



ST EDMUND'S COLLEGE CANBERRA

ANNUAL REPORT 2020



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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 and the Ngambri people. It is a privilege to be standing on Ngunnawal and Ngambri country. Together, we acknowledge the contributions of Aboriginal 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. We are also happy to announce that in 2020 we published our Reconciliation Action Plan (RAP) in conjunction with Narragunnawali. This RAP is our formal statement of commitment to reconciliation and outlines actions we plan to take in order to drive reconciliation by building relationships, respect and opportunities in the classroom, around the school and with the community.

In 2020 the College had an enrolment of 30 identified Aboriginal and Torres Strait Islander students from Years 4-12, whose academic and cultural needs were supported by our Aboriginal and Torres Strait Islander Education Coordinator, Ashleigh Kerin. We currently have one member of staff who identifies as Aboriginal.



Principal's Report

Joe Zavone, Principal

“Whatever you have learned, received or heard from Christ, put it into practice” Philippians 4:9; 2020 College Scriptural Theme

2020 has been an extraordinary year indeed. It is very tempting to focus on the negatives and write about all the challenges and difficulties we faced during the year, but I would much rather focus on the opportunities that were provided to us throughout the year – opportunities that we seized and made the most of as individuals and as a community.

The year commenced in a very positive manner, with an Opening Mass at St Christopher's Cathedral where we formally acknowledged and celebrated the beginning of the new school year and inducted our new student leaders for 2020. For the first time, our new College leaders were presented with a leadership stole, to symbolise their call to service and commitment to serving their College community. Also, for the first time, we presented every Year 12 student with a stole at their Graduation Ceremony in November to symbolise their call to serve the wider community in the best way they are able. Once our Year 12 students leave and enter the wider world away from the confines of the College, we hope they take with them the values we promote and integrate these values into all aspects of their lives. Their Graduation stoles symbolise this hope.

It was not long into Term One that the restrictions of COVID-19 started to bear down upon this. This situation presented us with a number of opportunities to be creative and think differently about what we do. As we entered our remote learning environment, it soon became clear that we were about to lose that great sense of community which we see alive and well in our many celebrations at the College. Our wonderful traditional celebrations and acknowledgements of Mother's Day, Founder's Day, Easter and ANZAC Day faced a great risk. Like many other schools, we became very creative in the way we continued these celebrations and created online, digital celebrations. These were extremely successful and resulted in an extraordinary amount of feedback from our community thanking us for continuing to celebrate those important events and for including them in those celebrations (albeit in a digital format). The digital celebrations really highlighted the tangible, relational nature of the College, and gave us a significant sign of hope in that we had not lost our community despite losing its physical presence. Community is at the very heart of who we are at St Edmund's College Canberra, and the fear that this would weaken or disappear during the online learning period was certainly unfounded.

A significant shift in thinking and the scope to make the most of opportunities came with our teachers working from home. In the days of preparation leading up to our period of online learning, the leaps and bounds taken in the technological skills of our teaching staff were truly amazing and a credit to all of our teachers. Not only did we have key individuals leading us through the key principles and practicalities of online teaching and learning, we also had quite a number of individual teachers willing to give of their time and expertise in leading smaller learning sessions for their colleagues. The sharing of resources, the sharing of expertise and the sharing of skills led to an environment where all of our teaching staff became adept at the online learning skills in a very short period of time. This also led to a significant change in our thoughts around pedagogy. Most of us were taken out of our pedagogical comfort zone and were challenged to think about our own pedagogy, our faculty pedagogy and our College pedagogy in a new and exciting way. Out of adversity comes opportunity, with the opportunity here being that some of us (including myself) were being forcibly pushed to catch up to contemporary pedagogy. This would have been impossible if it were not for the strong collaborative approach taken by our staff, with teachers teaching teachers and being very open in their sharing of resources, skills and knowledge.

