

Annual Report

2008



Edmund Rice College

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West Wollongong NSW 2500

SCHOOL PROFILE

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Edmund Rice College was established in 1926 and first situated in Crown Lane, Wollongong. It began moving to the current site in West Wollongong in 1962 and by 1975 the whole College had been situated here on ten and a half hectares of land now including a rugby and soccer field, basketball courts, chapel and a multipurpose hall and landscaped gardens.

Edmund Rice College is a Catholic Secondary College catering for boys from Years 7 to 12. The College bears the name of Blessed Edmund Rice (1762-1844) the founder of the Christian Brothers.

As a congregational school of the Christian Brothers, the ownership of the College is vested in the Trustees of the Christian Brothers, St Mary's Province. The governance and administrative oversight of the College is the responsibility of Edmund Rice Education Australia (EREA). The Edmund Rice College Board with members from the College and wider community assists the Headmaster and EREA with advice in the governance and management of the College.

The College provides an education in the Catholic tradition integrating faith, learning and culture. It offers students a systematic program of Religious Education incorporating values-formation, while liturgical experiences in the unique and inspirational College Chapel foster students' prayer life and spirituality.

While there is an emphasis on Catholic beliefs, values and traditions, students from different Christian denominations and other religious traditions are welcomed and valued.

From the early nineties, the College implemented a unique extended hours' timetable providing an early start and finish to the day for Years 7-10 and for seniors a later start and

finish. This structure has allowed for maximum use of modern educational resources, an uncrowded campus and appropriate flexibility for students in attending to their studies and various other commitments and interests.

Facilities:

Chapel	Multi-purpose learning space	Sporting fields
Technology rooms	Art rooms	Library
Computer classrooms	Music rooms	Language laboratory
Science laboratories		

Electives Years 7 to 10:

French	Italian	Japanese
Food Technology	Visual Arts	Music
Industrial Technology (Metal)	Industrial Technology (Timber)	Industrial Technology (Engineering)
Industrial Technology (Electronics)	Graphics Technology	Information and Software Technology
Physical Activity and Sports Studies	Drama	Visual Design
Commerce		

Electives Years 11 and 12:

English (Advanced)	English (Standard)	English Extension 1
English Extension II	General Mathematics	Mathematics
Mathematics Extension 1	Mathematics Extension II	Studies of Religion 1
Catholic Studies	Drama	Visual Arts
Music I	Ancient History	Modern History
History Extension	French Continuers	Italian Continuers
Japanese Continuers	Italian Extension	PD/Health/PE
Biology	Chemistry	Physics
Senior Science	Business Studies	Economics
Geography	Legal Studies	Design and Technology
Industrial Technology (Automotive)	Industrial Technology (Furniture and Timber Products)	Industrial Technology (Graphics Industries)
Information Processes and Technology	Software Design and Development	
Construction (VET)	Metal and Engineering (VET)	Hospitality (VET)

Compulsory Subjects:

Religious Education (Years 7-12)
English (Years 7-12)
Mathematics (Years 7-10)
PDHPE (Years 7-10)
Science (Years 7-10)
History and Civics (Years 7-10)
Geography and Civics (Years 7-10).

Sport:

Athletics	Rugby Union	Rugby League
Australian Rules Football	Soccer	Cricket
Tennis	Swimming	Cross Country
Basketball	Volleyball	Mountain Bike

Extracurricular activities:

Drama	Music	Debating
Mock Trial	Public Speaking	Chess
Outdoor Education through Years 7 to 10	Eco ERC	

Social Justice & Christian Service-Learning

The vision of Edmund Rice College as a Catholic School in the Edmund Rice tradition asks us to seek justice and compassion for others. The Christian Service-Learning Program is a vital part of the school as both an extension of our Catholic teaching as well its unique educational value.

The Social Justice Christian Service-Learning Program provides opportunities for students to become involved in a wide range of service activities suited to their age group. It allows them to experience the joy of giving and sharing with others and provides a unique learning experience that goes beyond the classroom and school environment.

Service for others is important in the life of our College and is the fundamental principle of this program. It is expected that students will engage in activities that challenge them and that aim to serve people or the environment where it is most needed

The primary goal of Edmund Rice College is to develop young men who will become future leaders in the community, acting with compassion and a strong sense of justice. They are called to live in the example of our founder, Blessed Edmund Rice.

Welfare and personal development:

The process of attempting to meet the total education of the boys is formulated in the pastoral care program, which incorporates a pastoral care team, school and career counsellors, peer support, camps and retreats, SRC, as well as a published discipline policy, which is based on a comprehensive levels system.

Special Features: While the College draws on a long tradition, it is also committed to innovation, which is reflected in the extended hours' timetable and, in more recent times, significant initiatives in vocational education, with provisions for work placements. Classes are predominantly mixed-ability groups. Special programs are available for those with learning difficulties. More than 70 per cent of students complete Year 12, with 80 per cent of those undertaking university or TAFE studies

TUITION FEES

CURRICULUM		7	8	9	10	11	12
		\$	\$	\$	\$	\$	\$
Classroom	Each of first 3 terms	670	652	690	703	868	894
<i>Per annum</i>		2010	1956	2070	2109	2604	2682
Activities etc	Each of first 3 terms	218	192	165	230	128	103
<i>Per annum</i>		654	576	495	690	384	309
Total	Each of first 3 terms	888	844	855	933	996	997
<i>Per annum</i>		2664	2532	2565	2799	2988	2991
BOOK HIRE		115	115	115	115	160	160
TOTAL		2779	2647	2680	2914	3148	3151
Average Weekly Cost		53	51	52	56	61	61
Security Deposit (Refundable)						100	
<p>BUILDING FUND DONATIONS: \$100 per family per instalment is suggested but more would be welcomed.</p>							

A MESSAGE FROM KEY SCHOOL BODIES

Headmaster's Report

Kermit the Frog was prone to lament – “it isn’t easy being green.” Well it isn’t easy being a Catholic School in 21st Century Australia either. Whether this is something worthy of lament, however, I will return to later.

It would be fair to say that nor was it easy being a Catholic school in the 19th and 20th Centuries, and definitely not for the many priests, brothers and sisters who struggled so valiantly to establish and grow the mission of the church in education. The Catholic School of today owes a great debt to these men and women and to the parish communities which supported them. Our own school story is underpinned by all of this history.

Times have changed since the brothers first set foot in Australia in the middle of the 19th Century and in Wollongong in 1926. Schools that once were totally staffed by brothers are now fortunate if they have one brother on the staff, class sizes of 70 are no more, but the complexity of our society creates pressures on our schools that would not have been imagined. As schools are called to address the issues around “education in the digital age” it is worth looking at other factors which now impact on schools in general and Catholic schools in particular.

Schools have always been charged with the task of improving the educational standard of the youth of our country. In meeting this objective, the expectations of schools have grown from those related to the improvement of basic literacy and numeracy to much broader educational and social goals. There has also been a philosophical shift from recognising the intrinsic value of a “good education” to viewing it as an input of economic development and hence our young people as human resource capital. This is the principal driving force behind the national curriculum agenda and heavily content focussed syllabuses. Simultaneously schools are being required to take on an increasing social agenda. Indeed at times teachers can find themselves more closely related to social workers than educators. Amidst all of this the ever present mantra of “accountability” increases almost exponentially the demands of record keeping and reporting. The only components of all these demands which are not increasing are time and resources.

Catholic schools, however, are also challenged to ensure that, in responding to all of these demands, they remain faithful to the core purpose of their mission by awakening in their students a real relationship with God. This is not an add-on option for us. We must by both our words, and especially our actions, be an example to all of the power of the Christian message. It is not optional for us to promote the service of others and issues of social justice. It is not optional for us to reach out and promote access to the marginalised in our community. It is not optional for us to give lip service to the teachings of the Church however counter cultural these teachings may be regarded. It is not optional for us to challenge our students to respond to the best that is in them. It is not optional for us to accept that all people are made in the image of God, and can be rightly regarded as “Jesus in Disguise!”

So whilst it is not easy being a Catholic School, this is not something to be lamented. A former Prime Minister once famously remarked “Life is not meant to be easy.”

Remember being true to our Christian faith tradition is never going to be easy. Jesus did not enter our human existence to make life easy. He came to show God's love for us and to challenge us to believe in our capacity for good. "I have come that you may have life, life in all its fullness."

Life for those who are part of a Catholic School is really a struggle towards fulfilment and we are called to stimulate our students to seek this fulfilment in their own lives.

Oh, by the way, let us not spend too much time apologising that much of what rests at the core of our values as a Catholic School will not fit neatly into quantifiable outcomes based measurement and reporting. We will just have to be comforted by the belief of Blessed Edmund Rice that "The Seed Will Grow."

400 years ago the philosopher Aristippus of Cyrene was asked what students should be taught. "Those things they will use when adults" was his reply. In the rush to fill the curriculum with content, governments need to realise that beyond the knowledge of things and processes, our students need amongst everything else the ability to relate to others and build community, develop a sense of who they are and what they believe, respond to emotions and impulses effectively, cope with disappointment and distress resiliently. It would be reasonable to assume that employers might also be interested in students with these qualities.

More and more our society needs the education provided by the comprehensive Catholic school as it goes about really educating the whole person.

It is my hope that there will have been much evidence of commitment to our mission as a Catholic School in the tradition of Edmund Rice during 2008. Much has been contributed to our College community this year by our students, parents and staff and I am grateful to all of them for the efforts they have made.

Mr David Lear
Headmaster

Report From the Board

Summary of ERC Board Activities

The ERC Board has a minimum of 8 meetings per year and each of the three main committees – Finance, Building and Strategic Planning – endeavours to meet one week prior to the Board meeting and produce a report that is included with the Board meeting agenda distributed in the week before each Board meeting.

In addition to the three committees, the regular agenda items include Headmaster's Report, which is distributed with the meeting agenda. Occupational Health and Safety is another regular agenda item and follows the requirements of the EREA Eastern Region OH&S Management Plan. Board members are encouraged to conduct individual inspections within school grounds and report any issues at the next Board meeting. The Headmaster and Deputy also provide a summary of any OH&S issues from staff and school community. Another regular on the agenda is an item for Appreciations and Positive Opportunities whereby each Board member is encouraged to share any observation in media or local community that could enhance the school's reputation and morale. These observations are reported to the Marketing Manager and to the Strategic Planning committee. The Board Chair also provides a summary of each of the Board Chairs meetings held in Sydney and summaries from Board Formation days for any ERC Board member unable to attend those sessions.

Each meeting begins at 7pm and the first half hour is dedicated to the ERC Annexe. The Annexe coordinator provides a written report and Board members offer guidance and support on issues raised. The Annexe committee aims to visit the Annexe during school hours at least once per month and offers support to the coordinator and two teaching staff. Mostly this is moral support and staff and students appreciate the visits. The Board Chair and ERC Principal attend the graduation ceremony when Annexe students are awarded their School Certificates in December each year.

At the start of each meeting a Board member nominated at the previous meeting reads a reflection. The meeting progresses to the College Board agenda at 7.30pm and each meeting closes with a prayer or a reflection.

Parents and Friends' Association Report

The P&F Association will no longer function in its traditional format. In its place is a small Parent Council.

In 2008 it was hoped a P&F Association Committee could continue to meet the challenge of attracting and retaining parent interest and involvement through the promotion of more avenues for parent participation, communication and feedback. However, this was not to be. On the evening of the 2008 P&F Annual General Meeting in February this year, not enough parents attended to conduct elections for a new committee.

