



ST EDMUND'S COLLEGE
CANBERRA · EST 1954

2021

ANNUAL REPORT



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Indigenous Acknowledgement

The St Edmund's Community respectfully acknowledges and pays respect to the past and present traditional owners of the 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 detailed in the EREA Aboriginal and Torres Strait Islander Educational response (2014) for Access, Authentic Relationships, Quality Education, Education for Reconciliation, Justice and Advocacy, and Spirituality and Cultural Awareness for all students in our care.

The College has an enrolment of 32 students from Years 4 to 12 and 1 staff member who identifies as Aboriginal and Torres Strait Islander.

During 2021 we focused on:

- Continued effort to ensure the Acknowledgment of Country at all assemblies and gatherings
- Participation in the Reconciliation Week activities at a school-wide level
- The continuation of our Koori Homework Hub
- Planning and rehearsals for our annual NAIDOC assembly
- Fulfilling goals that have been outlined in our school Reconciliation Action Plan

The student's academic and cultural needs were supported by our Aboriginal and Torres Strait Islander Education Coordinator.

Ashleigh Kerin

Aboriginal and Torres Strait Islander Education Coordinator

College Advisory Council

The St Edmund's College Canberra Advisory Council works collaboratively with the Principal, Leadership Team and EREA Executive to ensure faithfulness to the Charter for Catholic Schools in the Edmund Rice Tradition and quality stewardship aimed at offering the best possible learning at the College.

The College Advisory Council provides advice to the Principal and has particular responsibilities for:

- Faithfulness to the EREA Charter and Touchstones
- Collaborating with the Principal on submissions to EREA for strategic planning, budget and annual audited statements and capital works and master planning
- Endorsement of major policies that are consistent with EREA
- Support for the Principal in relation to compliance with EREA Risk Policy

The College Advisory Council also provides advice and support to the Principal on any matters referred to by the Principal, and any significant matter that falls within its delegated responsibilities. It is also represented on selection panels for some senior appointments, and participates in school renewal and leader appraisal processes.

Appointed by EREA on the recommendation of the Principal and Advisory Council Chair, Members are chosen to meet the expertise needs of the College Advisory Council, not as representatives of any body. The Principal is an ex officio member of the Advisory Council.

Principal's Report




**“If we walk in the light,
as he is the light, we have
fellowship with one another.”**

1 John 1:7; 2021 College Scriptural Theme

I write this report early in Term 4 2021 just as we have welcomed back Year 11 and 12's after many weeks of remote learning. Over the next few weeks, we will welcome back our other year groups in a staggered approach. I know that we have all been affected by the lockdown in many different ways, but the effect of lockdown in a school setting is significant and touches everyone directly.

Schools are not meant to be quiet places. Corridors, classrooms, and ovals are not meant to be empty. There is very special energy working in a school – an energy that comes from each student's personality and each student's interactions with his teachers and other students. The energy of a school is unlike any other workplace energy. Schools are busy, they flow and move forward, they are about growth and development; they are unpredictable and they are rewarding. Of course, they are only all of these things when we have people here to make these things happen. Knowing that I was on site every day during the lockdown, many people have said to me how wonderful it must have been to be at work without students and staff and how I must have been able to get all my work done. My answer to them was that it was not wonderful at all – schools are students and staff, without these things schools are just not schools. The school was just not alive during those few weeks. (This reminds me of the old English comedy series “Yes Minister” when the most efficient hospital in England was found to be the hospital that did not have any patients!).



For teachers, planning lessons to be conducted by video conferencing is more time-consuming than planning normal face-to-face lessons. I struggled personally in having to plan online lessons for my Year 7 Italian class. I congratulate our teaching staff for all their hard work and creative efforts in keeping our boys engaged and motivated during their time at home. I congratulate our students for their commitment to online learning and how quickly they adapted to a new way of learning, working, and studying. I congratulate our parents who worked with us in keeping our students engaged, especially those parents who were also working from home and had their own commitments and deadlines.

I know that some of our boys struggled with the social aspects of lockdown. Boys are physical and social beings – they need to see their mates and be with them. Our boys were well and truly looking forward to returning to school so they could see their mates and move out of the social isolation they were experiencing. I really do hope that our local governments around Australia begin to perceive lockdowns as a final response to the COVID outbreak rather than being the first response. I am deeply concerned about the mental health of many of our young people if lockdowns continue to be the initial response.