It is a fascinating irony that relationships were strengthened at a time when most of our students were not physically at the school. The following feedback from a parent sums up beautifully how relationships were not only maintained but were indeed strengthened during this most important time. “My wife and I just want to drop you a quick line to say how impressed we have been with the school’s move to online learning. The teachers and support staff have done an amazing job moving to this new, different and difficult mode of delivery. The boys are still adjusting but the transition has been great, and they appear to be keeping up with their learning. It is great that you are following their previous timetable as this brings some much-needed discipline into their day. My wife is a teacher herself and I work in IT so we have quite a bit of exposure and understanding of the challenges that you have faced. We are very appreciative of the effort you & your staff have made to provide continued education for our boys during these unusual times. The quality of the interface, regular communication and even phone calls from staff to check how everything is progressing demonstrates a professional and engaged school. Thank you! Your teachers have done a fabulous job establishing a rhythm and finding some semblance of normality and social cohesion; vital for teenage boys. Thanks for maintaining the Eddies spirit”.

We launched our Statement of Eddie’s Pride in the second half of the year. This is a series of aspirational statements clearly indicating what it means to be a member of our community. This replaces our previous Non-Negotiable Statements, giving our students something to strive for and something that adds to their character rather than just being told what not to do. The Statement was developed with input from students, staff, the Student Leadership Team and the College Leadership Team and was also developed in the context of the positive psychology framework known as PERMAH. The Statement clearly articulates individual and group expectations of our students. Semester Two was also marked with two very significant events. We celebrated another First XV Rugby victory in the Grand Final game against Marist College, under the coaching expertise of Mr Neil Roberts and captaincy of Daniel Shaw. This was a wonderful achievement given the original uncertainty of the season. We were very fortunate to have old boy, former Wallaby and Australia’s highest ever internationally capped player George Gregan at a Term 4 assembly to present the George Gregan Cup to the First XV. We also saw the eventual performances of the College musical, “Beauty and the Beast”, under the creative supervision of Mr Nigel Palfreman and Mrs Margaret Thomas. I have said on many occasions that this was easily the best school musical I have ever seen, with performances equal to professional theatre performances. These two events clearly demonstrate the breadth and depth of our students’ skills and talents.

Of significant importance this year is the College’s achievement in having a Reconciliation Action Plan approved and implemented, under the direction of Ms Ashleigh Kerin. The Reconciliation Action Plan (RAP) program provides a framework for the College to support the national reconciliation movement. This of course supported by our annual NAIDOC assembly, where this year we acknowledged the theme “Always Was. Always Will Be”. We were privileged to have Matilda House as our guest. Matilda has a long-established connection to Canberra



STATEMENT OF PRIDE

We are young men of vibrant spirit and strong character.

Eddies pride is...

- ✓ **Striving** to achieve my personal best, showing resilience and engagement
- ✓ **Investing** in respectful, positive relationships with everyone in my College and wider community
- ✓ **Contributing** to a constructive learning environment and meeting College expectations
- ✓ **Honouring** our College name, reputation and facilities
- ✓ **Reflecting** the College motto, Christus Lux Mea in all that I do and say.

EDMUND’S TO THE FORE

and its surrounding regions as one of the traditional custodians of the land. In addition to her many community service and support roles, Matilda is an accomplished artist, having contributed to the publication of several books and exhibited paintings, one of which hangs in the ACT Legislative Assembly. Matilda was 2006 Canberra Citizen of the Year.

We were also very successful in the School Renewal Process run by Edmund Rice Education Australia (EREA). This is organised every five years in EREA schools to explore and ascertain how the EREA Charter and Touchstones are evident within the life of the College and to look at areas of school improvement. The College was praised and affirmed for the way in which we are genuine to the Touchstones and to the Gospel values which give us our foundation and identity.

I would like to thank the College Leadership Team for their support and very hard work in moving the College forward. My thanks to Samantha Brady (Director of Business Services), Tim Bibbens (Assistant Principal, Teaching & Learning), David Kelly (Assistant Principal, Junior School), Pat Langtry (Assistant Principal, Student Wellbeing), Jacob Knowles (Assistant Principal, College Operations), Margaret Maher (Assistant Principal, ICT and Innovation) and Michael Monagle (Assistant Principal, Mission and Identity). A very special thanks to Ian Garrity, our Deputy Principal, who keeps the College sailing very smoothly, especially with our successful renewal of School Registration, and to Rachel Lemon, the Executive Assistant, who has been a great support.

