed including the people who take your place. So the success of our transition from a Middle School to Junior School structure and the flourishing of David Kelly's leadership of the Junior School are powerful achievements. They give us great confidence in the future, but we should also recognise what a stirring statement they are about the quality of Patricia's work.

Finally, 2017 also brought our school community the sad news of the death of Brother Don Gallagher in May. The Brother Don Gallagher Studio Gallery will be rededicated in 2018 to restore its vitality as a treasured space for creativity and friendship in our school.

Brother Don died in the hope of the resurrection and I know we must be in his prayers even now.



Staff

As a Catholic school in the Edmund Rice tradition, St Edmund's College aims to provide a holistic and inclusive education that integrates faith, culture and learning. This is reliant on having dedicated, energised and innovative staff who strive to motivate students to achieve their potential and experience success. The result is authentic, relevant, dynamic and creative learning experiences for students who are engaged, challenged and supported.

St Edmund's College staff are offered ongoing renewal and 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 as part of the Staff Professional Learning program. 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 exists as a Professional Learning Community (PLC) where staff engage in Professional Learning focusing on improving outcomes for students. This includes peer observations, reflective professional conversations, shared professional learning experiences and whole school training on current pedagogical practices. Heads of Faculty work closely with their staff to set goals for the academic year and the College supports these through supporting internal and external learning opportunities. Similarly, Heads of House work with tutors to provide up-to-date information on best practice as it relates to Boys' Education. The College's work towards ongoing improvement of its PLC is evaluated throughout the year and validated at the end of each teaching year by the Deputy Principal.

“ 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.

Staff Profile

88 Teachers are employed to teach students from Years 4 to 12.
(This is equivalent to 85 full time teaching staff).

They are supported by 41 support staff across the Canberra Campus and The Pines at Tuross Heads.

Teacher qualifications and professional development

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

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

All VET Staff have a current Certificate IV in Training and Assessing and hold the relevant qualifications and experience in the subject area they teach.

In 2017, 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;
- Reportable Conduct;
- Differentiation;
- Spirituality and Faith;
- Work Health and Safety;
- Vocational Education;
- First Aid Management;
- Leadership.

Staff Retention

87% of the staff members who were employed by the College in 2016 were retained for the 2017 year.

Identified Indigenous

In 2017, no staff identified as Indigenous.

Community and Marketing

The Community Development and Marketing Office is tasked with managing and building community relations, organising events, liaising with the media, marketing the College, developing the College's brand, managing our social media presence and attracting enrolments. The Office also works closely with the St Edmund's College Foundation and the Old Boys and Friends Association.

Be an Eddies Boy for a Day

Be an Eddies Boy for a Day is held for students in Years 4 and 6 to experience what it is like to be an Eddies Boy. All students within these year levels are welcome to attend the day, and often include students who are moving to Canberra as well. Students took part in simulated classes throughout the day to get a taste of what it is like to attend the College, and left with a few goodies. The day was held in the lead up to Open Day.

Open Day

The College Open Day is held to provide prospective students and their families the opportunity to explore the College facilities, as well as meet our staff and students. The day was structured into two sessions, beginning with a welcome from the Principal, then a College Tour and ending in the quadrangle where staff were ready to greet and interact with the attendees. There were various activities taking place during Open Day, showcasing the full breadth of everything on offer at the College.

Parents' Forum

The Parents' Forum works in collaboration with the College and parents to better understand the needs and concerns of parents and students. Meetings were organised by the Development and Marketing Office and were conducted regularly throughout the year, covering a range of topics and in some cases inviting guest speakers to speak on relevant issues that are raised by parents.

Edmums Luncheon

The Edmums Luncheon this year was High Tea themed. Past and current mothers, grandmothers and carers all came together to catch up and share their stories. Br Matt McKeon welcomed all guests on the day with a prayer and a short story. The menu included traditional favourites such as sandwiches and scones.