I shared the news with the community a while ago that Mr. Pat Langtry is stepping down from his role of Assistant Principal Student Wellbeing after 12 years in the role (albeit under different titles). Luckily Pat will continue to stay with us at Eddies. Many of you know how Pat operates – he knows the boys and their families; he relates well to the boys and they relate well to him. His unique and personal style has touched the lives of many of the families who have passed through the College in one way or another. He can be tough and firm but is always fair in his approach. I cannot thank Pat enough for his contributions to the College in his pastoral care role. Next year sees us enter a new era of student wellbeing at the College, but with a sturdy and strong foundation laid for us by Pat Langtry.

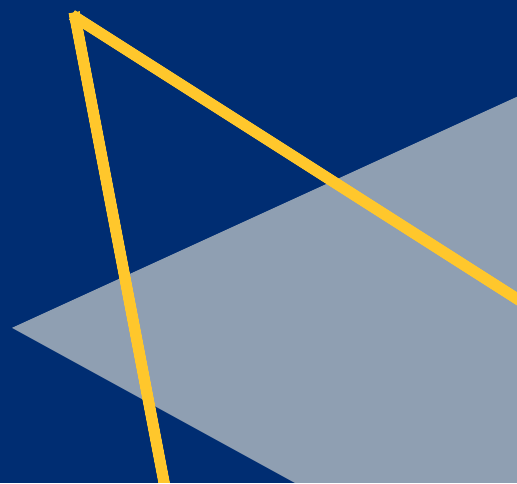
I would like to thank the College Leadership Team for their support and very hard work in moving the College forward during 2021. My thanks to Samantha Brady (Director of Business Services), Tim Bibbens (Assistant Principal, Teaching & Learning), David Kelly (Assistant Principal, Junior School), Pat Langtry (Assistant Principal, Student Wellbeing), 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 strong, and to Rachel Lemon, the Executive Assistant.

I would also like to thank members of the College Advisory Council for their support and guidance this year. Thanks to Nichole Overall (Advisory Council 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 for providing oversight and guidance – Gerard Tiffen, Tim McNamara, Deann Wade, 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. The Foundation is also actively working in formulating a philanthropy program for the College. Thanks to Foundation chairman Grant Jones and to Juanita Kapel, Josh Reid, Lachlan Quinn, Patrick Ransom, and Paul Scholtens (Secretary).

The Old Boys and Friends Association has done wonderful work in its 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. I know that there has been a sense of frustration with the Old Boys and Friends Association this year with a number of their events cancelled due to lockdown.

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 invaluable contributions and commitment.

Of course, I cannot write a report like this without thanking our students. Their energy and enthusiasm never ceases to amaze me, and their commitment to the College is outstanding. I look forward to working with our young men every day and I am so grateful for their sense of friendship and positive relationships. I especially wish to thank our College student leaders for 2021 our Vice Captains Jack Hodges (Academic), Eden Mordike (Mission), Max Page (Service), and our College Captain, Baden Godfrey. They have contributed in a significant manner to the development of many areas of College life and making clear to the whole student body what it means to be a true Eddies boy.



I would like to end this report with the editorial from The Pelican published in May 1958. It is interesting to note that while some terminology has changed, the core intention of a good education at St Edmund's College has not changed at all. This says much about the wisdom and experience of our founders.

"When is a boy educated? When he has done his best to cultivate to the limit of his ability his threefold powers of soul, mind, and body. His Faith shows him how to lead a good life and helps him to do this by the grace he receives from prayer and the sacraments develops his soul – the soul, the immortal part of him which will live on when the body is dead. The systematic and well-balanced study will develop his mind, will endow his intellect with the ability to cope with the problem's life will present to him. Bodily labour and exercise in work or games or both will give him physical strength and sound health. All three faculties must receive due and proportionate attention. Neglect one and the others may suffer. As far as it can, the school provides spiritual, mental, and bodily training. Each boy should avail of this training to the best of his ability. He may not attain the success of others; he may not be as good or as clever or as athletic as the next boy. But if he has done his best, if he has "had a good try", then he is as fully educated as he could ever expect to be."

Christus Lux Mea.

Joe Zavone

Principal



College 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 generations of families passed through the halls. At St Edmund's, we know our boys.