I would also like to thank the College Board for the support and guidance this year. Thanks to Nichole Overall (Board Chair), Br Brian Berg, Stephen Buckman, Christa Gordon, Lara Kirk, John Owens, Gerard Tiffen and Lucy Stramandinoli. Many thanks to members of our Finance Committee in providing oversight and guidance - Gerard Tiffen, Tim McNamara, Fiona Farquharson and Samantha Brady. 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. Thanks to departing Foundation chairman Grant Jones and to Juanita Kapel, Josh Reid, Lachlan Quinn and Paul Scholtens (Secretary).

The Old Boys and Friends Association have done wonderful work in their continued support of the College. Many thanks to Matt de Jongh (Association President) and to his committee and members. 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.

There are three members of staff I would like to acknowledge as they depart the St Edmund's community this year. These three teachers have demonstrated a great commitment to the College in terms of time and service, and in losing these teachers, we lose some of the great story tellers of the community. With a combined experience totalling almost 80 years of service to our community, we farewell and sincerely thank Mr Ed Mickelburgh, Mr Norman Foskett and Mr Peter Langford and wish them well upon their retirement or transition to retirement.

I must acknowledge the fine work of our Student Leadership Team this year, under the leadership of College Captain Sam Gibson. Sam has been an integral part of the College since his commencement in Year 4 and has led the College in a strong and inspirational manner, supported by his Vice Captains Cory Davis, Tyler Greenhalgh and Patrick McFarlane.

Finally, my deepest and most sincere 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 make the College. They demonstrate every day that we are a school of vibrant spirit, strong character and tailored learning. 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!"

School Profile

St Edmund's College Canberra, a Catholic School in the Edmund Rice Tradition has been educating boys from Year 4 to Year 12 for 67 years. Since 1954, the College has seen over 11,000 boys grow into fine young men with generations of families passing through the halls.

We strive to deliver a holistic Catholic education for boys which incorporates academic, faith, sporting and extra curricular pursuits. We believe in preparing boys for life, helping them focus on their strengths and better themselves as individuals in the years they spend at the College.

Boys need a sense of empowerment and engagement at school with many opportunities in order to succeed. We offer an extensive choice of subjects, a wide variety of co-curricular options, both sporting and cultural and the opportunity to engage with the community through social justice programs. We believe the relevance of what the boys are learning is particularly important so the curriculum continually evolves to reflect changing academic, career and trade opportunities.

When boys attend St Edmund's, their families become a part of the vibrant and diverse community, creating an atmosphere that extends beyond the school ground.

We encourage each student's personal development and to achieve his personal best. Students develop the skill of teamwork, the art of winning and losing gracefully, the understanding that everything improves through practice and how to focus and work towards personal goals.

College Motto

Christus Lux Mea (Christ is my light)

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.

College Vision and Mission

St Edmund's College is a dynamic Catholic all boys school, an inclusive educational community committed to living the message of Jesus Christ. We educate and develop boys into young men according to the values and experiences of a Catholic education in the Edmund Rice tradition.

Our Vision

Our Vision at St Edmund's College is to develop boys into young men of strong character, by building a spirit of:

- GROWTH** through Liberating Education
- HOPE** through Gospel Spirituality
- BELONGING** through Inclusive Community
- SERVICE** through Justice and Solidarity

Our Mission

Our Mission is to provide a quality Catholic education in the Edmund Rice tradition by ...

- promoting the highest levels of personal achievement in education
 - bringing the light of Christ to every student
 - recognising, nurturing and celebrating the God given qualities of every member of our community
 - promoting opportunities for service to the community and to each other.
- Vibrant Spirit. Strong Character.
Tailored Learning.



Edmund Rice Tradition:

Touchstones



Liberating Education



Gospel Spirituality



Inclusive Community



Justice and Solidarity

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

69 permanent and contract teachers are employed to teach students from Years 4 to 12 of which 27 are female and 42 are male. (This is equivalent to 65 full time teaching staff).