Old Boys and Friends Association

The Old Boys and Friends Association is growing from strength to strength. The Blue and White Ball 2017 was a great success, attended by current staff, parents, and Old Boys. The Association's list of members continues to grow as they work even more closely with the College. Following the Blue and White Ball, the Old Boys and Friends Association also hosted a Golf Day and Ladies Afternoon Tea in November with over 100 attendees.

New Website

The College launched its new website in late 2017. The new website has a large focus on being accessible on more devices as well as being easier to navigate - this required a lot of work on the menu systems as well as the number of pages so that content can be found easily. Migration to a new website will allow us to transition to a new approach with Vortex and allow articles to be hosted as standalone pages on the College website, rather than as a PDF (as has been done in the past).

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

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

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).

St Edmund's College is unapologetically a Catholic non-selective school in the tradition of Edmund Rice. These fundamentals are the basis of our Pastoral Care program that acknowledges the centrality of each person in this process whilst calling to account well-formed core values such as integrity, relationship, human dignity and authenticity. It is perhaps the concept of authenticity that the College aims to be most true to and views as paramount in the pursuit of the values it proclaims. Of course, an explicit feature of a Catholic school is that its purpose must be aligned with the educational mission of the Catholic Church and thus be authentic – not perfect – in its attempts to do so.

The key mechanism driving this program at St Edmund's College is the vertical House system. Now in its 10th year, much has been achieved that has shown itself to be both sequential and progressive. Under this model the care of our students has flourished and many initiatives and processes have been included in its domain aimed at both personal growth and development of each boys full potential. At times and in some situations this has been a demanding and challenging venture – but nevertheless one in which tangible change has been realised. As a consequence, St Edmund's continues to look for bettering its commitment to placing its students in the centre of its core functions – especially in teaching and learning.

The cultivation of a shared vision ensures that members of the St Edmund's community have a mutual understanding of the College's ethos. Common and agreed goals at St Edmund's College establish a basis from which programs, policies and practices can be developed and implemented. Pastoral Care embraces more than the giving of well prepared, thought provoking and stimulating lessons. It means being concerned for the total wellbeing of

students, and with the development of the whole person. The philosophies underpinning pastoral care, the active pursuit of programs and practices aimed at promoting and supporting wellbeing and school ethos, the climate and atmosphere in which students and staff learn and work, are complementary.

The Student Management Policies at St Edmund's College are closely linked to the pastoral care policy to promote a respectful, safe and healthy environment for the whole school community. Pastoral care is most effective when committed individuals in schools, acting in strong partnerships with parents, implement it. It is imperative that the self-worth of every member of the school community is respected and promoted. This is done well at St Edmund's College.

The student centred nature of our practices has seen systems develop and engage. Service to others has been a core value in each House. Along the 2017 journey the changing world in which we live 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. Academic care of course is inseparable from the pastoral care of our boys. At St Edmund's we do this well. Of course our pastoral program cannot stand still. Future planning and comprehensive reviews have locked in strategic directions to which we are headed.

Such progress has only gained momentum from having a skilled and generous team of Heads of House – each in turn supported by a network of tutors, a school counsellor 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.

St Edmund's has a balanced view of its understanding about fundamental beliefs of school students and their nature. The College has clear views on what is regarded as unacceptable behaviour, a consequence of the clarity it has in regard to the values it promotes. Research reminds us that a school discipline policy needs to account for individual and group differences and its alignment to a variety of discipline theories in lieu of emerging classroom dynamics that must be accounted for. St Edmund's had a definitive pastoral care program that supports its behaviour management policy - one which is constantly revised and reviewed.

At whole of school level, the renewed strategic development of the House system has emerged as a priority. Issues such as increasing leisure time for boys, workplace transition for boys in schools, effects of digital citizenship in boys, the growing diversity of family situations, changing social dynamics, the role of authority, changing socialisation agencies effecting boys, wellbeing issues, the changing shape of poverty, changing family dynamics and changing moral landscapes fall directly under the umbrella for almost mandatory consideration and inclusion.