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.



At St Edmund's, all learning is relational. Students are continuously engaged in discussion amongst each other and guided by staff regarding every task prior to commencement. Boys need a sense of empowerment and engagement at school with many opportunities 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 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.

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

70 permanent and contract teachers are employed to teach students from Years 4 to 12 of which 28 are female and 41 are male. (This is equivalent to 65 full time teaching staff).

They are supported by a Counsellor, a Defence Mentor and 36 permanent or contract support staff members (21 female and 11 male) to the equivalent of 29 full time positions across the Canberra Campus and The Pines at Tuross Heads.

In 2021, one staff member 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.

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.

- Spirituality faith and formation;
- Development and delivery of curriculum content;
- Effective pedagogy;
- Finances;
- 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;
- Wellbeing;
- First aid management;
- Effective communication;
- Child safeguarding; and
- Leadership.



Community Development

Experience Eddies Day

Experience Eddies Day is targeted at prospective students going into Years 3 – 6. It invites potential students to experience what it is like to be an Eddies Boy, by creating an Eddies experience for them. Throughout the day students take part in College classes including Information Technology, Food Technology, Science, Physical Education, and Applied Sciences (woodwork). Each class is run by a teacher and assisted by current students. The day is set up to encourage prospective students to develop an understanding of the expectations of St Edmund's and to begin meaningful relationships and current students and staff members. If the student chooses St Edmund's, this day can provide an effective social framework to help them transition. In 2021, Experience Eddies Day was held in both April and July.

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. Current junior students acted as guides to escort visitors, with each faculty setting up an exhibition along the tour route. Food technology students made and served finger food to guests, keeping the atmosphere friendly and welcoming. Each family was able to become acquainted with the aspects of the college their son/s were most interested in. Open Day in 2021 was held in May.





Edmums

The Edmums Soiree was held on an evening in July at Psychedeli, to thank all past and present mums, grandmothers, and carers for the exceptional work they have done in their son's lives. The evening was catered, including a grazing board and drinks, as well as a small gift bag given to each attendee to take home. The evening was highly successful, building the relationship between the College and mothers.

Social Media

The Community Development Office continued to have a strong presence on social media. Both Facebook and Instagram accounts were platforms that were used to engage the community with content such as Co-Curricular celebrations, special events, and life around Eddies. During lockdown due to COVID-19, content continued to embrace the spirit and strength of the College, by keeping a positive presence and connection.



Old Boy Francis Owusu, Class of 1993

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. The annual Blue and White Ball, and Golf Day were cancelled in 2021 due to the COVID pandemic. These events will be back up and running in 2022.

Pastoral Care


2021 has proved to be another year that has been characterised by quality contribution and service by our students. During the year our boys have involved themselves generously in the whole life of the College and engaged in activities including service projects, aspects of school reformation, Co-Curricular participation, leadership portfolios, fundraising, goal setting, individual betterment, and whole of school change strategies.

At the same time, caring and vigilant staff have ensured the continuity and enhancement of the fabric that is “Eddies”. I praise the Heads of House and their service to our boys and families – always both relentless and authentic. 2021 saw some changes introduced to the timing of tutor group, the enhancement of the Formation Program, and a resetting of the concepts and values being expressed in the actualising of “Eddies Pride”. Year 12 were instrumental in setting both a good example and a strong influence on the overall positive direction of the student cohort. Our College Captains – Baden Godfrey, Jack Hodges, Max Page, and Eden Mordike were all relentless and unwavering in the execution of their roles and ensuring that 2021 left their mark in the records of St Edmund’s history in meaningful and progressive ways.

Retreats, camps, big brother programs, house related rituals, the whole of school celebrations, and fundraisers all played their part in 2021. The Tokyo Olympic and Paralympic Games provided valuable lessons for all boys and were perhaps most relevant to all of our boys when witnessing the values of work ethic, honest commitment, teamwork, and maintaining dignity in both winning and losing.

The College refreshed aspects of its well-being delivery during the school year. Trends and issues arrived that challenged the College; more often than not being unacceptable regarding our charism and standards. Difficult conversations sometimes had, and, sometimes involved decisions that would not be the first choice of all. Nearly always great progress was made in terms of working together with families, individuals, and external agencies. Relationships remain central to frameworks of exploring solutions. Our well-being approach always attempts to remain genuine to the values of the Gospel and its significance in everyday life.