They are supported by a Counsellor, a Defence Mentor and 34 permanent or contract support staff members (22 female and 12 male) to the equivalent of 29 full time positions 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 2020, 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.

- Assessment;
- Spirituality Faith and Formation;
- Development and delivery of curriculum content;
- Effective Pedagogy;
- Finances;
- 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;
- Wellbeing;
- First Aid Management;
- Effective communication and
- Leadership.



Community Development

As with many activities and events in 2020, a lot of our regular events were also impacted adversely during 2020. The College still managed to do smaller events:

Experience Eddies Day

Experience Eddies Day has been designed to allow prospective students in Years 3-6 to experience what it's like to be an Eddies Boy.

Throughout the day students are given the opportunity to participate in College classes such as Information Technology, Science, Food Technology, Physical Education and Applied Science (woodwork). The day is set up to encourage prospective students to develop an understanding of the expectations of a St Edmund's student.

If the student chooses St Edmund's we hope that this day provides them with a social framework to help them transition.

Social Media

The College continued to focus on growing its social media presence in 2020, regularly sharing engaging content to showcase the exceptional ongoing spirit of St Edmunds. Whilst Covid-19 restricted sporting and co-curricular events earlier in the year, school social media platforms were used as a source of community communication and connection during a challenging period launching the new Statement of Eddies Pride, hosting the College Virtual Tour, streaming live sport events and supporting the transition to the online learning curriculum. Positive engagement on both Facebook and Instagram continued throughout the year which further informed the strategic social media strategy.

Community Lunch

The Year 12 boys experienced a combined shared lunch with our neighbouring school, St Clare's

College. This continues to see the relationship between the two Catholic Colleges grow through shared beliefs and vision for holistic education of the individual. The aim of this shared lunch is for the Year 12 students to come together and celebrate the end of their school days together.

Old Boys and Friends Association

The Old Boys and Friends Association plays a central role in the relationship between the College Alumni and the current staff and students. The Association helps the College to keep in touch with their history and heritage by bridging the gap between past and present. It also celebrates the SEC community by inviting all community members to come together and celebrate our community through various events. This year the old boys were represented by Rodney Skvorc at the Year 12 Old Boy's Breakfast. This is where the Year 12 boys were presented with their Association caps to symbolize their Right of Passage in soon changing from student to Old boy of the College.

“ 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

The particular historical and contemporary nature of St Edmund's is such that this environment should be 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. Our Pastoral Care and Wellbeing programs at St Edmund's attempt to establish a strong sense of others not just the individual - while recognizing the essential resilience we need to give all our young men.

Our boys 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 them to recognise their responsibility to others. We have continued to lead boys as best we can to where they can realise their potential in the areas noted above.

In an attempt discern the attributes of the ideal St Edmund's graduate and develop a framework and structure to the formation of this ideal for all students. This year we launched the Statement of Eddies Pride, a series of aspirational statements clearly indicating what it means to be a member of our community, funded on the PERMAH positive psychology principles - Positive Emotions, Relationships, Meaning, Accomplishment and Health. The Statement of Eddies Pride establishes characteristics of our ideal student and articulates the attributes of the ideal St Edmund's graduate. The Statement also contributes to the articulation of what it is that makes St Edmund's the ideal school for boys.

The Better Man Project was initiated in 2020. It is offered to student leaders both in the Junior and Senior School. This was developed to animate student voice and help to inspire our leaders to make a positive contribution during their time at the College. We provide an environment where every student can recognise the characteristics of a Good Man and aspire to become one. This group explores the nature of leadership and seeks to link theory with practice, all within the context of Jesus being the ultimate example of a Good Man.

Restorative Justice practice and purpose was revisited in 2020. Restorative Justice practices were formally added to our Behaviour Management Guidelines for teaching staff. Each student is provided with a Restorative Justice action card for his wallet. Since 2017 the practice has also been articulated in the Vortex newsletter, House meeting content, House Camps and conflict resolution support for our students. In 2018 Restorative Justice practices were added to our new staff induction and this year, Restorative Justice practice became contextualised within our student Formation Program.