Whilst the conclusion had to be drawn that the parent body as a whole no longer requires or desires such a service, it was agreed by the small band of busy, yet dedicated, parents in attendance that the P&F performs too important a function as a conduit of communication between the College, the parent body and the wider community, to be allowed to lapse altogether. Therefore it was resolved that there would be a Parent Council made up of the three former Executive members prepared to accept the roles. These members are: Elizabeth Keenan-Tyler, Karen Tavener-Smith and Bruce Rowles.

Traditional P&F functions and fundraising activities have not been viable and this has impacted on the ability of the P&F to meet requests from parents to provide financial assistance for talented students or to continue to subsidise the Year 12 Graduation Dinner.

Nevertheless, a survey of parent interest was conducted and there have been three information evenings: one on Cyber Bullying/Crime, jointly presented by Kerrie Hayes-Williams and Wollongong Police; another on Homework Policy and Practices, presented by the Staff of ERC; and a third on Starting Out Right (Legal Rights & Responsibilities for Young People), presented by the Illawarra Legal Centre and Wollongong Legal Aid. The small number of attendees found these evenings extremely informative and an opportunity to share common experiences and concerns.

The P&F Council hopes to provide further information evenings in 2009. It would welcome suggestions and support from parents and friends in the College community.

Elizabeth Keenan-Tyler
Executive Member

SCHOOL PERFORMANCE IN STATE WIDE TESTS AND EXAMINATIONS

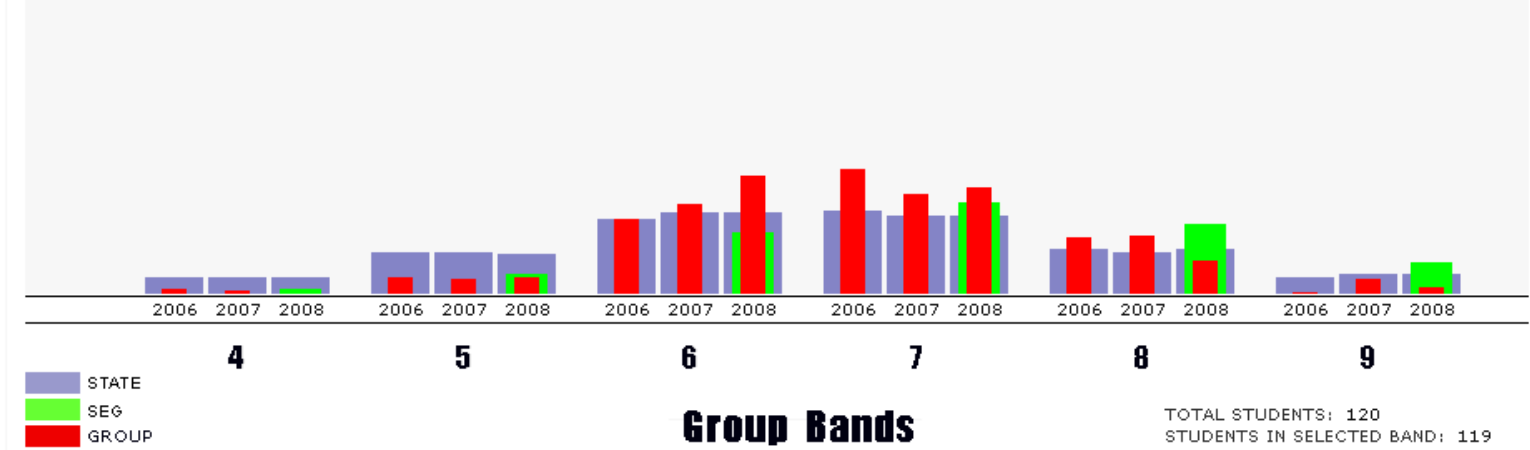
NAPLAN

Domain	Measures	Yr 7	Yr 9
Reading	Average score for the school	551.1	602.2
	Average score for NSW (boys only)	538.8	581.0
	Average score for NSW (all students)	543.2	584.0
	For the school the percentage of students at or above the national minimum standard.	2008 (boys) 99%	(State = 95%) 97%
Writing	Average score for the school	524.0	562.6
	Average score for NSW (boys only)	520.8	551.6
	Average score for NSW (all students)	535.5	569.8
	For the school the percentage of students at or above the national minimum standard.	2008 (boys) 94%	(State = 90%) 94%
Spelling	Average score for the school	536.2	583.7
	Average score for NSW (boys only)	539.9	576.1
	Average score for NSW (all students)	549.5	578.8
	For the school the percentage of students at or above the national minimum standard.	2008 (boys) 96%	(State = 92%) 94%
Grammar and Punctuation	Average score for the school	538.4	576.4
	Average score for NSW (boys only)	525.3	567.8
	Average score for NSW (all students)	537.3	578.8
	For the school the percentage of students at or above the national minimum standard.	2008 (boys) 99%	(State = 91%) 95%
Overall Literacy	Average score for the school	538.0	581.8
	Average score for NSW (boys only)	531.3	568.9
	Average score for NSW (all students)	541.2	579.5
	For the school the percentage of students at or above the national minimum standard.	2008 (boys) 100%	(State = 94%) 97%

Domain	Measures		Yr 7	Yr 9
Number Patterns & Algebra	Average score for the school		570.7	618.8
	Average score for NSW (boys only)		562.6	596.4
	Average score for NSW (all students)		554.3	599.0
	For the school the percentage of students at or above the national minimum standard.	2008 (boys)	100% (State = 96%)	97% (State = 89%)
Measurement & Data	Average score for the school		577.3	606.4
	Average score for NSW (boys only)		562.0	598.1
	Average score for NSW (all students)		551.9	591.5
	For the school the percentage of students at or above the national minimum standard.	2008 (boys)	96 % (State = 92%)	99 % (State = 93%)
Space & Geometry	Average score for the school		567.4	608.4
	Average score for NSW (boys only)		554.4	595.6
	549.7		549.5	590.0
	For the school the percentage of students at or above the national minimum standard.	2008 (boys)	97 % (State = 97%)	98 % (State = 94%)
Numeracy	Average score for the school		571.6	610.6
	Average score for NSW (boys only)		560.6	597.4
	Average score for NSW (all students)		552.9	593.7
	For the school the percentage of students at or above the national minimum standard.	2008 (boys)	100 % (State = 97%)	98 % (State = 95%)

Overall Literacy percentages in bands for Year 7 : Boys

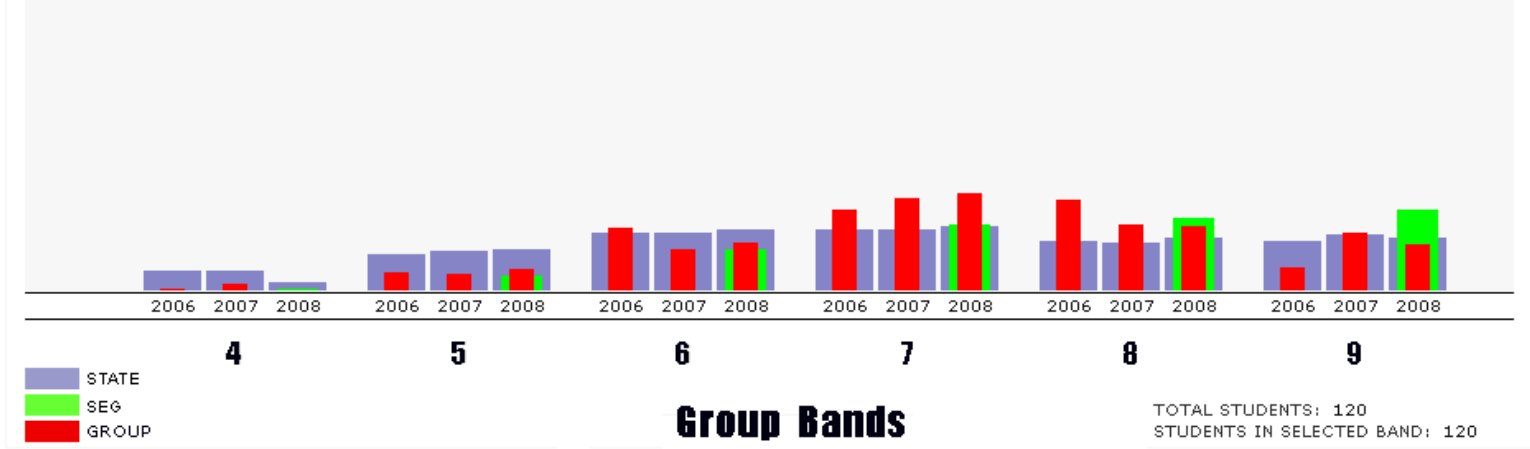
STATE:	6	6	6	15	15	14	27	29	29	30	28	28	16	15	16	6	7	7
SEG:	na	na	2	na	na	7	na	na	22	na	na	33	na	na	25	na	na	11
GROUP:	2	1	na	6	5	6	27	32	42	45	36	38	20	21	12	1	5	3



: NATIONAL MINIMUM STANDARDS
For Year 7:
BAND 5 = AT MINIMUM STANDARD
BAND 4 = BELOW MINIMUM STANDARD

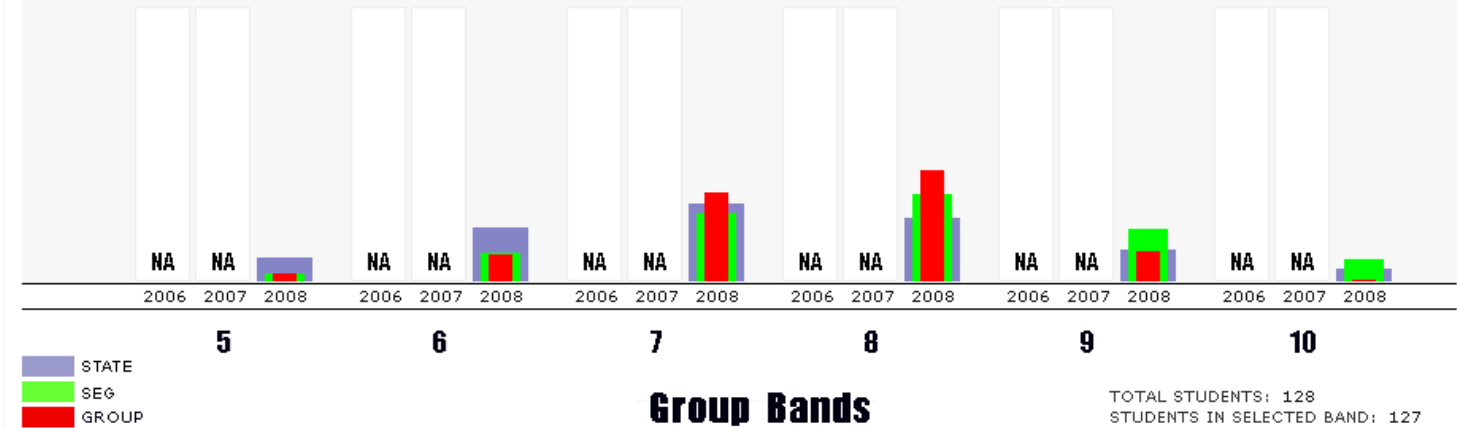
Numeracy percentages in bands for Year 7 : Boys

STATE:	7	7	3	13	14	15	21	21	22	22	22	23	18	17	19	18	20	19
SEG:	na	na	1	na	na	5	na	na	15	na	na	24	na	na	26	na	na	29
GROUP:	1	2	na	7	6	8	23	15	18	29	33	35	33	24	23	8	21	17



