



ST EDMUND'S COLLEGE CANBERRA

ANNUAL REPORT 2018



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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 2018, the College had an enrolment of 39 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 2018, there were no staff identifying as Indigenous.



Principal's Report

Joe Zavone, Principal

The dictionary defines the word community as “a group of people living in the same place or having a particular characteristic in common” and “the condition of sharing or having certain attitudes and interests in common”. In both of these definitions, the focus is on having something in common. In my first year as Principal of St Edmund's College, I have given much thought to what the term “community” means to us here.

Community has to mean more than just a group of people being at the same place at the same time. It has to mean more than just a large group of parents sending their sons to the same school. Community means sharing a common vision and sharing a passion and interest to achieve that common vision in the best way possible. So, what is our common vision here at St Edmund's? Putting it simply, the common vision must be to ensure that any student who travels through his years at St Edmund's becomes an Eddies boy - a young man of good character. Everything we do leads to this - our curriculum, our Co-curricular program, our camp and retreat program, our immersion experiences, our cultural and arts programs and so forth. All of these are not stand-alone elements in the College - they combine to ensure that by the end of Year 12, we have young men who are of good character and can enter the world with confidence, hope and love.

I have been very impressed and touched with the warmth and spirit of our community. This has made my first year as Principal of St Edmund's a very social year - I have felt very welcomed and have thoroughly enjoyed meeting parents and old boys at various events throughout the year. Events such as the New Families Gathering in February, Edmunds, Eddies Forum, Mother's Day and Father's Day Masses, the Blue and White Ball, sporting matches and the parent breakfasts have allowed me the opportunity to get to know a wide range of parents and hear their views, concerns and praises. I am of the firm belief that the parents and old boys form the core of our community - it is their support and their spirit of collaboration that allows us as teachers to best serve our students.

This year has been punctuated by some very special events which have set the tone well for our community. Events, such as the Opening College Mass and Founder's Day Mass, Old Boys Mass, the Musical, Walkathon, Year 12 Formal and Year 10 Social, our NAIDOC Assembly, Anzac Assembly, Easter liturgy, Big Band Bash, and Art Exhibition, reflect well who we are as a College.

This year was the first year we had a dedicated NAIDOC Week Assembly - it was very important for us to acknowledge and celebrate the significance



of Aboriginal culture, heritage and contribution in a respectful manner, and to acknowledge our own Aboriginal students and the richness they bring to our community. We heard from Aboriginal women who shared their stories and achievements and allowed us to truly appreciate this year's NAIDOC theme, "Because of her, we can". A very moving part of the assembly was a special presentation to the College of a beautiful Aboriginal representation of the College crest. This tells the story of the gathering of a community with our symbol of the pelican as the focus of that community, our community. We have placed this in the front entrance foyer of the College to ensure that we always remember our place and our context within a much wider and deeper history of the land on which this College sits. The artwork was designed by well-known indigenous artist Duncan Smith and created by our indigenous students, and I could not be prouder of their achievement and this very special gift to the College.



Our Anzac related activities were so well coordinated that we were named as the Australian Capital Territory winner of the secondary school category in the 2018 Anzac Day Schools' Awards. The entry included the integration of Anzac issues into our curriculum, the Anzac Day Assembly, as well as research and exploratory trips to the Australian War Memorial. The culmination of our entry was the planting of the Lone Pine at the front of the College and the significant ceremony that accompanied this event. We are very proud of our association with the Australian War Memorial, our legacy of being a War Memorial High School and our strong connections with the Defence community, we will continue to recognise and commemorate the service and sacrifice of Australia's service men and women.



The year has not been without its difficulties. Whilst I would have loved to have commenced a plan to refresh the College building, including many of our classrooms, we just do not have the finances to undertake such a significant program. We are supporting families on fee concessions to a very significant and substantial amount. I say this not as a criticism but just as the reality - as a school in the Edmund Rice tradition, we need to support our families in need and we will certainly never deny students an enrolment at the College because of financial circumstances. We also have a large number of parents who for one reason or another are not meeting any of their fee payment requirements. This is most certainly delaying the creation of contemporary learning spaces that our students desperately need and deserve. We have refreshed a small number of classrooms, but, certainly not enough to be of significant impact. I am hoping that a few special projects next year will assist us in this area.