As a further extension of our acknowledgement and recognition of the significance of Aboriginal and Torres Strait Islander culture and history, we introduced the concept of spirit guides for each House in 2020. Each House has selected an Australian animal with whose qualities the House and its students can identify and aspire to. In collaboration with the local Aboriginal community, each House will be given a message stick with the spirit guide illustrated on the message stick to have at House Meetings and be a central feature of acknowledgement of country rituals. During Semester two the College also began a Pacific Islander student support network to support these valued members of our community and their story.

Leadership in a school must be one of service - involved, enthusiastic, visionary, compassionate and just. 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 a school. Our parents rightly expect their boys to be in a safe, just, caring, Catholic community. They expect schools such as St Edmund's to provide 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. We as a school - take these responsibilities seriously.

Staff have experienced professional learning in dimensions of positive psychology, particularly in the context of the PERMAH mode. It is this model that has been used as the focus for staff to work with students in enhancing academic engagement as well as being the foundation of the newly launched (July 2020) Statement of Eddies Pride. This replaces our previous Non-Negotiable Statements, giving our students something to strive for and something that adds to their character moving away from a punitive approach. This also responded to the need to continue to strive for consistency of implementation of policies relating to student behaviour, uniform and grooming. The Statement was developed with input from students, staff, the Student Leadership Team and the College Leadership Team. Much has been done in keeping up with the contemporary demands of student well-being and pastoral care. This is a diverse and challenging area. The College has initiated a number of pro-active partnerships with a number of networks and agencies in working with students in a number of wellbeing dimensions:

- Membership and implementation of the nationally accredited BeYOU Mental Health organisation and survey of parents/staff/students;
- Implementation of Menslink seminars;
- Silence is Deadly Program;
- What is a vocation and who are the Christian Brothers;
- An energised Defence Students/Families Mentoring program;
- Men and Masculinity program;
- Further enhancement and development of Formation Program with direct links to positive growth in age specific items of wellbeing;
- Implementation and development of "Secret Blokes Business" in Year 11 and Year 9;
- Introduction and development of the St Edmund's College Pasifika Polynesian Islander Character Development Program.

The College Safety and Welfare Policy Framework Statement sets out the safety and welfare policies implemented by St Edmund's College to achieve a safe, supportive and respectful teaching and learning community that promotes student wellbeing. During 2020 this was both evaluated, modified and assessed.

Academic and social SMART goals were set, revised and monitored across each House during the year to compliment this framework - a SMART goal incorporates all of these criteria to help focus ones efforts and increase the chances of achieving your goal.

At the end of 2019 our timetable underwent a significant restructure, allowing opportunities within the timetable for special programs that would meet the needs of our students. One of these programs was the Formation Program. The program is based on the positive psychology model, as supported in the PERMAH framework. The program seeks to develop a sense of self-awareness, looking inwards while building character to encourage students to look outward. The program is based on skills outcomes from both the Religious Education curriculum and combining the current pastoral program with PERMAH.

During this time the key focus areas across Year groups were optimism, resilience, social justice, decision making, responsible relationships and social etiquette.

Curriculum

Teaching and Learning

The events of 2020 were of course quite disruptive in the Teaching and Learning space. The interruption to face-to-face learning due to COVID-19, and the general uncertainty regarding potential timing and length of further interruption, had a significant impact on teaching and learning for the year on the whole. One side effect of these interruptions was accelerated development of staff ICT skills, most notably improvements in consistency and efficiency in use of Canvas, our Learning Management System. Perhaps most importantly, the interruption further clarified the significance and impact of the teacher-student relationship and despite the challenges of the year it concluded for students and staff with a sense of resilience, pride and accomplishment.

One example of the impact of this disruption was that the National Assessment Program – Literacy and Numeracy (NAPLAN) test was not administered in 2020, meaning that data on literacy and numeracy standards and improvement for our 2020 Year 5, 7, and 9 cohorts is not available. The other major yearly external assessment, the ACT Scaling Test (AST), was able to go ahead and our Year 12 student performed admirably. Strong performance on the AST meant that course scores were scaled to a mean ATAR of 74.3, which was significantly above average when compared to results for SEC over the past 10 years. This is a testament to our AST preparation programme, led by Mr Dale Argall and strongly supported by Mr Normal Foskett. It also reflects the resilience of our Year 12 cohort, and the support and encouragement they received from their teachers.