Overall Literacy percentages in bands for Year 9 : Boys

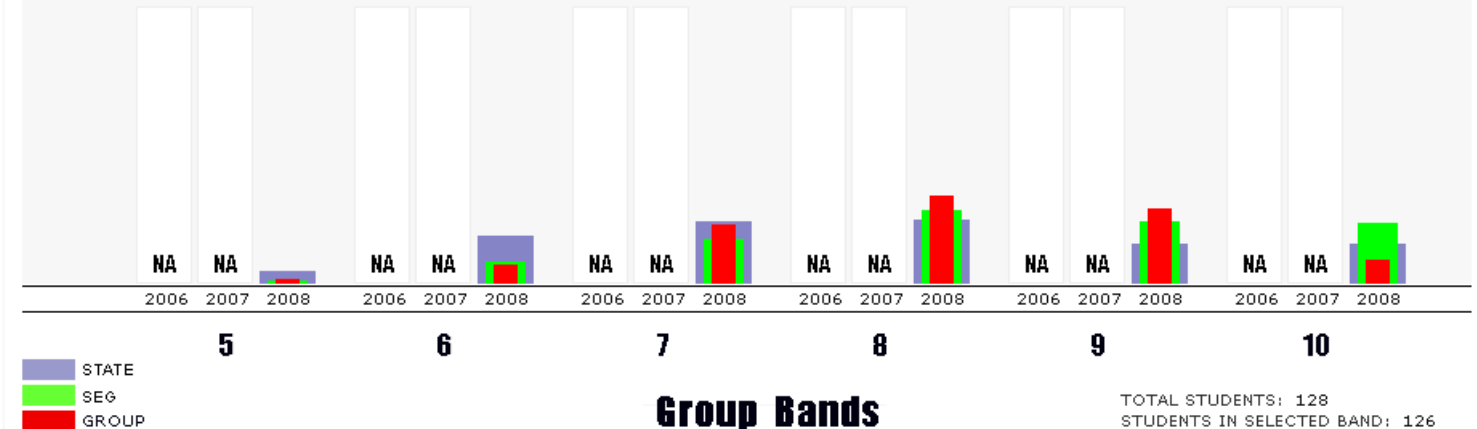
STATE:	na	na	9	na	na	20	na	na	29	na	na	24	na	na	12	na	na	5
SEG:	na	na	3	na	na	11	na	na	26	na	na	33	na	na	20	na	na	8
GROUP:	na	na	3	na	na	10	na	na	33	na	na	42	na	na	11	na	na	1



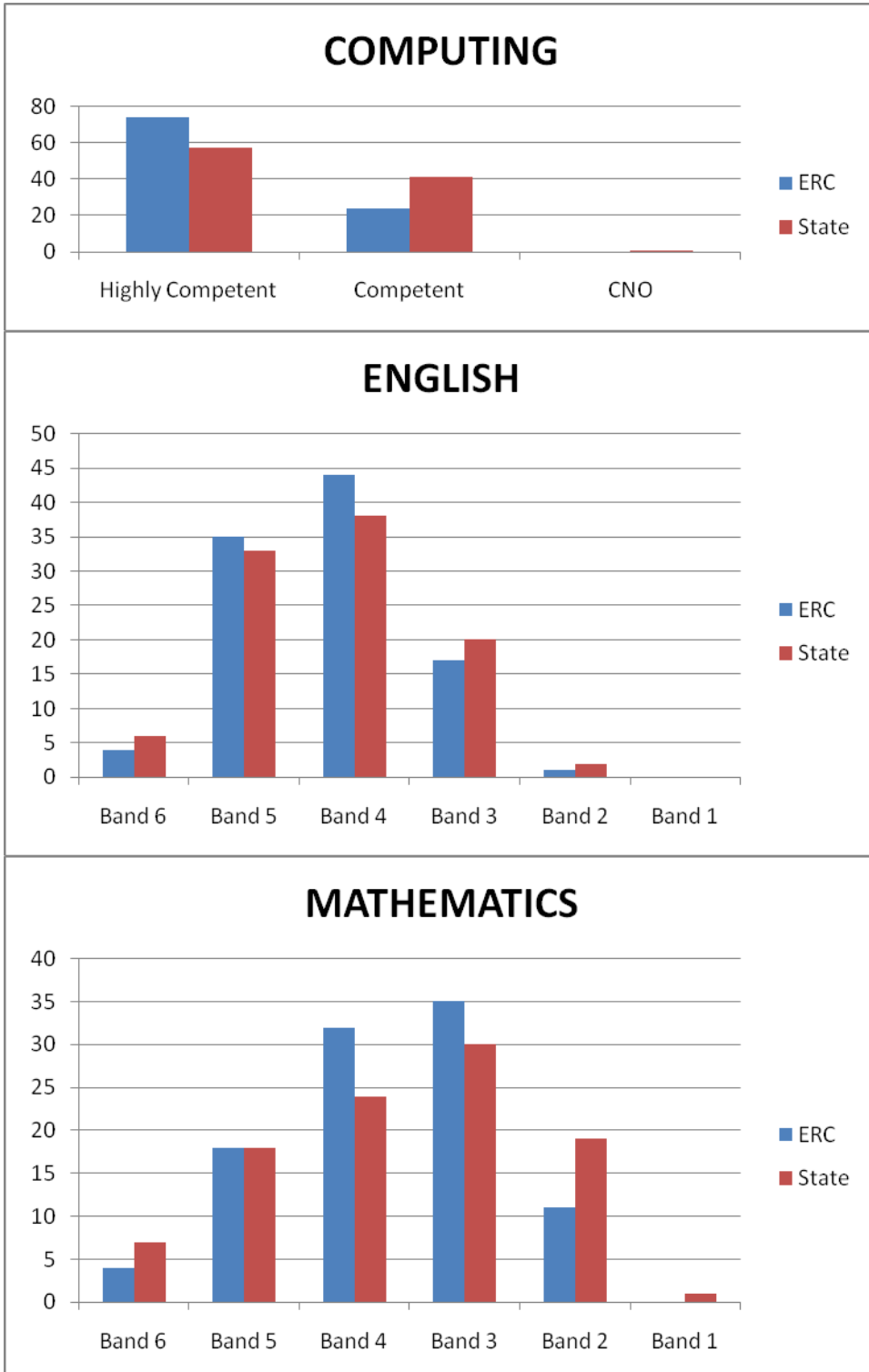
NATIONAL MINIMUM STANDARDS
For Year 9:
BAND 6 = AT MINIMUM STANDARD
BAND 5 = BELOW MINIMUM STANDARD

Numeracy percentages in bands for Year 9 : Boys

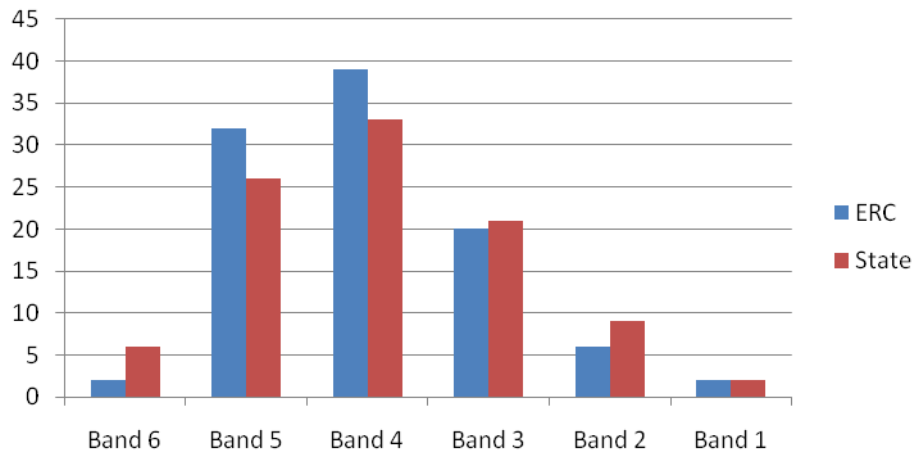
STATE:	na	na	5	na	na	18	na	na	23	na	na	24	na	na	15	na	na	15
SEG:	na	na	1	na	na	8	na	na	17	na	na	27	na	na	23	na	na	23
GROUP:	na	na	2	na	na	7	na	na	22	na	na	33	na	na	28	na	na	9