Other large ticket matters which were renewed or initiated during 2017 in the pastoral life of the College also included:

- Professional Learning plans
- Student absence protocols
- EREA Prophetic Leadership Courses and other Professional Learning exposure for many staff
- Safe Schools Guidelines – National Frameworks/CEC guideline maintenance
- Restorative Practice education and development
- Detention and Suspension protocols review



- Life after school seminars and information evenings
- Pastoral Network programmes
- AFP liaison presence
- College Market Day
- College Open Day
- Developing our school strategic plans to provide a co-ordinated approach to resourcing and change management.
- Secret Men's Business seminars - Years 9, 11 and 12
- Staff wellbeing presentations and education
- Year 10 dance lessons
- St Edmund's College based leadership development programs
- Student pride surveys
- Year 7 initiation and integration into high school
- Year 11 integration into senior school
- BYOD development and associated teaching and learning adjustments
- An invigorated and aligned whole of school camp program
- The introduction of new senior student leadership roles and associated functionality
- A renewed commitment to co-curricular involvement
- Shared programmes with St Clare's College
- Year based social justice awareness and education
- Specific educative resourcing of male specific wellbeing issues
- After school tutoring
- Staff professional learning on indicators for early identification of 'At Risk' students and development of positive culture in team based organisations, and, better use of student assessment information

The particular historical and contemporary nature of St Edmund's is such that this environment is underpinned by a quality education, in this case, as a Catholic school in the Edmund Rice tradition. The complexity of this task grows with the ever competing demands of our secular 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. St Edmund's College continues to 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.

Curriculum

Teaching and Learning

2017 was an important year for the College as we entered a period of significant change in terms of teaching and learning. We continue to work on our NAPLAN Improvement Strategy alongside the National School Improvement Tool. All faculties have implemented the Australian Curriculum across all grades and this includes assessment and reporting. 2017 saw the introduction of ACER's Progressive Achievement Testing (PAT) for Mathematics, Science and English. This approach is used in thousands of schools in Australia and around the world. The approach focuses on assessing and monitoring student growth over time and is underpinned by an understanding that students of the same age and in the same year of school can be at very different points in their learning and development. From Year 5 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, see 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 who 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)
- 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)
- Sports Development (A)

Visual Art - Studio Visual Art (A/T) and Digital Arts - Design and Graphics (A/T)



Academic profile

In 2017, we continued 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 2017.

Award/Pathway	Number Issued	% of Student Population	ATAR *	2017 (number)
Senior Secondary Certificates	92	100	Top ATAR	99.60
Tertiary pathway	60	65	> 90	13
Australian School-Based Apprenticeships (ASBA)	12	13	> 80	15
Vocational Certificates (Certificate I)	26	28	> 70	14
Vocational Certificates (Certificate II)	5	5	> 60	13
Vocational Certificates (Statement of Attainment)	46	50	Median	78.35
ANU Extension Program	5	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 2017

The following table shows the average 2017 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	Writing	Spelling	Grammar	Numeracy
SEC Year 5	497	456	468	475	483
National Average	505	473	501	499	494
SEC Year 7	542	497	533	520	541
National Average	545	513	550	542	554
SEC Year 9	574	533	579	557	583
National Average	581	552	581	574	592

The Cognitive Abilities Test

St Edmund's provides a Liberating Education and opportunity for all students to learn at their level by providing multiple points of differentiation within the curriculum. In 2017, opportunities for acceleration, extension and enrichment became available to identified students as part of a continuum of Gifted and Talented Services.

In 2017 all Year 6 students underwent The Cognitive Abilities Test (CogAT), as well as any other student who was identified by staff or parents. CogAT is a widely-spread aptitude test designed to determine a child's eligibility for gifted and talented programs.

As a result of this testing, 120 students were identified as gifted learners who needed individual learning strategies to maintain their well-being and academic rigour.

During 2017, a policy was created for the further identification, extension and acceleration of gifted learners, and a pilot program introduced for acceleration with a flexible timetable for eligible students. Seminars were offered to parents who were trained to assist in the identification and raising of gifted learners.

Next year there will be further development of suitable classes and co-curricular offerings to support gifted learners and their families.