Despite its challenges, 2020 did see development in the Teaching and Learning space. Elevated Learning was implemented, and led by Ms Kylie Rose, as a space for students to develop their metacognitive awareness and build their study skills. In another positive sign, in their end of year survey students from across Years 7 – 12 reported a strong sense of belief in their ability to learn and satisfaction with their academic progress.

2020 will be a year that teachers, students, and their parents may recall if not with fondness, then at least with a sense of pride and satisfaction in how we as a school community responded to myriad challenges with resilience and mutual support. It was a year that allowed us to reflect on the value of education and school in our lives and the significance of the relationships that are formed here. If the future brings more of a sense of normalcy then we will be all the more appreciative of it. If not, then we take confidence that we will continue to be a learning community of vibrant spirit, strong character, and tailored learning. Due to COVID-19, the National Assessment Program – Literacy and Numeracy (NAPLAN) test was not administered in 2020.

Award/Pathway	Number Issued	% of Student Population	ATAR *	2020 (number)
Senior Secondary Certificates	93	100	> 90	7
Tertiary pathway	51	55	> 80	18
Vocational Certificates	13	14	> 70	26
			> 60	42
			Mean	74.3

*Australian Tertiary Admission Rank.

Parent, Student and Staff Satisfaction

Parents, staff and students are formally surveyed in each three-year strategic planning cycle. Formal satisfaction surveys will be conducted in 2021 to inform the 2022-2024 Strategic Plan.

Parent / teacher meetings provide direct avenues for parent communication and parents are encouraged to communicate with the school in person, by telephone or by email. The College was able to hold parent/teacher interviews in Semester two, 2020.

Throughout 2019, staff and Year 12 students 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. 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.

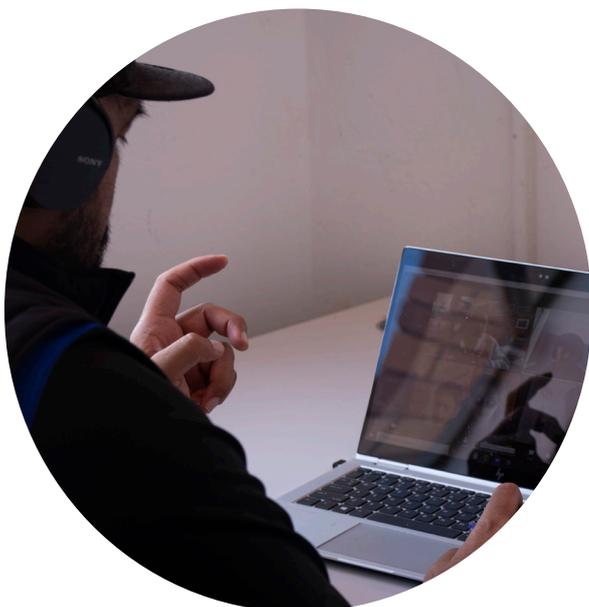
Survey responses were reviewed and analysed. The large majority of students reported feeling safe, encouraged and challenged while striving for academic excellence, and enjoyed the Co-curricular offerings available. An overview of the student survey (Year 12): 91% of students indicated that they felt their teachers has a strong passion for the subjects, 82% felt that the schools looks after students who have trouble leaning, 86% felt that the school prepared them well for AST tests and 90% felt that had a good relationship with their teachers. 87% of students felt that their pastoral and wellbeing initiatives of the school were beneficial, 88% felt that the school responds well to bullying. 91% of students felt that the school prepared them well for their future pathways.

The staff survey indicated that most staff identified closely with the social justice, outreach and Catholic identity dimension of the school. 80% of staff felt that women are welcome in the school, particularly in leadership positions. 87% felt that that school provided good opportunities for students with an above average ability and 75% felt that the school catered well for students with a learning difficulty. 88% of staff felt some benefit from the EREA formation programs, with 76% of staff happy with the support provided by EREA. 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.