Lockdown in Term 3 and 4, placed its required impositions on us all. During this time the College came further together in a wonderful way with a special emphasis of care for each other and resilience. Our staff put themselves in the front line to serve our students and sometimes at the expense of their own family and personal needs. As usual, the student community responded positively and graciously.



Mental health in young men continues to influence the agenda of any institution that concerns itself with their care. Being aware of these issues, we continue to aim to provide our students with adequate coping skills, increased levels of resilience to provide a buffer against many of the destructive influences that cause poor mental health and impact upon well-being. Going into 2022 and beyond - our initiatives promoting the awareness of mental health and well-being will be further designed to upskill teachers, parents, and students on successful strategies for cultivating well-being which remains a priority.

We continue to look at strategies to enhance the inclusiveness of our school and its myriad of cultures. We are quickly developing our Personal Formation program to celebrate individual and group differences throughout our student population and to challenge our boys to promote senses of self-accountability and responsibility. With the addition of the Black Dog Institute, Menslink, Secret Men's Business, Silence is Deadly, and Be YOU seminars, our students have unparalleled knowledge of what it means to be a man in our modern society and this has assisted us in developing a more balanced view of what this means. As we are a non-selective school I firmly believe that this supports our genuine aim of being authentic and accepting of differences. I firmly believe that 10% of our lives is what gets thrown at us and the other 90% is how we deal with it and how we think about it.

Our students' strong sense of competition and house pride has again been showcased with many students receiving merit awards and earning house points. Their enthusiasm with this, along with the Gold, Silver, and Bronze Academic Awards played a vital role in determining our house shield winner for 2021.

Pat Langtry

Assistant Principal – Student Wellbeing



Teaching & Learning Report

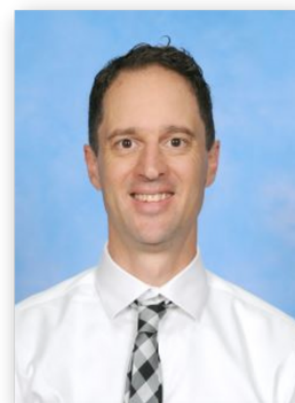
I don't know if it's a common experience, I imagine it is, but I know that I have found myself frequently during these COVID disrupted years, 2021 even more so than 2020, forcing myself to step back mentally, to reflect on the uncertainties, challenges and frustrations of these times with a wider lens, to give myself space and not feel overwhelmed. The difficulties of teaching and learning effectively online are both obvious and yet difficult to pinpoint. They certainly illuminate that teaching and learning is more than the sum of teachers' pedagogical actions and a student's response to these but is rather a fundamentally relational and human endeavour, which should be cherished all the more for that reason.

The Edmund Rice Education Australia Liberating Education Touchstone articulates the mission of teaching at an Edmund Rice school with these words: '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.' It is an ambitious statement, especially in our current context, and the challenge to support our students in being hope-filled as they look to the future can feel daunting. By that same token, however, the touchstone itself offers hope in its reminder that educating the young men in our care is a meaningful, shared, and ultimately an optimistic endeavour. The resilience demonstrated by staff and students, especially our Year 12 students who have dealt with each change in circumstance with forbearance and good humour, has been a source of encouragement and hope for us all.

While the first phrase of the Liberating Education Touchstone at a glance, would seem to imply that a teacher's role is to open the hearts and minds of their students, what this past year reinforces is that teaching and learning is at its most impactful when teachers and students open their hearts and minds to each other. This doesn't happen by accident and in fact, there is no formula or recipe to ensure that it does occur, even with best intentions.

Reflecting on teaching and learning in the 2021 school year, I'm proud of our staff and students for how much of the Liberating Education Touchstone we've lived up to, despite the challenges.

Tim Bibbens
Assistant Principal – Teaching & Learning



Academic Profile

The tables below indicate the academic attainment of Year 12 students in 2021.