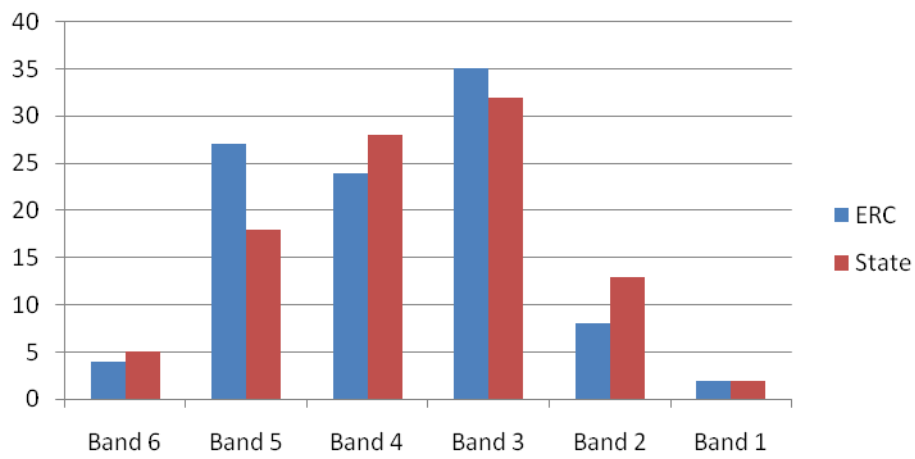
SCHOOL CERTIFICATE EXAMINATIONS 2007



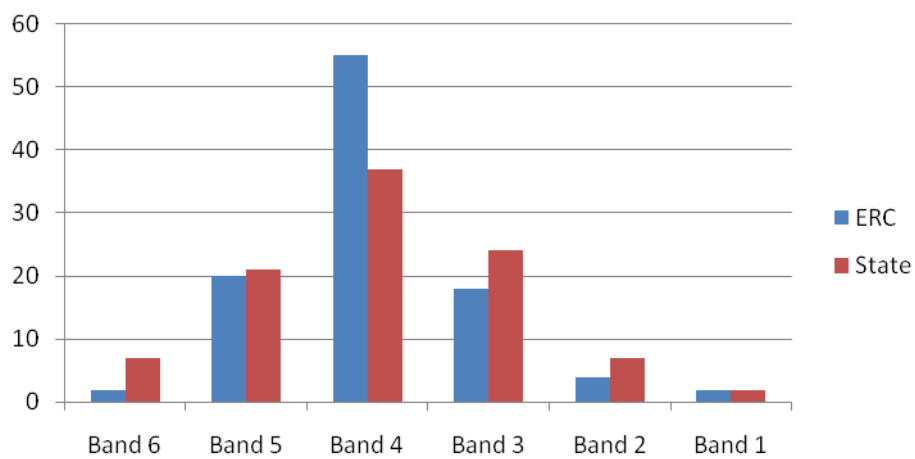
SCIENCE



HISTORY



GEOGRAPHY

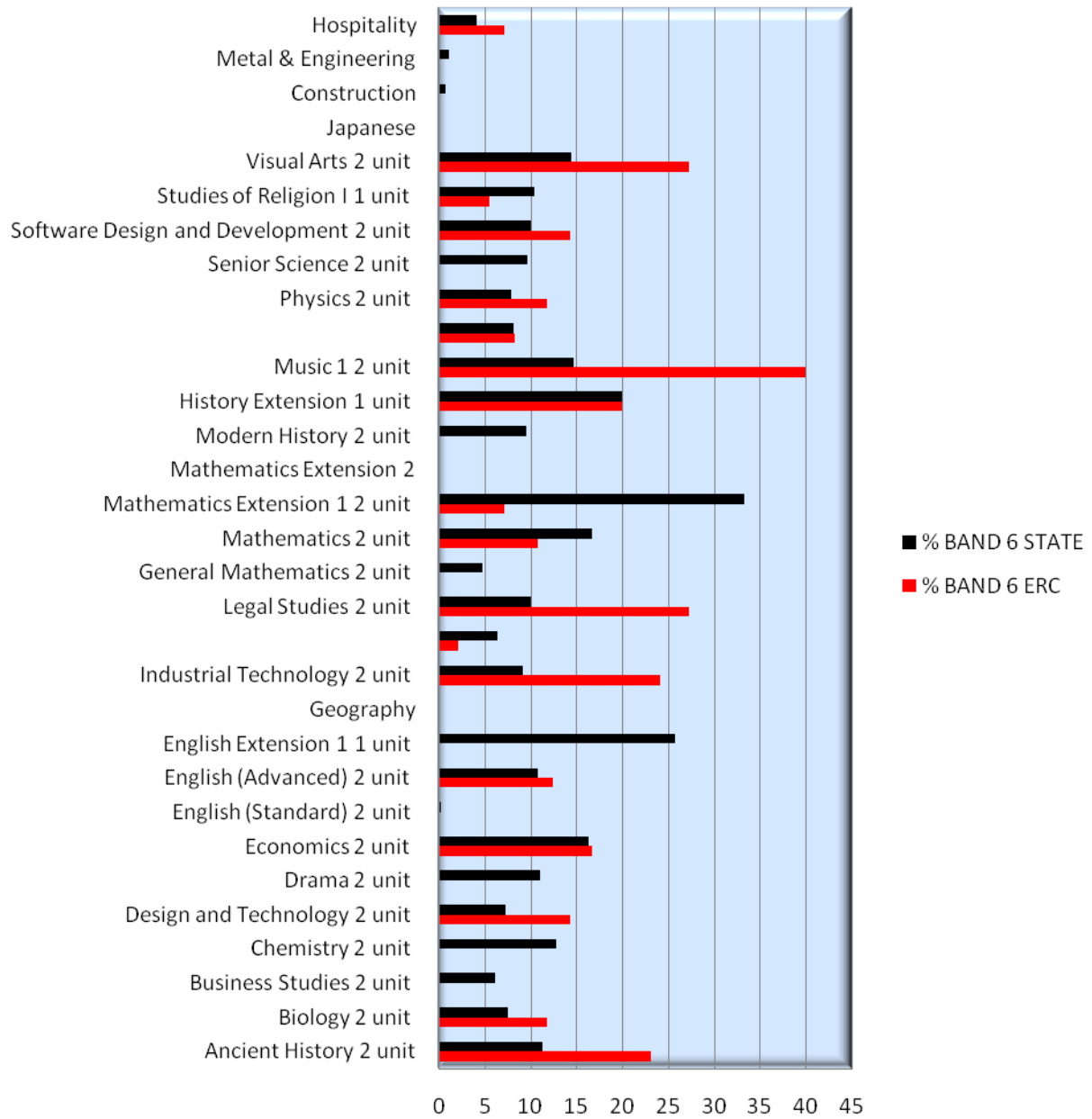


- **Bands 6 and 5 combined indicate that the boys' performance is comparable to the State. This continues the general pattern evident in previous years' performances.**
- **The boys performed particularly well in the Computing Skills examination with 74% of students being graded as highly competent compared to only 57% of students state wide.**

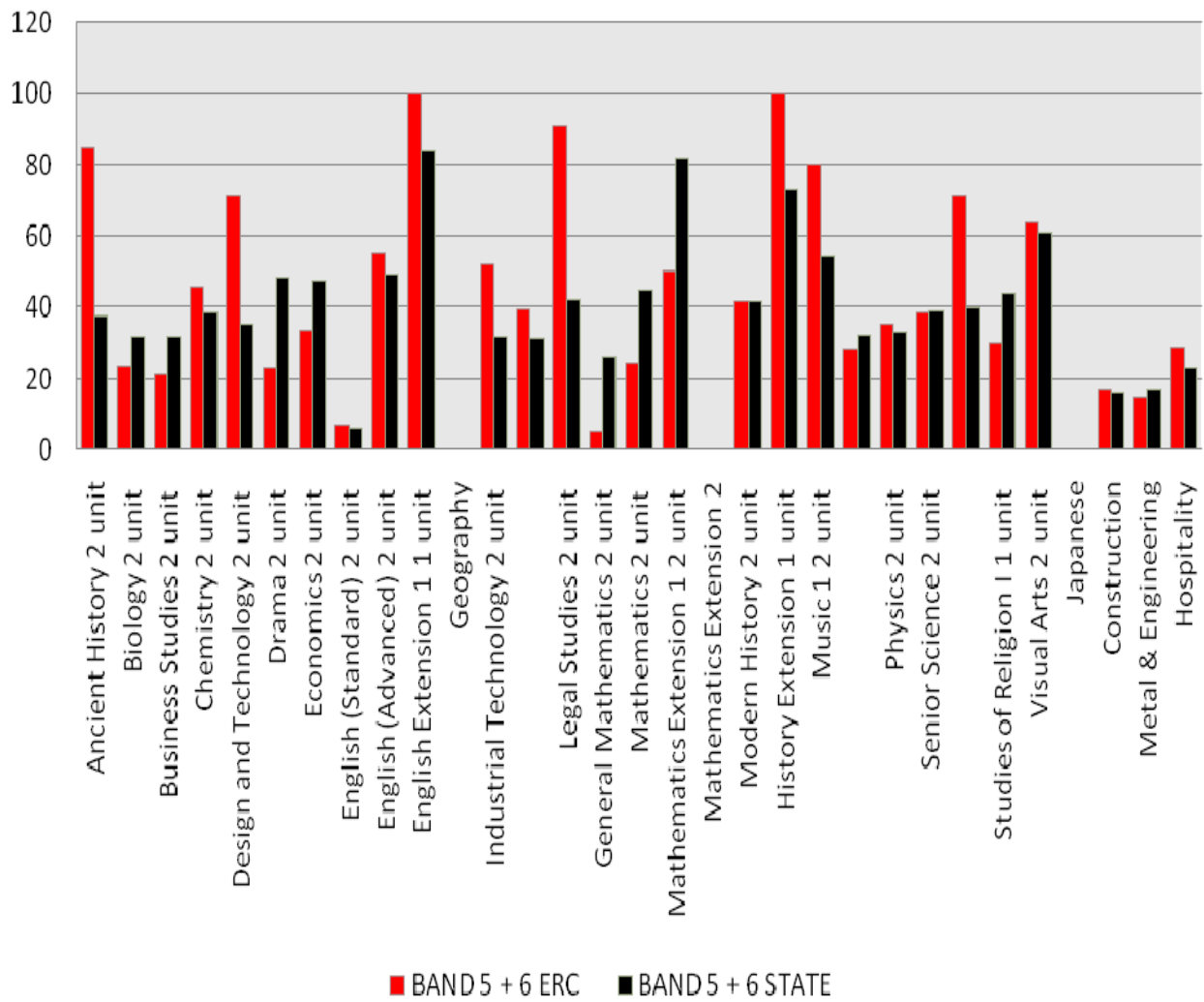
2008 HSC ANALYSIS – A SUMMARY

- 99 ERC Year 12 students presented for the 2008 HSC
- Band Distribution for the 28 different courses studied by students at ERC:
 - 46 students obtained a Band 6 (a mark between 90 and 100)
 - 157 students obtained a Band 5 (a mark between 80 and 89)
 - 237 students obtained a Band 4 (a mark between 70 and 79)
 - 132 students obtained a Band 3 (a mark between 60 and 69)
 - 25 students obtained a Band 2 (a mark between 50 and 59)
 - 3 students obtained a Band 1 (a mark between 50 and 59)
- Examinations in 28 different courses sat by students at ERC
- Student results in 19 examinations were above the State average
- The best performing subjects were: Ancient History; Economics; Legal Studies; Industrial Technology; Information Processes and Technology; Music 1
- Other subjects where results were above the State average included: Business Studies ; Chemistry; Design & Technology; English (Standard); English (Advanced); Modern History; History Extension; Personal Development, Health & Physical Education; Physics; Senior Science; Software Design & Development; Visual Arts; Hospitality
- 52 students achieved UAI's sufficient to gain offers to enrol in Universities. 43 of these offers were for places at Wollongong University – all main round offers
- Course titles at University included: B Laws; B Engineering (Civil); B Engineering (Mechanical); B Nursing; B Applied Science; B Mathematics & Finance; B Commerce; B Arts; B Physical & Health Ed; B Internet Science; B Justice Studies (Policing); B Computer Science; B Design Architecture; B Education (The Early Years); B Engineering (Mining); B Computers (Software Engineering); B Arts (Population Health); B Computer Science (Systems Security); B Science/B Laws; B Creative Arts (Creative Writing); B Creative Arts (Performance); B Biotechnology; B Exercise Science & Rehabilitation; B Applied Science (Physiotherapy); B Engineering (Mechatronic)
- The highest UAI's gained by students at ERC were 98.7 and 98.15.
- Two students made the All Rounder Achievement list for students gaining a Band 6 (a mark of 90 or greater) in 10 or more units of study. (Only 7 other students gained this recognition in the Illawarra.)
- In total, 12 students achieved UAI's of 90 or above.

BAND 6 ACHIEVEMENT



BAND 5 + BAND 6 ACHIEVEMENT



PROFESSIONAL LEARNING UNDERTAKEN BY TEACHERS

Following is an overview of the range of areas covered by external learning programmes that were undertaken by teaching staff in order to enhance their professional learning.

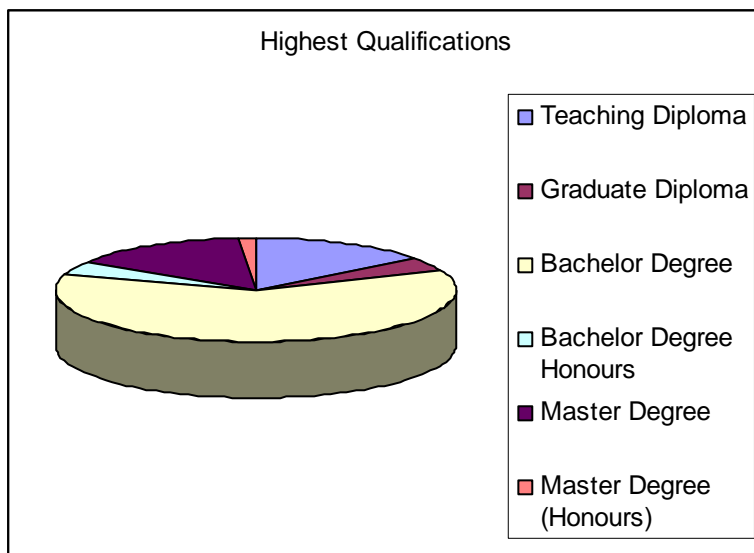
The College has maintained its support for teachers to attend various meeting and inservices, particularly within the Diocese and with other Christian Brothers schools. These meetings focus on teaching the curriculum with a particular emphasis on the education of boys. Faculty representatives attending such meetings included:

- Executive – management and Leadership
- Vocational Education and Training – including faculty members from Hospitality, and Construction
- Religion Studies
- Special Education and Support Services
- Technology and Applied Studies
- Careers Education
- Indigenous Education

Teachers' professional learning is enhanced through participation in the formalised presentation of learning programmes and in informal ways through their engagement in activities with a variety of other professionals. Teachers' learning is shared with other Faculty members on staff through regular fortnightly faculty and pastoral meetings.