Staff were provided a range of formal and informal forums to express their opinions and views, using a number of platforms and opportunities. All 2020 College events were reviewed by staff whose feedback served to improve future delivery of each event. It is noted that a number of events in 2020 were either not held or were held online. 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. Staff members are given the opportunity to comment on school policy and procedures through their active participation in Faculty and House meetings. The views of staff are also sought in evaluating the school's annual improvement plan.

Student opinion was also obtained on aspects of College life through conversations, meetings and forums. The Student Leadership Team were also actively involved in canvassing student opinion and shared input where appropriate. This team meets weekly with the Principal and Assistant Principal Student Wellbeing and Assistant Principal Mission and Identity not only to organise up-coming events but to participate in the regular evaluation of school routines, procedures and policies. As a representative leadership group, these student leaders often will raise the concerns and questions of their fellow students. Students are also able to express their opinions regarding procedures and practices via their tutor or Head of House. The school has an open door policy with students being able to visit members of the College Leadership Team (Executive).



Co-curricular Program

In 2020 St Edmund's College has continued its strong tradition through our Co-curricular programs, whether it be on the sporting fields, the stage or in the classroom of our various afterschool clubs. Each student participates in their chosen activity, some more than one, broken up into Sports, Performing Arts and Clubs. Through these programs we aim to provide a holistic education that works on student's interpersonal skills such as; team work, problem solving, leadership and work ethic.

The College provided 15 Co-curricular activities for students in 2020. Dragon Boating, college bands and the musical are delivered in conjunction with St Clare's College.

Performing Arts

- Band
- Choir
- Musical Clubs
- Debating
- STEMS - Science, Technology, Engineering & Mathematics
- Photography
- Chess
- Duke of Edinburgh
- Gardening
- Japanese language and cultural club

Sports

- Cricket
- Rugby Union
- Basketball
- Mountain Biking
- Snow Sports
- Dragon Boating



Service - Social Justice 2020

“Whatever you have learned or received or heard from Christ--put it into practice.” Philippians 4:9 2020 SEC

Scriptural theme.

At St Edmund’s College, we are committed to the Edmund Rice tradition by being actively involved in serving each other and the wider community. Due to Covid restrictions many of our normal Social Justice activities were significantly adjusted or cancelled.

In 2020, St Edmund’s College was involved in a number of local and national charitable organisations for which we raised funds, provided service and raised awareness. With our new Social Justice Framework that was introduced in 2018, our focus activities and charities were as follows:

Term	Focus	Activities
1	Project Compassion- an initiative of Caritas - International Focus	Cancelled for 2020
2	School initiatives and projects - School Focus	Cancelled for 2020
3	Home in Queanbeyan/Karinya House - Local/Community Focus	Sleep out activity and Coffee Club Donated \$1,100 to HOME Queanbeyan Donated \$1,137 to Karinya House
4	St Vincent’s De Paul and Karinya House - Most Marginalised Focus	50 Hampers were donated plus \$1,000 donation

Brothers Service Program

The Brothers’ program encourages students to go above and beyond, and pushes them to use their unique gifts and talents in service for others. Brothers’ provides a framework for students to lead in an area of their choice and to follow the call from Edmund Rice to be at the service of others. Students receive an award based on the number of hours of community service they do during their senior years at the College. Students in Years 11 & 12 dedicated almost 3,000 collective hours of community service in 2020. The 2020 recipients are listed below.

Haydon	Award
Bailey Brown, Declan McElroy, Matt McGaughey, Riley Diwell & Lewis Buckman	Bronze
Richard Alvarez	Participation
Mulrooney	
Sam Gibson	Gold
Kai Bower, Ryan Hoare, Andre Lopilato & Lachlan Brayshaw	Silver
Tom Tracy, Sam Carvolth & Max Fitzgerald	Bronze
Peter Brown, Kye Pearson & Lachlan Davis	Participation
O’Brian	
Angus Jones, Noyal Saji & Tyler Chan	Silver
Ian Yumul	Bronze
Rice	
Daniel Fisher	Silver
Steven Quilliam, William McGauley, Leo Tuckfield, Aedan Ryan, Adam Murray, Christian Pastrello	Bronze
Alan Malibe, Lawson Burn & William Brown	Participation
Treacy	
Leo Marris	Silver
Joshua Davis	Bronze
Bradley Millynn, Junior Tupou & Jake Maszaro	Participation