<i>Award issued/pathway Number issued</i>	<i>Number issued</i>	<i>Percentage of Student Population</i>
<i>Senior Secondary Certificate</i>	77	100%
<i>Tertiary Pathway</i>	47	61%
<i>Vocational Certificate</i>	14	18%

<i>ATAR*</i>	<i>2021 (number)</i>
> 99	0
> 90	6
> 80	11
> 70	24
> 60	39
<i>Mean</i>	<i>71.7</i>

Naplan Results 2021

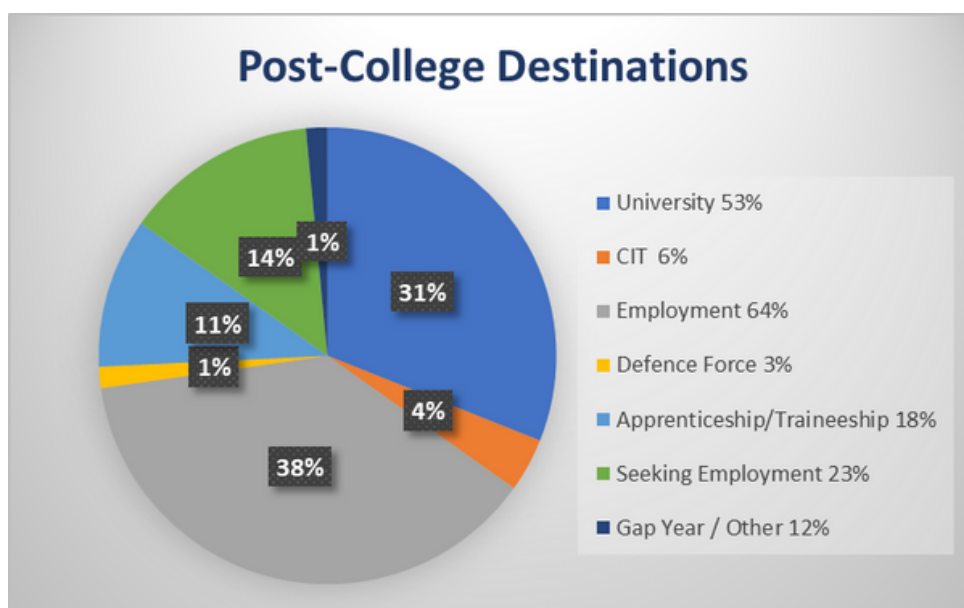
	<i>Reading Bands</i>	<i>Writing Bands</i>	<i>Grammar & Punctuation Bands</i>	<i>Spelling Bands</i>	<i>Numeracy Bands</i>
Year 5 No. students Top 2	21	8	8	19	16
No. students Middle 2	27	31	32	25	34
No. students Bottom 2	3	12	11	7	2

	<i>Reading Bands</i>	<i>Writing Bands</i>	<i>Grammar & Punctuation Bands</i>	<i>Spelling Bands</i>	<i>Numeracy Bands</i>
Year 7 No. students Top 2	21	14	25	31	31
No. students Middle 2	65	66	58	59	63
No. students Bottom 2	23	33	31	25	21

	<i>Reading Bands</i>	<i>Writing Bands</i>	<i>Grammar & Punctuation Bands</i>	<i>Spelling Bands</i>	<i>Numeracy Bands</i>
Year 9 No. students Top 2	8	4	3	7	5
No. students Middle 2	33	22	38	33	49
No. students Bottom 2	29	39	23	24	12

Post College Destinations

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 a 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 January 2022. These percentages are not mutually exclusive and reflect that many students elect to pursue more than one post-College destination.