TEACHER STANDARDS

Staff Qualifications	Qualifications Total	Highest Qualifications
Certificate	14	
Teaching Diploma	19	10
Graduate Diploma	36	3
Bachelor Degree	52	42
Bachelor Degree Honours	3	3
Master Degree	11	10
Master Degree (Honours)	1	1



The teaching staff possesses teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-N005R) guidelines.

TEACHER ATTENDANCE AND RETENTION

The average daily attendance rate remained at approximately 97%.

Proportion of teaching staff retained from the previous year is approximately 95%.

STUDENT ATTENDANCE RATE

Year 7	95.4%
Year 8	93.9%
Year 9	94.7%
Year 10	95.5%
Year 11	95.0%
Year 12	94.0%
Average Attendance Rate = 95%	

(The above figures were calculated using a 20 day sample of student attendance in May/June. The figures were gathered and submitted to meet the requirements of a government audit of student attendance)

The slight variation in attendance rate between each year group depends on individual student circumstances. Apart from illness, extended periods of leave for individual students were granted by the Headmaster upon parental request. Unexplained absences are small in number in each cohort.

STUDENT RETENTION RATE

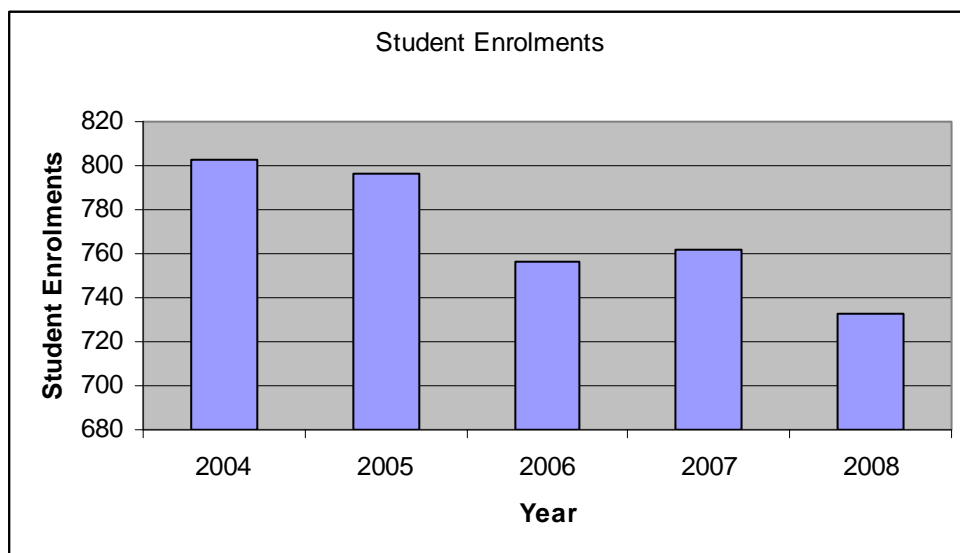
Cohort finishing in Year 12	Total Enrolment in Year 7 on Census Date	% Retention Rate from Year 7 to Year 10	% Retention Rate from Year 10 to Year 11	% Retention Rate from Year 11 to Year 12
2008	120	102	76	87
2007	140	98	83	87
2006	123	91	78	88
2005	142	94	78	94
2004	149	96	86	90
2003	154	92	84	92
2002	160	81	81	84
Average	145	93	81	89

Note: These figures are based on numbers not individuals. Thus in 2008 there were more students in Year 10 than started in Year 7, 2005.

The above table indicates that the College student retention rates remain high relative to data released for secondary schools in the Illawarra region. Within the College retention rates have been very consistent over the range of years indicated above.

The reduced Year 10 into Year 11 retention rate in 2008 was due to the size of the 2007 Year 10 cohort.

STUDENT ENROLMENTS



The chart above clearly indicates that the total student enrolment numbers at Edmund Rice College fell in 2008. This is mainly due to the construction of the new Catholic High School, Corpus Christi, at Oak Flats in 2004. This has meant that a small number of students that would previously attended ERC now attend the new school.

The table below shows the distribution of student numbers across the various year groups.

YEAR	2004	2005	2006	2007	2008
7	154	126	123	140	120
8	146	157	126	127	140
9	145	145	153	132	130
10	153	143	138	151	128
11	113	119	111	115	115
12	92	106	105	97	100
TOTAL	803	796	756	762	733

POST SCHOOL DESTINATIONS

Each year the College contacts outgoing Year 12 students and requests that they complete a destination survey.

Of the 100 HSC students the following information (from 39 respondents) indicates their post high school involvement.

Workforce:

39% (15) of the respondents are engaged in work;

29% (11) of the respondents in full time work and 13% (5) in part time work.

Further Study:

66% (25) of the respondents are engaged in full time study,

29% (11) are engaged in part time study and 3% (1) have deferred their study.

66% (25) of the respondents are studying at University

21% (8) of the respondents are studying at TAFE

8% (3) of the respondents are studying at other training institutions

ENROLMENT POLICIES

As a Catholic College our aim is to try to accommodate first of all students applying from Catholic Primary Schools. However, students from other non-government and government schools are welcomed as well.

We value our association with parents and their sons from Christian denominations other than the Catholic faith and indeed some from other Religious Traditions and Cultures too.

Edmund Rice College does not exclude students on the basis of academic ability and therefore accepts students with varied abilities and diverse learning backgrounds. We are committed to the enrolment of students with disabilities who are likely to benefit from the integrated model which we operate. Once an application is made, an interview is organised with the Headmaster or Deputy Headmaster.

In the enrolment process we endeavour to discern what the parents' and their sons' expectations are concerning education here, clarify the expectations we have of them and ensure that there is a compatibility of aims and expectations which can be mutually productive.

A student's continuing enrolment is reviewed annually, in particular, at the end of Year 10, in view of the student's suitability for the demands of senior study and demonstrated willingness to adjust to and accept expectations determined by the College.

SUMMARY OF STUDENT WELFARE POLICIES

A number of programmes are in place to make the College a safe, happy and affective learning environment where a student is free to develop his potential in many spheres including the physical, social, academic, spiritual and emotional. Underpinning all of these programmes is the development of a sense of self-worth and the importance of nurturing each individual.

Religious

- The College continues to provide students with sacramental and liturgical experiences. The College has the services of a Chaplain once a week. Another priest has also been involved in the College particularly with the senior students
- The classroom Religion Studies courses across Years 7 to 12 have focused, at age appropriate levels of depth, on the knowledge of those teachings central to the Catholic faith.
- The senior retreat programme continues to provide significant spiritual and personal experiences for students in Years 11 and 12.

Pastoral

The College continues to seek to provide comprehensive educational opportunities for boys in the Illawarra. Some important points include:

- enabling access to all regardless of financial circumstances
- providing an extensive curriculum across all learning areas to cater for the full range of abilities and interests of our students
- assisting those students who are experiencing difficulties through professional counselling, learning support and careers advice
- enhancing the opportunities for students to express themselves in debating, public speaking, the creative and performing arts as well as on the sporting field
- Focus on the development of leadership, relationships and service to others through peer support, student representative councils, Christian Service Learning experiences, social justice activities and the outdoor education programme.

SCHOOL-DETERMINED IMPROVEMENT TARGETS

Achievement of Priorities for 2007

Specific Targets

1. *Attain Re-Registration and Accreditation of the College*

As a result of the inspection of the College carried out by the Board of Studies in 2007, the College has been granted re-registration and re-accreditation until 31/12/2012.

Preparation and participation in the registration and accreditation process involved a considerable amount of time, resources and effort. The final positive outcome, however, indicates that Edmund Rice College continues to meet the high standards demanded by the Board of Studies.

2. *Improve tracking of students experiencing behavioural difficulties*

New procedures were introduced for teachers wishing to place students on after-school detention. The new procedures resulted in improved record keeping by designing and maintaining a database indicating information relevant to students' detention. This database was extended to include information relating to student suspensions as well as warning letters sent home to parents indicating non-compliance with assessment requirements.

These procedures have been continued in 2008. The data base has been improved by including more optional fields increasing the detail gathered to help track student behaviour. (e.g. students sign-in/sign-out lists for students on detention can now be generated and monitored.)

3. *Review the availability of computer related technology in the College*

As part of this process a College Computer Technology Strategic Plan was developed in 2008.

4. *Improvement to facilities*

- *Planning for the building of the proposed Sports Hall continued in 2007.*

Due to financial considerations the building of the proposed Sports Hall has been postponed to enable alternative, more cost effective designs to be investigated.

- *A concrete area outside the Hospitality Kitchen was constructed. This facility will provide an area for the students to utilise for practising their catering skills.*

This area has been utilised in 2008 for many activities involving Year 11/12 Hospitality students and Years 9/10 Food Technology students as well as a number of student musical performances.

- *A small pergola in the senior quadrangle was repaired and a new roof was installed. New wooden seating has been installed. This rejuvenated area now offers new undercover seating for students.*

This has proven to be very popular with the senior students in 2008

5. *Improved marketing resulting in increased student enrolment*

The Director of Marketing continued to liaise with local media representatives to gain media exposure promoting the achievements of students of the College in 2007.

SPECIFIC SCHOOL INITIATIVES IN 2008

NATIONAL ASSESSMENT PROGRAM - LITERACY AND NUMERACY 2008

In 2008 the National Assessment Program - Literacy and Numeracy (NAPLAN) was introduced for all students in Years 3, 5, 7 and 9 in all government and non-government schools. This program, which has the support of all State and Territory Education Ministers, will assess the literacy and numeracy learning of students in all Australian schools.

In New South Wales the NAPLAN tests will replace the Basic Skills Tests (BST), English Language and Literacy Assessment (ELLA) and Secondary Numeracy Assessment Program (SNAP).

The results of the tests will provide important information to schools about what each student can do, and will be used to support teaching and learning programs. Parents will receive a report indicating their child's level of achievement. Each student's level of achievement will be reported against the agreed national benchmarks of student achievement.

Background information (student name, gender, date of birth, language background and Aboriginality) was collected as part of this National Assessment Program. This information is treated confidentially and held securely to ensure that every student's right to privacy is maintained.

The tests were conducted across Australia on the same days for all students according to the following timetable:

Tuesday 13 May – Language Convention test (Spelling, Punctuation and Grammar) and a separate Writing test.

Wednesday 14 May - Reading test

Thursday 15 May - Numeracy test (Number, Algebra, Function and Pattern, Chance and Data, Measurement and Space)

In the Numeracy tests students **do not** require any measuring tools such as rulers or protractors. In Years 7 and 9 there were two Numeracy tests: one where a calculator was allowed and one where calculators were not used. For the calculator test the student was required to use the calculator that they use at school.

Friday 16 May - A make-up day was scheduled for students who missed a section of the test or were absent on a particular day.

Although parents have the right to withdraw their child from these tests, it is the expectation that all Year 7 and Year 9 students attending Edmund Rice College will participate in these examinations. Additional information for parents about the National Assessment Program can be found on this website: <http://www.naplan.edu.au/parents/parents.html>

REVIEW AND REVISION OF THE COLLEGE REPORTING SYSTEM

- Significant changes were implemented in 2008
- Until 2008, mid-year student reports in Years 7 to 10 were produced as single page reports listing for each subject a single mark (constructed from a combination of each student's examination mark and assessment mark) as well as an accompanying brief comment. A Home Room Teacher comment was written at the bottom of the page.
- In 2009 mid-year reports took on a multi-page structure:
 - On the front was a summary page listing each subject studied and for each individual subject an examination mark, an assessment mark, a grade and a class average.
 - Accompanying the summary page were separate pages for each subject. These pages listed student achievement in various outcomes relating to each specific subject. These pages also included the examination and assessment marks for that subject, the grade allocated and the subject average mark as well as information relating to the distribution of grades across the Year Group.
- It is hoped that this new reporting structure will provide parents with more detailed information that is both qualitative and quantitative. We have attempted to keep the information informative yet relatively simple for parents and students to understand.
- Feedback from parents during the compulsory interviews at the commencement of Term 3 was very positive. Parents indicated that the summary page gave them a quick overview while the individual subject pages were useful to more closely examine their son's performance in a particular subject.
- The new report format was also implemented for the end of year examinations.
- Reports for Years 11 and 12 had already adopted this format a number of years ago.