I would like to thank the College Leadership Team for their support and very hard work in moving the College forward and a secretary, who has supported me in my first year in such a wonderful manner. I would also

like to thank the College Board for the support and guidance this year. Similarly, the St Edmunds College Foundation has worked hard this year in overseeing an investment program with the aim of providing financial assistance to marginalised or disadvantaged families so that the cost of educating their sons can be alleviated.

The Old Boys and Friends Association have done wonderful work in their continued support of the College. Members of this Association and the parent body in general have been instrumental in refitting the grandstand, barbeque and canteen, refurbishing the rugby change rooms, as well as sourcing and funding the new electronic scoreboard. I thank them for their time, energy and commitment to the College.

Thank you to the Heads of House, Heads of Faculty, Teaching Staff and Support Staff for their daily work. A school would not survive without the dedication and initiative of its staff, and I sincerely thank all of our members of staff for their contributions and commitment. At an assembly late in the year, we recognised the length of service of many of our staff members and celebrated their time here at the College:

10 Years: Nathan Rutter, Colin Rogers and Marty O'Rourke.

Over 10 Years: Anna Blore, Xiao Wang, Margaret Thomas, Leigh Southwell, Jason Moore, Nathan Metcalfe, Jacob Knowles, Pam Knight, Linda James and Tracey Brown.

15 Years: Michelle Taylor and Maree Ford.

Over 15 Years: Julia Roche, Paula Moeller, Ed Mickleburgh, Pat Langtry, Leanne Gair, Tyson Flynn, John Doyle, John Bell and Susana Afeaki.

Over 20 Years: Fred Zarb, Arlene Gray and Norman Foskett.

Over 25 Years: Tony Di Fronzo.

Over 30 Years: Ian Harvey.

Over 35 Years: Carlo Sorrentino.

Finally, deepest thanks to our students - from Year 4 all the way to Year 12. Ultimately, despite the best efforts of all the groups I have mentioned above, it is the spirit and work of our students that really makes the College. I thank our young men for their commitment, their participation and drive in making St Edmund's College. "Let our song be evermore, Edmund's to the fore!"

Christus Lux Mea



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. Sixty 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 sports, 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.

In 2017, EREA reviewed and updated their Charter for Catholic Schools. The updated Charter was published in 2018 and assists EREA schools to live out the four Touchstones and share the mission of the Catholic

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 Vision

Achieving today. Leading tomorrow.

College Motto

Christus Lux Mea (Christ is my light)



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.

Staff Profile

78 permanent and contract teachers are employed to teach students from Years 4 to 12 of which 33 are female and 45 are male. (This is equivalent to 76 full time teaching staff).

They are supported by 37 permanent or contract support staff members.

In 2018, no staff identified as Indigenous.

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.

“ A Catholic school in the Edmund Rice tradition demonstrates a preferential option for the poor by standing in solidarity with those who are powerless and marginalised. ”

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

In 2018, all staff participated in a range of individual and/or team professional learning opportunities as part of the College's Professional Learning Program. These were either provided externally by professional deliverers, the Teacher Quality Institute, teaching associations or internally as part of the staff Professional Learning program. The opportunities and experiences, as listed below, address a vast range of teaching and learning themes, topics and issues, and are tailored to improve student outcomes.

- Spirituality Faith and Formation.
- Development and delivery of curriculum content.
- Effective Pedagogy.
- Board of Secondary School Studies requirements.
- Assessment.
- Vocational Education.
- Digital Technologies and the Curriculum.
- Student Mental Health and Anxiety.
- Diverse Learning.
- Disability Education.
- Language acquisition for students.
- Student Road Readiness.
- Preparing students beyond Year 12.
- Reportable Conduct.
- Work Health and Safety.
- First Aid Management.
- Effective communication.
- Leadership.