Progressive Achievement Tests (PATs)

The College uses the Progressive Achievement Tests twice a year to identify gaps in student's learning across Years 7 to 10. The first test is held in February and gives teachers and parents early reports on growth in Mathematics achievement over the previous year and areas on which the boys need to focus for the coming year. The test at the beginning of the second semester serves a similar role, but is also used for students to reflect on areas in which they need to improve. From that, they create a presentation on problems that they could not solve previously. These tests have proved invaluable to teachers, students and parents in informing them of weaknesses and strengths. St Edmund's aims to continue and expand the use of PAT testing in 2018.

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 2017 staff and parents were invited to provide their views and opinions by completing a comprehensive online survey. A similar survey will be rolled out to students in 2018. These surveys aim to generate a thorough understanding of how satisfied the community is with the College. It is intended that the surveys will be delivered biennially and used by the College as a planning tool to target areas for improvement. Future survey results will also be measured against previous ones so progress can be meaningfully tracked long-term.

A number of additional surveys and formal requests for feedback were also rolled out, in order to obtain opinion on specific aspects of student learning and welfare as well as College operations. These included:

- Information Technology – staff
- Faculty feedback (various) – students
- Professional learning – staff
- AST preparation – students
- Key events and programs – staff.

The St Edmund's Parents' Forum keeps parents informed on activities, programs and operations while also obtaining parent opinion on specific issues in a relaxed and open setting. In 2017 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.

Parents can also provide feedback on 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.

To assist in the decision making of the College and improve teaching and learning outcomes as well as other important aspects of College life, staff provide suggestions, opinions and views, using a number of forums and opportunities. All key College events are reviewed by staff who are invited to provide feedback, which serves to improve future delivery of the event. A number of committees and working groups have also been established to undertake research and provide recommendations in relation to curriculum, finances, pastoral care, Religious Education and Mission.

Student opinion is obtained on a range of aspects of College life through conversations, meetings and forums. The Student Representative Council (SRC) and Student Leadership Team are also actively involved in canvassing student opinion and sharing input where appropriate.

Co-curricular Program

St Edmund's College provides its students with a holistic education that will prepare them for later life. Co-curricular forms a significant part of this in providing an opportunity for students to excel outside the classroom and develop a wide range of interpersonal and individual skills including: conflict resolution, team work, work ethic and leadership. Each student achieves this development through participation in our performing arts, clubs and sporting co-curricular programs.

St Edmund's College Co-curricular Program builds a strong sense of community and pride through the individual and collective achievements and setbacks students will experience while participating in Co-curricular activities. The Co-curricular Program also continues to provide an opportunity for staff and students to find a common interest that builds relationships that come back to the classroom.

The College provided 16 co-curricular activities for students in 2017. Dragon Boating and the musical are delivered in conjunction with St Clare's College.

Performing Arts

- Band
- Choir
- Cabaret

Clubs

- Debating
- STEMS - Science, Technology, Engineering & Mathematics
- Photography
- Chess
- Duke of Edinburgh
- Gardening

Sports

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

Outdoor Education

An exciting and challenging camp and retreat program was provided for all students at the College's coastal campus, The Pines at Tuross Head and at other venues.

Junior school students participated in a year-based camp at The Pines. A range of active field study and recreation experiences were delivered while the students enjoyed a community living experience within a supportive environment. The duration of the camp was three days, with the exception of the Year 4s who enjoy a shorter two day camp.

Secondary student camps run for three days and aim to develop self-efficacy, intellectual flexibility, personal skills and relationship building. They are House-based camps and take place at camp-based venues in the ACT or NSW.

Students in Years 11 and 12 also participated in a three day retreat which focus on personal spiritual development.

Service

At St Edmund’s College, we are committed to the Edmund Rice tradition by being actively involved in serving the wider community.

In 2017, St Edmund’s College was involved in a number of local and national charitable organisations for which we raised funds and awareness. These are listed below. Organisations were supported through House associated charities as well as those with whom 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 service 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 2017. 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 programs, immersion and community engagement.