COLLEGE TECHNOLOGY PLAN

The College Technology Plan was further developed in 2008.

AIM: To improve the quality of learning experiences for students of Edmund Rice College.

EXPECTED OUTCOME: The use of information and communication technology will be integrated into the teaching and learning experiences provided for students. This will provide a more effective, efficient, flexible and relevant learning environment.

STRATEGY:

1. Create 5 flexible learning spaces strategically located around the College campus in a way that will maximise the potential access for students.
These flexible learning spaces will be located in:
Room 20 Room 21 AV Room Multi-purpose Hall Graphics/TAS Room
2. Utilise found space within existing College facilities utilising the College extended hours timetable model.
3. Increase student : computer ratio to the Government benchmark of approximately 2 : 1
4. Utilise laptops as a more efficient and cost effective measure to achieve Outcomes 1, 2, & 3. (A cost/benefit analysis indicates that the increased cost of laptops as opposed to desk tops is offset by the additional infrastructure costs – primarily electrical – that would be incurred if desk tops were installed. Also, laptops must be utilised as the installation of desk tops reduces and sometimes eliminates the potential for the learning space to be used for other purposes.)

It is anticipated that the provision of funds from the Commonwealth Government in 2009 will allow these strategies to be implemented. This is additional to the existing computers already available for student and teacher use in the College (approximately 100 desktop computers for student use and 35 for staff use)

CSL & SOCIAL JUSTICE

Inspired by the charism of Blessed Edmund Rice, the College facilitates service opportunities for all students who seek to serve their family, school, church and wider communities. There were many reports of boys getting stuck in at home and helping out with cooking meals, walking pets and organising the recycling as well as volunteering at local fetes, door knock appeals and primary school sport days. These volunteer commitments contribute to the success of many community ventures and this year the College was again awarded 3rd place for the Australian Red Cross Door Knock Appeal. It is also important to acknowledge the grace and humility that characterises the service attitude; members of the public even took the time to contact the College and compliment boys from Years 9 and 11 on their polite conduct whilst selling badges for Legacy. Likewise, we received much positive feedback when 45 of our Year 11 PDHPE students helped out at the inaugural Mini-Olympics for Special Needs People. No doubt this is an event that we will continue to support.

Furthermore, in Term 4 students of the College sent over 50 shoe boxes full of good will to the Samaritan's Purse charity, bound for people in developing countries. While we understand that these trinkets do not solve problems, they are a sign of hope and solidarity with those who continue to suffer in situations of injustice. Importantly, student leadership is integral to the success of any Social Justice initiative and we acknowledge the organising teams of the 40 Hour Famine and Hunger for Justice events, raising over \$4000 for World Vision and the Hospitality Soup Kitchen project.

Importantly, the annual Year 10 Social Justice Day allowed students to explore how responsible driving, the effects of drugs and alcohol, and youth homelessness are all social justice issues affecting a wide circle of people. Its theme of "Walk a Mile in My Shoes" encouraged students to put themselves in the situation of those experiencing injustice and to act responsibly in all situations. The day began fittingly with an Indigenous smoking ceremony, symbolically held under the fig tree in the gully, followed by a liturgy in the chapel. As on many occasions throughout the year when she supports the Year group charities with special meal deal days, Narelle and her parent helpers supported us by providing a delicious lunch.

Harnessing the momentum of Social Justice Day, several Year 10 students formed a Social Action Group to support the work of the senior students and as a way of building leadership skills in order to lead school projects for Social Action. The first undertaking was a visit to the Médecins Sans Frontières Refugee Camp in Your City which was set up at Homebush. The boys experienced what conditions are like in a refugee camp and were especially challenged to think about how the ERC community can support refugees. This became a focus for us during Term 4; Year 10 students were keen to support the family of one of their classmates who were resettled to Wollongong from Nigeria under the Australian Refugee Programme. Collections for blankets, toys and household goods helped them make the transition and helped our students to see how every person can help out in the local community as well as the global community. Indeed, our students do 'Make a Difference'.

The Senior Project

Undertaking a service project involves a major commitment and an attitude of selflessness on both the part of the volunteer and the organisation which they seek to serve. We must acknowledge the many organisations that support the College in the delivery of this Programme which takes the classroom into the community. Likewise, the Year 11 students have been inspirational in their selfless service to others, continuing established projects such as the soup kitchen and primary school support while adding English for Life and a new partnership with Anglicare at the Woonona Chesalon Nursing Home to support elderly people in learning how to use computers. This project was funded by an IMB Community

Grant and is one step toward helping our students reach out to bridge the generation gap between the elderly and the young in our technological age. Mr Peter Crabbe was instrumental in getting this project off the ground, as was Mr Geoff Volk in the Spearing Reserve Bushcare project, which gives our students the opportunity to develop skills in caring for our natural environment. In fact, from sport coaches to leaders of camps, retreats and community events, students have many positive examples of staff who give of their own time to help the community; we must give a special mention to Mrs Turnbull who organises the regular trips to the Blood Bank so that students can donate blood.

Year 12, 2008

Over their two Senior years, the 2008 graduating class volunteered 4,257 hours of their time to projects such as the Wesley Uniting Church Community Kitchen, PCYC, Edmund Rice Camps, Junior sport teams, Jammers' basketball Programme for students with special needs, primary school reading, surf life saving, 40 Hour Famine, Red Cross Blood Bank, Meals on Wheels, Compeer Illawarra and local church communities. Such a diversity of experience and interest shows that you can make a difference to your community in many ways. In fact, aims of the Programme include connecting boys to their local communities and engendering the formation of a habit of service. Significantly, 11 graduating students also received the College Service Medal for commitment to the College ethos and leadership through service. As part of the learning process, students are asked to write a reflection paper which focuses on their own learning journey through the service project. The following is an extract from Adam Jory's paper; he received the Br Paul Oakley Award for Leadership through Service at the Year 12 Graduation.

"Throughout my Christian Service Learning project at Wollongong PCYC I have come to understand the difference between what I am able to change and what I cannot. The many social inequalities and the injustices I have seen among the kids who attend PCYC throughout my service has opened my eyes to the extent of which many people in our community can be marginalised simply due to stereotypes. By actively engaging in the initiatives of PCYC I believe we are doing our bit, no matter how small, to try to achieve some form of social justice within the community, helping to cast off the injustices that these kids experience in everyday life and bring about a better tomorrow for all of them.

By completing my core hours at my placement I have been able to get to know some really exceptional kids, and the friendships I have formed amongst them and the many members of staff and the police officers will be ones I will value and keep forever. I have really enjoyed my time volunteering at Wollongong Police & Community Youth Club and although I completed my mandatory 40 hours worth of service a long time ago, and now having served well over 150 hours, I can honestly say it has been an experience that will stay with me for a long time and I plan to continue to offer my services as a volunteer at PCYC Wollongong for some time to come."

As a community of faith and hope, we are working towards embedding Social Justice and Christian Service Learning into every aspect of College life. It is with humble hearts that we recognise the particular gifts of our students when they are volunteering their time, talent and resources to serve the community. As students engage in service and contribute in meaningful ways to their world, we hope that they gain a sense of themselves as empowered to 'Make a Difference', to strive for justice and to be oases of peace in their own communities.

Mrs Jenny Frappell & Mrs Judith Hurley
CSL/Social Justice Co-ordinators

ECO ERC

This year, 'Eco-ERC', a group interested in Sustainability and Earth Care, was launched at the College.

The group has 12 members from Years 7 to 10 and we are always looking for new members, especially those with innovative ideas and enthusiasm for conservation.

Our first big project took place on the last Friday of the October holidays, with 7 students, 1 parent, 2 teachers, and 4 volunteers from Conservation Volunteers participating. Our goal was to 'increase the frog habitat value of the College' by improving the existing garden in front of the Hall. The idea came from two Year 10 students, Cody Shanahan and Peter Zuiderwyk, who both attended a Sustainability Conference earlier this year and were founding members of Eco-ERC.

Not many students would give up an entire day to work on a garden at school, but these volunteers worked tirelessly from 9am to 3:30pm and were very happy with what they learnt on the day and with what they achieved. Michael and Bob from Conservation Volunteers had a wealth of experience, knowledge, patience and good humour. We also thank the Wollongong Botanical Gardens for their donation of plants and the IMB for their donation of funds to purchase additional plants. Special mention goes to Brendan Howard for his excellent caramel tarts.

We micro weeded, removed exotic plants and replanted native species, angle grinded and jack hammered concrete, cleaned the pond (with some students striking it rich), shovelled river sand and hand placed river rocks to recreate a micro system which we hope will be attractive to frogs and other small creatures such as the endangered Green and Golden Bell Frog.

Previous Stream Watch tests on the pond by Mrs Knowles and the students had revealed no life at all present. However, when the pond was emptied by the groundsmen, a long necked turtle and frogs were found hidden in the mud and rubbish at the bottom. Numerous lizards and at least five types of spiders were also found on the project day. The bucket chain to fill the pond at the end of the day was hysterical and everyone cheered when the pump kicked into action.

This sustainability project is an example of what could be possible in all backyards. We hope that the new frog pond can be used by Science classes, admired and protected by staff and students, and appreciated by visitors to the College.

If you are interested in joining Conservation Volunteers, ring 1800 032 501 or visit www.conservationvolunteers.com.au

Mrs Jenny Frappell
CSL & Social Justice Co-ordinator

INDIGENOUS CULTURAL AWARENESS

Congratulations to Andrew McKay our Year 11 student who was elected Vice Captain of the College for 2009 by staff and students.

World Youth Day

It was a very proud moment when our students were involved in the visit of the World Youth Day Cross. Our ancestors were acknowledged by the 'Acknowledging of Country', and our Koori students, Andrew McKay, Christian Wright and Jed Erwin, accepted the message stick whilst Justin Waples accompanied on the didgeridoo.

Twilight Expo

In order to celebrate our heritage at the College Twilight Expo, we set up a display promoting Aboriginal/Torres Strait Islander culture and had traditional food tasting. The food was prepared by the parents of our indigenous students and Narelle from the Canteen. Art activities were available for the visitors and prospective students to participate in and some excellent artwork was produced. A big thank you to Justin Waples, who gave some lessons to the males on didgeridoo playing, and to our indigenous students who also helped out on the day.

Sydney University Visit

This year our senior students visited the Koori Centre at Sydney University. On their tour of the centre they were given information about courses and assistance available to them.

Social Justice Day

This year our Social Justice Day theme was 'Walk a Mile in My Shoes'. The day began with a traditional smoking ceremony and the 'Welcome to Country' led by Uncle Roy 'Dootch' Kennedy and Sylvia Campbell, and Josh Maurer continued the tradition established by his mother, Pat, who was involved in the implementation of Social Justice Day. Some of our students accompanied them with the didgeridoo and clap-sticks. A highlight also was the traditional dance performed by talented dancer, Aaron Swan, who performed in front of the Pope during his visit. Following the welcome, the students participated in various activities and a traditional lunch was served to the community and students.