Community and Marketing

The Community Development and Marketing Office was 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 worked closely with the St Edmund's College Foundation and the Old Boys and Friends Association.

Experience Eddies Day

Experience Eddies Day was held for students in Years 3 to 6 to experience what it is like to be an Eddies Boy. All prospective students within these year levels were invited to attend the day. Simulated classes were held throughout the day and students were able to participate in selected lessons, based on their areas of interest. The day helps prospective students to become familiar with the College and get to know some faces, so if they do elect to come to St Edmund's they are already a little familiar with the staff and students. We held a second Experience Eddies day later in the year to further develop the bonds made with prospective students.

Open Day

The College Open Day was 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 ending in the Quadrangle where staff were ready to greet and interact with prospective parents and students. Various activities took place during Open Day, showcasing the full breadth of everything on offer at the College.

Principal's Breakfast

The Principal's Breakfast was a new event created to connect students and families with key members of staff. It was a small event with only a few attendees to allow individuals to get to know the new principal Mr Joe Zavone a little better. The event featured a breakfast before school with a handful of students and parents who were able to speak to the Principal personally and ask questions.

Edmums Luncheon and Cocktail Evening

The Edmums Luncheon and Edmums Cocktail Evening were held in 2018. The Luncheon was catered and hosted by our hospitality students. Mothers and grandmothers of both past and present students mingled, reminisced and shared memories of the College and their boys while getting a taste of our sensational Hospitality program.

Old Boys and Friends Association

The Old Boys and Friends Association has been pivotal in maintaining a strong connection between the College and our Alumni. The school history continues to come alive with the growing memberships to the Association, and is a great community building asset, particularly moving into our 65th year in 2019.

The Association successfully delivered its second Blue and White Ball, an Old Boys' Mass which was held in the College Chapel and its annual Golf Day.



A Catholic School in the Edmund Rice tradition welcomes and values all members of the school community.



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 continued in 2018 to place its students front and centre within the realms of its systems of care. These systems were modified and revamped as needs dictated, and in doing so the College remains well placed to maintain its commitment to boys' pastoral needs. It is perhaps the concept of authenticity to which the College aims to be most true and views as paramount in the pursuit of the values it proclaims - this is tangibly present on a daily basis with the attention devoted to our four Touchstones. The Touchstones drive our practices and response strategies to issues that arise, and creates a scaffolding to address issues that develop.

As a consequence, opportunities for students to be better cared for both pastorally and academically were both enhanced and implemented. During the year, student wellbeing with specific reference to mental health was targeted and corresponding alterations to the curriculum across the College were implemented. Aside from this ongoing challenge, the College revisited its behaviour management approach and response levels with the input of all teaching staff and external professional development experiences. Amongst these was special consideration to restorative practice, risk taking in boys, cyber education, decision making and leadership.

The student centred nature of our systems of care have remained a priority. Human connections and understanding of others have been consistent themes in each House and have been evident in the adoption of leadership programs, parental involvements, House camps, House retreats, Founder's and Market days, house-based academic enhancement, process renewal, life education programs, feast days, inter-House sporting carnivals, fund-raising, walkathons, immersion programs, counselling, excursions, careers programs, transition programs, spiritual engagement and relationship building.



The world continues to challenge any organisation involved in working with young people. Catholic schools such as St Edmund's are not immune to such challenges. Of course, our pastoral program cannot stand still. The modern world is very demanding and competes hard to capture the hearts and minds of young men. Sometimes this threatens the values of a Catholic school and erodes a selfless culture which SEC is always inspired by.

Year 12 set and maintained high standards during the school year. As a group of young men, they are prepared for their future lives and collectively have achieved well. 2018 saw a larger focus on "hearing the voice of the student body" and as a consequence the leadership shown by Year 12 was a feature. Zane Hogan as College Captain was exemplary in his service to others, his example and his humility.