Monies raised through service

Organisation/Program	\$
House charities	6,061
Indian Immersion	4,180
Karinya House (Junior School)	1,541
Caritas	404
Menslink	400

In Semester Two of 2017, the College began a review of the Social Justice model and sought feedback from staff and students around the effectiveness and efficiency of current practise. The review included the development of a social justice application process for individuals wishing to conduct events or fundraising at the school. A ‘Brothers Service program’ was implemented for Year 11 and 12 boys who submit and track their hours using the ‘Track it Forward’ app. This has brought a clear and visible method for documenting and acknowledging boys who serve in our community and beyond. A future aim of the program is to open this opportunity beyond the senior years so that all boys can interact with this program.

“ 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.

Enrolment

888 boys were enrolled at the College in 2017. The enrolment in each year group is illustrated below.

Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
46	69	91	122	127	110	122	110	91

Student Retention

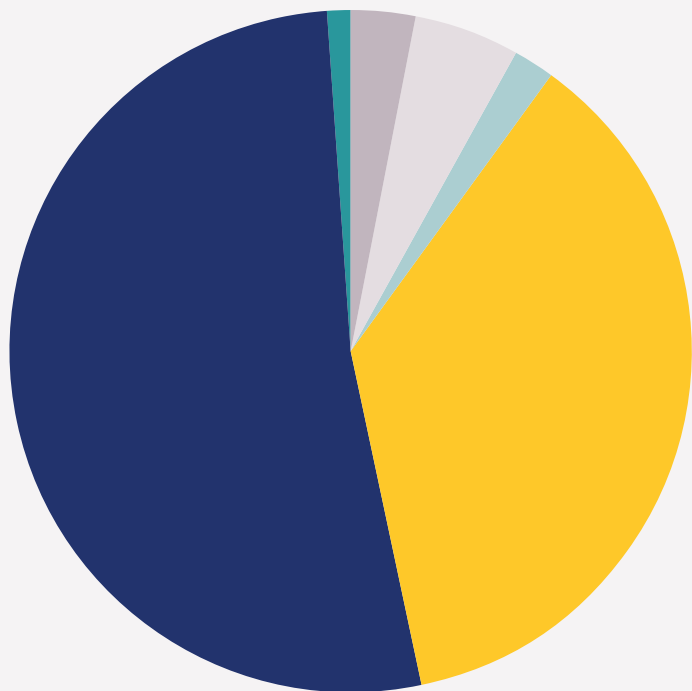
138 students completed Year 10 in 2015. Of these 90 of them completed Year 12 in 2017. The retention rate is therefore 65%.

Characteristics of the student body

- All male
- Non selective
- 55% of the student population are Catholic
- Students are aged 8 to 18 years
- 4% of the student population are Indigenous
- The major feeder areas are; Tuggeranong, South Canberra, Jerrabomberra and Queanbeyan.

Post College destinations

- Defence/ADFA 3%
- Gap 5%
- CIT 2%
- Uni 36%
- Working 51%
- Unknown 1%



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/carers 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.

Senior and High School

Year 7 to 12 rolls are marked in the morning in tutor 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 the day 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	95%
Year 5	94%
Year 6	93%
Year 7	94%
Year 8	91%
Year 9	93%
Year 10	87%
Year 11	86%
Year 12	91%

Income and Expenditure

Income	\$
Fees and Levies	6,875,904
Federal Grants	6,765,312
ACT Government Grants	2,110,460
Building Fund	214,904
Other Grants	257,263
Interest	48,994
Other	86,262

Expenditure	\$
Employee Costs	12,523,191
Depreciation	1,820,042
Operating Costs	2,052,930
Faculty Costs	693,385
Co-curricular	181,412
Maintenance	706,450
Other	339,280

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

**A Catholic School in the Edmund Rice Tradition.
Educating boys Years 4 to 12 since 1954.**

110 Canberra Avenue, Griffith ACT 2603

02 6295 3598

sec.act.edu.au

CRICOS 00639E