Enrolment

744 boys were enrolled at the College in 2020. 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
42	63	62	100	106	96	100	98	78

Student Retention

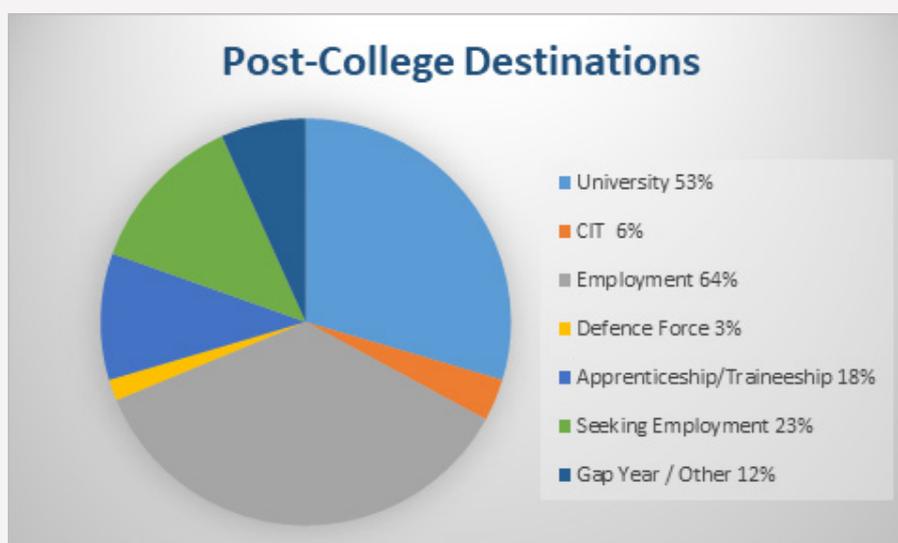
97 students completed Year 10 in 2018. Of these, 78 completed Year 12 in 2020. The retention rate is therefore 80%.

Characteristics of the student body

- All male
- Non selective
- 55% of the student population is Catholic
- Students are aged 7 to 18 years
- 3.9% 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. 53% 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 2020. These percentages are not mutually exclusive and reflect that many students elect to pursue more than one post-College destination.



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 after lunch.

Students who arrive late, sign in at the Junior School Office. If students arrive late or depart during the day, this is 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 parents able to respond with options via text to explain the absence.

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, Assistant Principal (student wellbeing) or the Deputy Principal.

The student services administrator 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. Parents are able to respond via SMS with three options to explain their son's absence. If a response is not received, it is expected that a note explaining the absence will be provided the day the students returns to the College.

Student attendance rates

The attendance rates of each year group is provided below.

Year group	Attendance rate
Year 4	92%
Year 5	91%
Year 6	91%
Year 7	89%
Year 8	88%
Year 9	89%
Year 10	86%
Year 11	82%
Year 12	71%

The College made every effort to capture attendance data during the online learning period. However, not all students diligently followed the processes for signing into classes which may have impacted on the accuracy of the attendance records taken during this time.



Income and Expenditure

Income	\$
Fees and Levies	6,482,047
Federal Grants	5,554,748
ACT Government Grants	1,561,478
Building Fund	224,652
Other Grants	75,914
Interest	7,414
Other	6,659,665

Expenditure	\$
Employee Costs	11,699,257
Depreciation	1,913,728
Operating Costs	1,326,876
Faculty Costs	484,292
Co-curricular	96,822
Maintenance	855,660
Other	522,069

Registration

On 22 December 2020, 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 to 12 at 110 Canberra Avenue Griffith ACT.

The period of Registration is 1 January 2021 to 31 December 2025.

Members of the community can obtain a copy of the most recent registration report from the College's Compliance and Administration Manager, Marinda Venter at mventer@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

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