Traditional Dance and Didgeridoo Playing Lesson

Ivan Morris, a local community member who has toured both nationally and internationally, conducted a workshop with the students where they gained some traditional knowledge of their culture.

Boori Pryor

Boori Pryor visited the College again this year and the students thoroughly enjoyed his 'dreaming' stories, didgeridoo playing and personal stories from his childhood.

LEARNING SUPPORT

The Learning Support team at Edmund Rice College consisted of 6 staff members during 2008. Mr Greg Carey is the Co-ordinator; Mrs Natalie Pearson managed the special needs of Years 8 and 9 students, the Extension Programme, Homework Club and numerous intensive Programmes; Ms. Diane Pearce managed the Years 7 and 10 students and handled all Special Examination Provisions; Mrs Jackie Scheers not only managed all Indigenous activities and support for Indigenous students and families but also provided support both in-class and in special Programmes; Mrs Jenny Thatcher was jointly responsible for Homework Club. She also provided in-class, small group and 1-1 support as well as assisting with the Extension Programme; Mrs Katrina O'Neill provided a new injection of ideas and energy to the team after returning from several years of teaching in Western Australia.

Some of our more visible activities include our Intensive Reading Programme, Spelling and Writing Tutorials, Homework Club, Enrichment Programme, Friday Morning Reading Group and Special Provisions for examinations.

Our Intensive Reading Programmes allow very small groups of boys to receive intensive help to build their reading skills. In 2008 this Programme was conducted by Mrs Pearson and Mrs Thatcher.

The Spelling and Writing Tutorials offered a small group of students the opportunity to develop their skills in these important areas.

Homework Club is held two afternoons a week for an hour each Monday and Thursday. Learning Support staff and other teachers are on hand to help students to complete homework and assignments or simply get more help with difficult work.

The Enrichment Programme challenges students who want to extend themselves either in traditional school-based learning or in a range of non-traditional fields. Activities range from Tournament of Minds, independent research and hands-on type community activities.

The Friday Morning Reading Group enables a group of Year 7 students to improve their reading skills with the assistance of loyal parent and grandparent helpers. The College community spirit shines through with this Programme, as we have several helpers who continue to serve the College despite the fact that their sons and grandsons graduated from the College a number of years ago.

Many of our helpers, as well as other volunteers, also assist during our end of semester exams. These volunteers give generously to help students who require Special Provisions to complete their examinations.

The College is extremely fortunate and thankful for the wonderful support of these and other volunteers who help our students in so many ways.

As you can see 2008 was yet another extremely busy year for the Learning Support staff. Once again we provided a range of services for teachers and students in classrooms, in specially focused Programmes, and in completing assessment tasks. Learning Support also assisted teaching staff to prepare units of work, tests and examinations and assignments, to ensure that all students were given the opportunity to display their knowledge and understanding.

Helping students in these many areas is hard work, sometimes frustrating but always enormously rewarding. Knowing that we make a difference to our students' lives motivates all members of the Learning Support team.

Mr Greg Carey, Targeted Programmes Co-ordinator

THE ANNEXE

The Annexe is located on the corner of the Princes Highway and Towradgi Road, in the former St Paul's Anglican Church building. Linked to the College, the Annexe caters for young people who have no access to mainstream secondary schooling.

This year has been a busy one at the Annexe with eleven Year Ten students gaining their School Certificate. Apart from the general academic subjects, staff and students focus on Creative Arts and Music as a major part of the Annexe curriculum.

Students are encouraged to discover and practise their skills, whether it is singing, and drumming, playing guitar or keyboard... painting, drawing or creating unique designs.

Staff members, Lindy, Mick and Raylene, are always ready to assist students across a wide range of interests and activities.

Mrs Raylene Holz
The Annexe (An Alternative Education Project)

ENRICHMENT PROGRAMME

It has been an interesting year for Enrichment Programme participants. Our year started with our overnight trip to Canberra. We were fortunate to be in Canberra for the Canberra Day celebrations. We visited the War Memorial, National Archives and the CSIRO as well as other attractions over our very busy two days.

We were also fortunate this year to meet Dr Karl Kruszelniki after his lecture at Sydney University. We also visited the Nicholson Museum which had a fabulous selection of artefacts that the boys enjoyed viewing.

The second half of the year was dominated by the Tournament of Minds and we were thoroughly amazed by the abilities of the boys to solve these challenging problems. Our Mathematics/Engineering team was particularly strong this year.

Congratulations also to all those boys who successfully completed their Independent Learning Projects. The variety and complexity of the various projects was extremely impressive for all who viewed them during the Independent Learning Project Expo night. Finally, our Chess Team and Chess Club continued to be a popular addition to the Enrichment Programme. We were fortunate to be joined by some new Year 7 players: Simon Maksour, Andrew Somerville and Ali Achaechi. Congratulations to Ali, also, as he has been undefeated in any Chess game so far for either Chess Club or Chess Team.

Mrs Natalie Pearson and Mrs Jennifer Thatcher

CAREERS

Students at the College are given many opportunities to find out about their Career options after completing their School Certificate or Higher School Certificate.

In Year 9, students learn about their individual interests and abilities and how these attributes relate to relevant career choices. Career lessons in Year 10 cover a range of topics including employer expectations, employee expectations, subject choices related to careers, safety in the workplace, job seeking skills, resumé writing, compiling an interview portfolio, letter writing, job applications and interview skills.

Students in Years 10 and 12 attend the Illawarra Careers Expo that brings together hundreds of employers, TAFE and University representatives and personnel from private training organisations.

Discovery Day at University of Wollongong provides an opportunity for Year 11 students to 'try' a day at university. Students elect to attend lectures, workshops and seminars from a wide range of faculties as well as a general information session which outlines Application Procedures, Early Entry Programme, Points to UOW Programme and many other relevant topics.

The two very experienced Careers Advisers are available for career interviews and advice throughout each day. The Careers Office is also an important resource centre with many Careers books, CD's and DVD's available for borrowing.

Work Experience was again a very positive experience both for the students and their respective employers. Overall, the comments and written reports were an excellent recognition of the students' efforts in the workplace.

Guest speakers, attendance at TAFE Taster Days and a variety of other career related excursions are all on offer to students who are interested in making informed decisions for their transition from school to work. The Careers section of the weekly College Newsletter outlines many of these opportunities.

Mrs Jean Turnbull and Mrs Jennifer Hodson
Careers Advisers

MUSIC

With strong numbers in both Year 11 and two Year 9 elective classes scheduled for 2009, it is apparent that Music at Edmund Rice College is destined to grow.

Year 7 took on the many new challenges of studying music admirably through their eager approach to a range of new experiences. One of the many highlights of the year was how well the newly incorporated Prokofiev's "Peter & the Wolf" unit was acclaimed by the students in Year 7. Students participated in a variety of listening and practical activities. The Band class also had the opportunity to perform at the Year 7 Presentation Evening in Term 4.

For Year 8, it was all about Rock and Popular Music – a topic which they obviously enjoy. Who could forget moments like the performances of Black Sabbath's "Iron man", Elvis' "Mean Woman Blues" and the ever popular "Smoke on the Water"?

Year 9 have had the opportunity to experience the introduction of new teaching technologies incorporating on-call internet access coupled with PowerPoint devised lessons incorporating audio and video demonstrations to highlight musical performances and techniques – all this displayed through a projector. Students have studied Blues, Jazz, Musical Theatre and South American music, participating in a range of activities including the creation of their own "Mini Musical" wherein they had to write, sing and perform their own show.

The Year 10 Music class continued to develop its repertoire of pieces within the topics studied including Australian Music, 80s Music and Classical Music. One noteworthy activity which unfurled some hidden talents within the group was a composition task which involved the students creating 80s pop pieces utilising looping technologies. All this was done using the Music Room computer workstations.

This year, Year 11 students were involved in a range of topics including Popular Music, Music for Film and TV and Electronic Music. In addition to the performance and listening activities, students particularly enjoyed using the computer systems to record an original soundtrack to given scenes.

The HSC music class performed admirably in September with a confidence that indicated all the preparation had not gone awry. We wish them all the best in their future endeavours.

College Bands

The College Stage Band continued to impress audiences throughout the Illawarra in a total of twelve primary schools. They are to be commended for the professionalism that they display at all times when representing the College during these much appreciated performances. With more and more new recruits, the growth of the band in all facets is apparent.

The main members this year included: *Guitar*: Mark Williamson; *Bass*: Ben Wong, Declan Cooper, Mr Haybittle; *Drums*: Doug Woodiwiss; *Vocals*: Lachlan O'Dea, Grant Byrne, Jake Nicolussi, Jordan Theodossiadis, Jordon Mahar, Harrison Keyte, Trevin Saverimuttu; *Keyboard*: Thomas Boatswain, Mr Haybittle; *Brass*: Ben Gandy, Nicholas Gandy, Jacob Canvin, Ben Cauduro; *Saxophones*: Liam O'Dea, Nicholas Burns, Mr Bonaccorso; *Technical Assistant*: Jordan Crnek.

The College Jazz Band which consists of students from Year 10 and Year 7 has become accustomed to performing for a wide range of functions in local cafés and function centres

including Diggies on Northbeach, Flame Café and the Villa D'Oro. The students put on a professional performance which always brings positive comments from both management and audiences alike.

The members of the College Jazz Band are: *Saxophones*: Liam O'Dea, Mr Bonaccorso; *Vocals*: Jordan Theodossiadis; *Bass*: Peter Stefanovic; *Trumpet*: Ben Cauduro; *Keyboard*: Mr Haybittle; *Guitar*: Eamonn McNamara; *Drums*: Simon Batley.

The Junior Jazz Band is diversifying its repertoire and this year performed admirably at the 2008 College Twilight Expo. The members of the Junior Jazz Band are: *Vocals*: Jake Nicolussi, Jordon Mahar; *Keyboard*: Thomas Boatswain; *Saxophone*: Nicholas Burns, Mr Bonaccorso; *Bass*: Declan Cooper; *Trumpet*: Jacob Canvin; *Guitar*: Mr Haybittle; *Drums*: Tim Vojtech.

Mr Mario Bonaccorso and Mr Greg Haybittle

VET

This has been another busy year with students attending work placements and being involved with community projects. Arranging employers for the number of students requiring work placement and liaising with the Christian Service Learning teachers and community groups for the Wesley Uniting Church Project and the Spearing Reserve Project is a huge job that the VET teachers undertake. I would like to thank Ms Kylieanne Codey and her assistants, Mrs Rita Reid and Ms Sheree Codey for their work in Hospitality, and Geoff Volk and Andrew Brooks for their work in Construction and Metals this year.

Mr Peter Crabbe
Head of Vocational Education & Training

Hospitality

The Hospitality kitchen has been in operation now for six years and some wonderful cuisine has evolved from our talented students. The kitchen currently runs ten classes who cook once or twice a week. Very busy indeed!

Year 12 students completed their Certificate II in Hospitality Operations and Year 11 continued with excellent service to the Wesley Uniting Church Community Centre and presentation of food to the College staff. Years 9 and 10 created superb cafés and displayed their culinary skills to their parents at an annual dinner, whilst Year 7 prepared simpler foods which were then photographed to create a calendar for their families.

This year Benjamin Buchhorn was nominated for the NSW Training Awards Vocational School Student of the Year. He was awarded first place in the Illawarra South Coast region and took out the top prize being named VET in Schools Student of the Year for NSW at the Training Awards night held at Darling Harbour.

Once again it has been an exceptionally busy year and I am proud to say that many students will even take Hospitality as a vocation in the future. With skill shortages, our community growing, and tourism on the rise in our local area there is an expanding future in such a career choice.