Future planning and comprehensive reviews have locked in strategic directions to which we are headed. Education is naturally for sale and we are ensuring that what we offer is well in-line with established best practice and reflective in its affectivity of addressing of future need. St Edmund's by definition

is an educational institution and therefore a vehicle of socialisation. By such descriptions this College aims high to nurture values which have a distinct flavour. To this end uniformity and conformity have their place. St Edmund's also recognises the special needs of the marginalised and by its very definition it encompasses us all at some stage in our lives for varying duration. Our Pastoral Care program does this well.



Curriculum

Teaching and Learning

The academic calendar for 2018 at St Edmund's College marked a number of significant improvements in terms of teaching and learning. Our senior student study day remained in place but a larger number of students attended school to work on assignments and meet with their teachers. Our ASBA program continued to grow and for the first time included two Year 10 students who successfully signed up for an ASBA. During 2018, we had our inaugural Senior College Expo and Gifted and Talented Information Evening. Both these events were a true testament to the Eddies community and reflected our goals of tailoring learning for each individual. A number of senior courses have moved over to the BSSS Australian Curriculum based frameworks during 2018 and a number will do so in 2019.

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 about people who contribute in the growth of each senior student as a Christian person.

Academic profile

In 2018, we supplemented our AST Mentor Program with a regular Friday AST preparation program. This program focused on developing specific skills needed to complete all three tests in the AST examination. These sessions were further enhanced by Thursday and Friday early morning AST preparation sessions. We also changed our Year 10 into Year 11 Enrolment Process by providing students with much more opportunity to gather information about packages prior to making any selection of subjects for Year 11.

The table to the right indicates the academic attainment of Year 12 students in 2018.

Award/Pathway	Number Issued	% of Student Population	ATAR *	2018 (number)
Senior Secondary Certificates	111	100	> 90	4
Tertiary pathway	68	61	> 80	14
Vocational Certificates	38	34	> 70	16
			> 60	23
			Median	70.05

*Australian Tertiary Admission Rank

Students who studied Accredited packages were also successful in obtaining work.

In 2018, we continued to have more employers seeking students from St Edmund's to enter their trades than boys to fill the vacancies. We remain committed to developing each student academically, pastorally as well as spiritually and emotionally. All of our boys have a sense of 'Eddies Pride' that takes them a long way in their working life that extends beyond school.

*Australian Tertiary Admission Rank

Literacy and Numeracy

The following tables show the percentages of students who are below national minimum standards and the percentages of students who are 'at proficiency' in each of the domains tested by the National Assessment Program - Literacy and Numeracy (NAPLAN) as at May 2018.

Years	Percentage of Students Below Proficiency					
	Year 5		Year 7		Year 9	
	St Edmund's	ACT	St Edmund's	ACT	St Edmund's	ACT
Reading	5%	5%	3%	5%	7%	7%
Writing	11%	7%	8%	9%	25%	17%
Spelling	15%	6%	5%	6%	7%	8%
Grammar	6%	7%	8%	7%	9%	9%
Numeracy	6%	4%	1%	3%	2%	3%

Years	Percentage of Students At or Above Proficiency					
	Year 5		Year 7		Year 9	
	St Edmund's	ACT	St Edmund's	ACT	St Edmund's	ACT
Reading	95%	95%	97%	95%	93%	93%
Writing	89%	93%	92%	91%	75%	83%
Spelling	85%	94%	95%	94%	93%	92%
Grammar	94%	93%	92%	93%	91%	91%
Numeracy	94%	96%	99%	97%	98%	97%

During 2018, the English Faculty changed the way students are assessed. Students submitted a piece of work and got feedback on how to progress to the next level. This engaged students with their learning much more effectively. St Edmund's College also became a Maths Pathway school during Semester 2 of 2018. This enabled boys to engage with Mathematics at an appropriate level.

Parent, Student and Staff Satisfaction

During Term 2 of 2018, parents were asked to participate in a survey conducted by Edmund Rice Education Australia (EREA) in an attempt to gather information about EREA schools across Australia. During Term 4, students and parents were invited to complete a more detailed, broader school-wide satisfaction survey, giving their views on the education and opportunities provided at St Edmund's College. Members of staff were also invited to complete a similar survey. The surveys covered a number of areas of College life, including: College Operations, Pastoral Care, Teaching and Learning, Spirituality and Social Justice. There was also opportunity to provide more general comments and feedback.