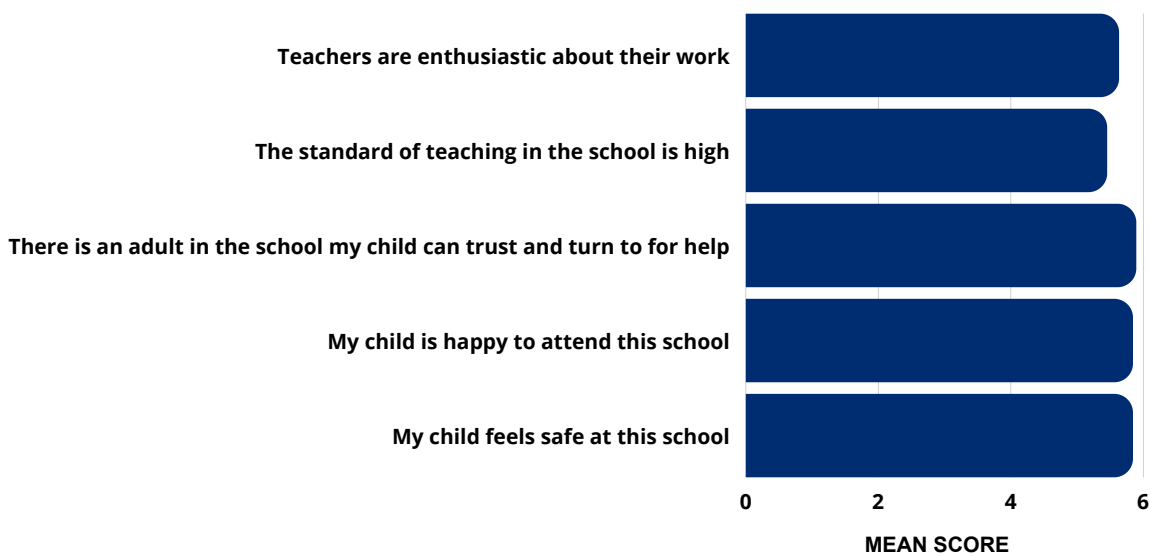


Parents, Student and Staff Satisfaction

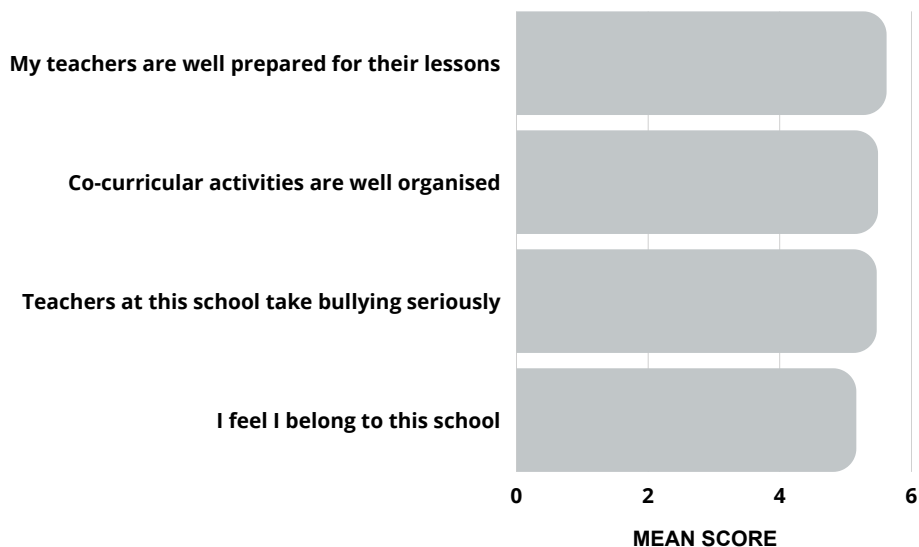
Parents, staff and students are formally surveyed in each three-year strategic planning cycle. Formal satisfaction surveys were conducted in 2021 to inform the 2022-2024 Strategic Plan. Some of the results of these surveys are below. Other surveys are used for specific purposes, for example to gain specific feedback on student transition to High School and student and staff wellbeing

Below is a selection of positive results from the 2021 satisfaction surveys. Question responses were on a scale of 1 to 7. The numbers indicated after each statement are the mean scores for those questions.