Illawarra Schools Vocational Training Awards

The Vocational Training Awards were held at the Villa D'Oro Function Centre on 25th November. The College was very successful. The four students nominated received a Certificate of Merit: Daniel Talevski, Anthony Gigliotti, Joshua Graham, Ben Buchhorn

Illawarra and South Eastern Vocational Student of the Year: Ben Buchhorn

Winners in each category for Student of the Year were:

Hospitality: Ben Buchhorn

Metal Engineering: Joshua Graham

Construction: Anthony Gigliotti

These Year 12 students are to be congratulated on their fine achievements. Congratulations must also go to their VET teachers who set such a high standard and strongly support students in their endeavours: Ms Kylieanne Codey (Hospitality), Mr Geoff Volk (Metal & Engineering), Mr Andrew Brooks (Construction).

Construction

It has been another busy year for the Construction department, especially being involved in the Bushcare Project regenerating Spearing Reserve. Students have been constructing breeding boxes for native wildlife and designing and constructing seating. Working at

Spearing Reserve has enabled the students to use their skills and apply them to a worthwhile community project.

Year 12 students have again assisted the College by constructing much needed improvements while demonstrating their practical skills.

Once again, students have completed their work placement requirements with a number of local construction companies. We are indebted to these companies for the time they volunteer in the training of our students.

Metal and Engineering

Students in Metal and Engineering completed a range of work placements with local employers. These local companies spend a lot of time in training the boys and from the feedback we get it appears that boys enjoy being in 'industry'. It is common to hear the comment that 'this is better than school'. For some boys the work placement leads to an apprenticeship at the end of Year 11. I think this demonstrates the value of VET courses for the boys who wish to enter the trades.

SPORT

Some impressive team performances include:

- *U14 Rugby League - Progressed to the State Finals*
- *Year 10 Soccer/Football - Semi-Finalist NSW CCC competition*
- *7/8 Basketball - NSW CCC State Semi-Finalists*
- *Opens Basketball - Made the Finals*
- *ERC - Champion School in the Illawarra Rugby League Knockout Carnival*
- *Open Rugby League - Won the Illawarra Knock Out and Diocesan Champions*
- *U15 Rugby League - Diocesan Champions*
- *ERC reclaimed the Tom Anderton Shield from Holy Spirit College*
- *AFL 9/10 - Champion School in the Illawarra*
- *Swimming – Diocesan Representative Relay – Intermediate 4 x 50m and Medley Relay (4th)*

Catholic Development Fund Sports Awards

The Annual CDF Sports Award Evening was held in November with ERC featuring strongly in many categories. The evening is held to recognise the success of the athletes within our diocese in the various NSW CCC sporting events and carnivals. Congratulations to all our athletes who were recognised on the night.

Vince Villa Trophy

Champion Boys High School Runners-Up

Edmund Rice College



Most Outstanding Male Athlete Nominee

Alex Howe

Australian All Schools Representative (Baseball)



Wollongong Diocesan Sport Council Blue (Trophy)

Alex Howe

Australian All Schools Representative (Baseball)

David Ognenovski

NSW All Schools Representative (Touch Football)



Wollongong Diocese Sport Council Medallion

Jesse Baaner (Cross Country)

William Tom (Athletics)

Scott Govers (Hockey)

Anthony Gigliotti (Volleyball)

Ben Toussis (Rugby League & Cricket)



Diocesan/Regional Representatives

Brad Gullick (Yr 7)..... Swimming & Athletics
James Volkanovski (Yr 7) Swimming & Cross Country
Darcy Madden (Yr 7)..... Athletics
William Tom (Yr 8) Athletics
Ben Tyson (Yr 8)..... Athletics
Mitchell Bates (Yr 8)..... Cross Country
Cameron Bokenham (Yr 8) Athletics
Mitchel Glasspole (Yr 8)..... Baseball
Vince Barila (Yr 8)..... Swimming
Jordan Scott (Yr 8)..... Swimming
Matt Everson (Yr 9)..... Athletics
Zac Howe (Yr 9)..... Baseball
Dean Kontopoulos (Yr 9) Baseball
Ryan Bradbery (Yr 9) Rugby League & Swimming
Blaise Gassin (Yr 9)..... Touch Football
Chris Meta (Yr 9)..... Touch Football
Jared Constable (Yr 9)..... Touch Football & Rugby League
Nelson Corvalan (Yr 9) Rugby League
Zac Blay (Yr 9)..... Touch Football & Rugby League
Scott Govers (Yr 9) Hockey
Ben Toussis (Yr 9) Athletics, Cricket & Rugby League
Mitchell Florek (Yr 10)..... Rugby Union
Rory Waterfall (Yr 10) Rugby Union
Tyrone Payne (Yr 10)..... Rugby Union
Brad Ryan (Yr 10)..... Baseball
Nick Franklin (Yr 10) Swimming
David Ognenovski (Yr 10)..... Touch Football
Mitchell English (Yr 10)..... Athletics
Brendan Vasconcelos (Yr 10) Athletics
Tom Mackey (Yr 10) Cross Country & Athletics
Alex Howe (Yr 11)..... Rugby League & Baseball
Morgan Ryan (Yr 11) Baseball
Jesse Baaner (Yr 11)..... Basketball & Cross Country
Josh Heggie (Yr 11)..... Rugby League
Fraser Worthington (Yr 11) Swimming
Anthony Jurak (Yr 11)..... Swimming
Hayden Ramsay (Yr 11) Swimming
Andrew McKay (Yr 11)..... Basketball & Touch Football
Michael Maidment (Yr 11)..... Rugby League &
Touch Football
Fabian Iacovelli (Yr 11) Touch Football & Soccer
Jamie D'Amico (Yr 11) Athletics & Soccer
Nick Van Reede (Yr 11)..... Soccer
Luke Jarquin (Yr 11) Soccer
Justin King (Yr 11) Rugby League & Swimming
Nicholas Macaulay (Yr 11)..... Rugby League
Jason Torchia (Yr 11) Rugby League
Harrison Yates (Yr 11) Cricket
Callum Nolan (Yr 11) Cricket

Simon Quinn (Yr 11) Cross Country
Brendan Griffin (Yr 12) Soccer
Wade Hunt (Yr 12) Rugby League
Brendan Nolan (Yr 12) Athletics



NSW CCC Representatives

Jesse Baaner (Yr 11) Cross Country (U/16)
Anthony Gigliotti (Yr 12) Volleyball (Opens)
David Ognenovski (Yr 10) Touch Football (U/15)
Matt Everson (Yr 9) Athletics 100m Hurdles (U/15)
Ben Toussis (Yr 9) Cricket & Rugby League (U/15)
Alex Howe (Yr 11) Baseball (Opens)
Scott Govers (Yr 9) Hockey (Opens)
William Tom (Yr 8) Athletics (U/13 Age Champion)
100m, 200m & 400m



NSW All Schools Representative

David Ognenovski (Yr 10) Touch Football
Alex Howe (Yr 11) Baseball



Australian All Schools Representative

Alex Howe (Yr 11) Baseball

SUMMARY OF DISCIPLINE POLICIES

All students are required to behave in an acceptable way at all times at school and when travelling to and from school. Behaviour governed by consideration for others and good manners is expected of all students. Where disciplinary action is required, penalties imposed vary according to the nature of the breach and also considering the student's previous behaviour.

Corporal punishment is not permitted under any circumstances. Any imposed sanctions emerge from process based on procedural fairness.

The College's Discipline Policy and Procedures is contained in:

- (a) The Staff Handbook
- (b) The Student Diary
- (c) Parents' Handbook - Programmes and Policies
- (d) Rights and Responsibilities Booklet

The Discipline Policy is continually under review to ensure that procedural fairness is retained.

The student diary is a source of information relating to specific policies for students and parents. In 2007 the contents of the student diary (issued to all students at the beginning of each new academic year) were reviewed. As a result of this review the following changes will be implemented in 2008:

- A separate Senior Diary will be ordered. The Senior Diary contains a significant amount of information that is relevant and useful for senior students. The information provided will relate to academic, social and community matters. The diary is larger than the junior version.
- In the Junior Diary: a code of conduct to be followed while travelling on buses was introduced; the section on bullying was expanded; information about the College's social justice and Christian Service Learning programmes were included; information on the College crest and motto was included.

SUMMARY OF POLICIES FOR REPORTING COMPLAINTS AND RESOLVING GRIEVANCES

Processes are available for both parents and students to raise concerns. This can be in person or through a letter/note. On a daily basis, general concerns can be raised with the student's Home Room Teacher and/or Year Co-ordinator. More serious concerns can be referred immediately to the Deputy Headmaster. In the case of academic concerns these can be raised with the subject teacher, Head of Department and/or Director of Studies. In all cases, the student and parents have the option to deal directly with the Headmaster if other avenues have not resolved the issue.

As well, Parent/Teacher nights for all year groups and special information nights for some groups provide parents with an opportunity to meet with their son's teachers in a structured way.

At any stage of the year parents have the option to contact teachers in writing and/or telephone to discuss concerns or request a more formal time to discuss grievances.

If students and parents are not satisfied with their initial contact then a member of the Executive is available to become involved in the process to assist in resolving the concern.

If the concern is not resolved, both parents and students have the option of contacting the eastern region office of EREA in Rozelle.

These processes incorporate principles of procedural fairness.

Reference to these policies is in the Parents' Handbook - Programmes and Policies and the student diary.

PARENT, STUDENT AND TEACHER SATISFACTION

The following comments indicate stakeholders' satisfaction with the College:-

PARENTS

There are a number of opportunities for parents to gain information about their son's education as well as exchanging views and expressing satisfaction or dissatisfaction with the College's practices. These include:

- Parent/Teacher Days and/or Evenings when written reports are distributed to parents outlining their son's progress. At these times parents are encouraged to hold interviews with their son's subject teachers, Home Room Teachers, Year Co-ordinator or College Executive. These are held three times each year.
- Information evenings are held throughout the school year again giving parents opportunities to discuss concerns with staff.
- Parents are actively encouraged to contact the school if they have concerns or require clarification of certain situations. The College arranges interviews if necessary.
- The College holds an open day each year displaying student work and allowing parents to see classrooms in operation
- Feedback is encouraged through the use of the College Diary.

The high rate of student retention at Edmund Rice College as well as personal feedback received at the occasions listed above indicate that parents have a high level of satisfaction with the College's practices and the opportunities that it makes available to their sons.

STUDENT

The most significant opportunity for students to display feeling of satisfaction is through the priority that the College places on building positive relationships between students and teachers. These relationships make it easier for students to express any concerns that they are experiencing. The College provides two Home Room Teachers for each Home Room. It is these teachers, along with the relevant Year Co-ordinator, that provide opportunities for students to be monitored for concerns or dissatisfaction.

Each Year Group elects a Student Representative Council. These members provide opportunities to voice concerns on behalf of their classmates. These meetings are held at least once per term.

The College surveys students in relation to experiences or observations of bullying. This provides valuable feedback that can be enacted upon.

TEACHERS

Teacher satisfaction is evidenced through, the extensive years of service shown by a number of the teaching and ancillary staff; the willingness of staff to be involved in the College's Junior Outdoor Education programme and the Senior Retreat programme that operate across the year groups; the staff's voluntary participation in the varied co-curricular activities; the large number of staff who attend the Graduation Mass and Dinner for Year 12 and the teachers' minimal absence rate which assists in the smooth functioning of the College.

SUMMARY FINANCIAL INFORMATION

As a “not for profit” organisation, the College’s primary purpose is not to make a commercial profit. Rather, the financial aim is to achieve an adequate annual surplus to ensure the ongoing economic viability of the College.