Survey responses were reviewed and analysed. The large majority of students reported feeling safe, encouraged and challenged while striving for academic excellence, and enjoyed the Co-curricular offerings available. The large majority of parents believe their sons enjoy school and that, as a College, we are striving to provide a safe environment. Parents also commented on their satisfaction around the subject selections available and academic performance, and provided positive feedback regarding our Catholic teachings, Social Justice Programs and Camp/Retreat Programs.

The analysis of the survey also identified a number of areas needing improvement. The feedback received will be used to guide the College's Leadership Team to update the Annual Improvement Plan and future strategic directions. It is worth noting that current data is compared with previous surveys to see how the College has tracked on key areas from year to year.

The following are key findings from the surveys from students, parents and teachers:

- According to students, areas of College life that St Edmund's delivers effectively include: Sport and PE, the provision of quality teachers and teaching and the Co-curricular program. (This also rated highly in the EREA survey).
- Students would like to see an improvement to College facilities/grounds/classrooms, and in the standard of discipline and behaviour. (The perceptions around facilities and classrooms were also reflected in the EREA survey).



- The majority of students and parents support more interaction with St Clare's College.
- Almost 30% of students claim to do no reading outside of school.
- Parents selected St Edmund's College for their sons because they like the College values and it has a strong sense of discipline and student accountability. They also believe quality teaching and learning is provided, that students are cared for and the College has a positive reputation. (This also rated highly in the EREA survey).
- Around 90% of staff believe that St Edmund's has a positive culture and provides a holistic, liberating education.
- Over 85% of staff enjoy working at St Edmund's and find the work they do rewarding.

In addition to these two surveys, a number of shorter surveys and formal requests for feedback were made, in order to obtain opinions on specific aspects of student learning and welfare and College operations. Topics covered by these surveys include: student lockers, post Year 12 destinations, the Camps and Retreats Program, assessment (faculty specific) and suggestions for expenditure of money raised via the Walkathon.

Parents provided 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 was also consulted and provided feedback on a range of topics and issues.

Staff were provided a range of formal and informal forums to express their opinions and views, using a number of platforms and opportunities. All 2018 College events were reviewed by staff whose feedback served to improve future delivery of each 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 was also obtained on aspects of College life through conversations, meetings and forums. The Student Leaders were also actively involved in canvassing student opinion and shared input where appropriate.



Co-curricular Program

The St Edmund's College Co-curricular Program continued to provide students with a balance to their school experience outside of the classroom with the College providing 15 Co-curricular activities for students in 2018. Each student participated in his chosen activity/ activities: Sports, Performing Arts or Clubs. Students were able to compete against other schools in organised school and club based competitions. Co-curricular programs aimed to provide a holistic education that develops students' interpersonal skills such as: Team work, problem solving, leadership and work ethic.

College sports continued to be the most popular of the Co-curricular options with 26 summer teams established across Cricket and Basketball and 36 winter teams across Rugby, Football and Basketball. 2018 Highlights included hosting an interstate school for the National EREA Football Tournament, the New Zealand U16 and Opens Rugby Tour and the Sri Lanka Cricket Tour.

Dragon Boating and the Musical are delivered in conjunction with St Clare's College.

An exciting new languages program will be rolled out in 2019.

Performing Arts

- Band.
- Choir.
- Musical.

Clubs

- Debating.
- STEM – Science, Technology, Engineering and Mathematics.
- Photography.
- Chess.
- Duke of Edinburgh.
- Gardening.