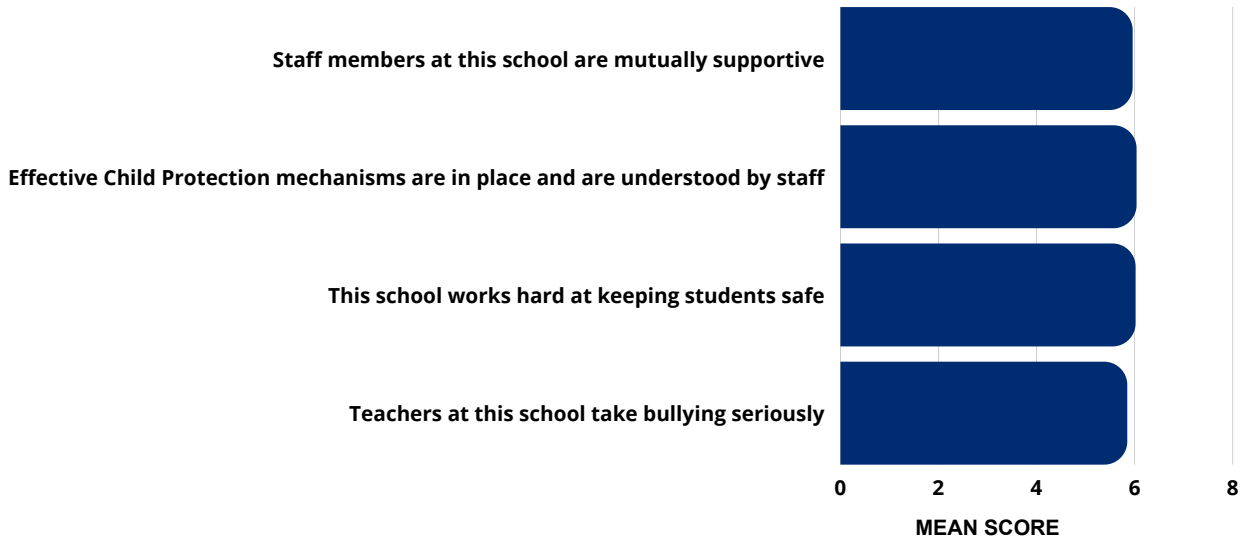
PARENT SURVEY (274 RESPONSES)



STUDENT SURVEY (475 RESPONSES)



STAFF SURVEY (67 RESPONSES)



The survey responses were analysed and strengths and areas for growth were identified. This analysis was used with other evidence to inform the 2022 School Improvement Plan.

The College has a variety of other mechanisms in place to ensure that students, staff and parents and carers have a voice in school decisions and day to day operations. 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 also has a number of parents on its School Advisory Council; the Council also acts a voice for our parent and carer community.

Students are invited to express their ideas and provide feedback through a number of committees and processes. Student Leaders meet regularly with Senior Staff and Wellbeing Staff. The College also implemented in 2021 a Student Voice Committee as well as an anonymous online mechanism for students to report concerns about their or others safety and wellbeing.

Staff are also consulted in decision-making process at the College. Staff voice and wellbeing were also key considerations in decisions relating to changes in teaching and learning in 2021 in response to COVID-19.

Ian Garrity
Deputy Principal



Co-Curricular

Although the College had to cope with COVID-19 limitations, there was still high participation in the activities the College offer across the board, with all of our students still enthusiastically participating in all that we have to offer.

As part of the ASC (Associated Southern Colleges), we had a strong showing in our participation with our brother and sister schools in several sporting events which always proves to be a key highlight on the school's calendar.

Sports on offer at the College's Co-Curricular Program are basketball, cricket, dragon Boating, football, mountain biking, rugby union and snow sports. The College also offers choir and musicals.

Performing Arts was able to roll out the successful bi-annual Cabaret performance with "House of Eddies". This was an opportunity to showcase some of our talented students. Students actively contribute to areas such as Junior and Senior Bands. We were able to have the band camp at the start of the year.

Another strong component of our Co-Curricular program are the offerings we are able to provide our students with the opportunity to participate in non-sport based programs such as chess club, Japanese and Australian cultural club, STEAM (science, technology, engineering, arts, mathematics), cardistry, Duke of Edinburgh.

Lee Boswell
Co-Curricular Manager



Service - Social Justice

Mission and Identity

In 2021, St Edmunds has continued to grow in the area of Mission and Catholic Identity. Many initiatives have been strengthened and some new offerings have been provided. We continue to identify and align our core mission as a Catholic school in the Edmund Rice tradition.



Mission and Identity have some key focus areas and these include:

- Creating ways in which faith, spirituality, and mission become central to the character of St Edmund's and the experience of students, staff, and parents
- Offering a leadership program 'Better Man Project' to student leaders
- Providing a Sacramental program for all students
- Offering a Father and Son camp
- Developing leadership through service
- Building links with the local Parishes
- Social justice initiatives

In 2021 at the Opening Mass, the College launched the scriptural theme for 2021.

“If we walk in the light, as he is the light, we have fellowship with one another.”

Inclusive Community 1 John 1:7





Award winners of the Br Matt McKeon Faith and Service Awards

Students - James Steele, and Harry Raby.

Old Boy - Mr Ricky Stuart.