Sports

- Cricket.
- Football.
- Rugby Union.
- Basketball.
- Mountain Biking
- Snow Sports



Service

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

In 2018, St Edmund’s College was involved in a number of local and national charitable organisations for which we raised funds and awareness. With our new Social Justice Framework our focus activities and charities were as follows:

Term	Focus	Activities
1	Project Compassion- an initiative of Caritas	Multicultural clothes day and pizza lunches
2	School initiatives and projects	Walkathon and Mufti Day
3	Home in Queanbeyan	Sleep out activity and Coffee Club
4	St Vincent’s De Paul and Karinya House	Hampers and donations

Students in Years 11 and 12 also dedicated almost 3000 collective hours of community service through the ‘Brother’s Program’. The program has a view to be extended to the entire school by 2020 which will allow students in Year 4 to 10 to also log hours, and will encourage participation in the broader community. Advocacy and service are at the core of our charism as a Catholic school in the Edmund Rice Tradition, so we constantly seek opportunities to put our faith into action through a variety of activities throughout the year. By changing the structure of our framework, we are able to ensure that energy and resources are focused on one or two charities at a time

The table below lists most of the fundraising of the College in 2018, for charities and immersion programs as well as incidental fundraising responding to a need in the community. It does not, however, include funds raised, goods donated or participation of our students in initiatives such as 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	\$
Indian Immersion	\$4878
Karinya House	\$1353 and Hampers
Caritas	\$2780
“Parma for a Farmer” - Drought Relief	\$731
Walkathon	\$18,149
St Vincent De Paul Society	\$865 and Hampers



Enrolment

758 boys were enrolled at the College in 2018. 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
47	53	57	108	99	105	97	81	111

Student Retention

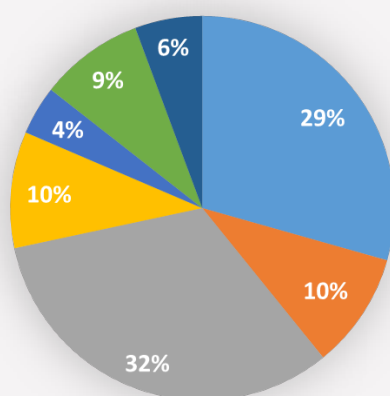
148 students completed Year 10 in 2016. Of these, 102 completed Year 12 in 2018. The retention rate is therefore 69%.

Characteristics of the student body

- All male
- Non selective
- 56% of the student population is Catholic
- Students are aged 8 to 18 years
- 45% of the student population is Indigenous
- The major feeder areas are Jerrabomberra and Queanbeyan region, South Canberra, Tuggeranong and Bungendore.

Each year, the College collects intended post-College destinations data from Year 12 students. These students follow a diverse range of pathways and career choices at the conclusion of their schooling. 55% of students were offered a place (or multiple places) at university. Courses offered include: Marketing, Business, Finance/Accounting, Exercise Physiology, Engineering, Politics, International Relations, Nursing, Science, Criminology, Education and ICT.

Information from graduating students contributes to the graph below which illustrates as accurately as possible their intended post-College destinations as at December 2018. These percentages are not mutually exclusive and reflect that many students elect to pursue more than one post-College destination.



- University 29%
- CIT 10%
- Employment 32%
- Apprenticeship/Traineeship 10%
- Defence Force 4%
- Seeking employment 9%
- Gap year/ other 6%

Information from graduating students contributes to the graph below which illustrates as accurately as possible their intended post-College destinations as at December 2018. These percentages are not mutually exclusive and reflect that many students elect to pursue more than one post-College destination.

Enrolment

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 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, Director of Pastoral Care or Deputy Principal. The Student Services Office also manages student departures during the day.

Parents are asked to contact the College on the morning that the student is absent. If an absence remains unexplained, parents/carers 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	95%
Year 6	94%
Year 7	94%
Year 8	92%
Year 9	91%
Year 10	89%
Year 11	94%
Year 12	91%



Income and Expenditure

Income	\$
Fees and Levies	6,371,578
Federal Grants	6,025,878
ACT Government Grants	1,928,297
Building Fund	193,184
Other Grants	242,528
Interest	43,115
Other	185,422

Expenditure	\$
Employee Costs	12,074,914
Depreciation	1,850,259
Operating Costs	1,664,233
Faculty Costs	689,569
Co-curricular	150,508
Maintenance	707,588
Other	124,178

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