Staff - Mrs Pam Knight, and Mr Denzil Fox

Better Man Project

The Better Man Project started in 2020, which provides an opportunity for Student leaders from Junior and Senior to come together and look for ways to lead the school in a positive way.

Sacramental program

Congratulations to Dale Fisher and Jonah Ong who were baptised into the Catholic Church on the 1st of June in the St Edmund's Chapel by Father Trenton Van Reesch.

Through Baptism we are freed from sin and reborn as sons and daughters of God; we become members of Christ, are incorporated into the Church and made disciples of her mission. We give thanks to these young men deciding with the support of their family and school to make the first of three Initiation sacraments into the Catholic Church. We give thanks for this decision as they formally begin their faith journey. Along with two Baptisms, the Sacramental programs celebrated thirty students making their Reconciliation, First Holy Communion, and Confirmation.





Mother's Day Mass



Father and Son Camp

Bottle Recycling Initiative

Incredibly 12847 bottles have been collected at the College which has resulted in \$1284.70.

A big thank you to Bridget Cusack and Carmela Wilson for their considerable contributions to the Mission area at St Edmund's College. To Noyal Saji, thank you for guiding and supporting our Youth Ministry team in 2021. To Father, Chris Eaton thank you for your support in enabling weekly Mass which is a sacred time where we come together each week and acknowledge God in our lives.

St Edmund's College Prayer

Dear Lord,

Grant that we may live each day to the full, inspired by the Holy Spirit.

Let us cast away all worries and concerns into your divine care.

All: Christus Lux Mea

Give us strength to confront all challenges that we face with hope and faith.

Let our community seek truth in all that we search for.

All: Christus Lux Mea

Let us stand for others always giving generously without counting the cost.

Blessed Edmund Rice

Pray for us

Live Jesus in our hearts forever

Amen

Christus Lux Mea

Mr Michael Monagle

Assistant Principal - Mission and Identity



Attendance

Junior School

Year 4, 5 and 6 attendance is managed by the Student Services Hub. Rolls are marked in Period 1.

An SMS will be sent to parents / carers if a student is marked absent, unexplained. Students who arrive late, sign in at Student Services.

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 two 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:

<i>Year Group</i>	<i>Attendance Rate</i>
<i>Year 4</i>	<i>95%</i>
<i>Year 5</i>	<i>94%</i>
<i>Year 6</i>	<i>94%</i>
<i>Year 7</i>	<i>91%</i>
<i>Year 8</i>	<i>89%</i>
<i>Year 9</i>	<i>88%</i>
<i>Year 10</i>	<i>87%</i>
<i>Year 11</i>	<i>83%</i>
<i>Year 12</i>	<i>76%</i>

Enrolments

729 boys were enrolled at the College in 2021. The enrolment in each year group is illustrated below:

<i>Year Group</i>	<i>Enrolment Number</i>
<i>Year 4</i>	<i>34</i>
<i>Year 5</i>	<i>56</i>
<i>Year 6</i>	<i>58</i>
<i>Year 7</i>	<i>119</i>
<i>Year 8</i>	<i>110</i>
<i>Year 9</i>	<i>85</i>
<i>Year 10</i>	<i>101</i>
<i>Year 11</i>	<i>86</i>
<i>Year 12</i>	<i>80</i>

Student Retention

105 students completed Year 10 in 2019. Of these, 77 completed Year 12 in 2021. The retention rate is 73%.

Characteristics of the Student Body

- All male
- Nonselective
- 50.4% of the student population is Catholic
- Students are aged 7 to 18 years
- 2.96% of the student population is Indigenous

Income and Expenditure

INCOME	\$
<i>Fees and Levies</i>	6,410,912
<i>Federal Grants</i>	5,408,822
<i>ACT Government Grants</i>	1,571,002
<i>Building Fund</i>	223,137
<i>Other Grants</i>	74,002
<i>Interest</i>	1,520
<i>Other</i>	798,924
Total	14,488,319

EXPENDITURE	\$
<i>Employee Costs</i>	11,938,984
<i>Depreciation</i>	1,980,861
<i>Operating Costs</i>	786,273
<i>Faculty Costs</i>	561,513
<i>Co-curricular</i>	78,010
<i>Maintenance</i>	609,765
<i>Other</i>	826,484
Total	16,781,890



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