

EDMUND RICE COLLEGE

ANNUAL REPORT 2022



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COLLEGE CONTACT DETAILS

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THE EDUCATIONAL CONTEXT OF EDMUND RICE COLLEGE

The College Context

Edmund Rice College is an independent Catholic high school for young men in the Edmund Rice Tradition. One of a network of 53 schools across Australia in the Edmund Rice Education Australian network, the College is located on 9 hectares at the base of Mt Keira in West Wollongong. Centrally located in the heart of the Illawarra, the College is a regional, comprehensive school for young men, drawing students from all regions of the Illawarra.

With 1068 students in 2022, the College has grown over the past 5 years. An extensive building program has accompanied student growth. The College offers substantial modern facilities in a picturesque setting. With a broad curriculum and an extensive co-curricular program, Edmund Rice College caters for interests, skills and abilities across a wide spectrum in a contemporary, technologically rich educational setting

Striving to live the charism of Edmund Rice and Christ's example of service, we invite students to 'Make a Difference for Justice and Peace' through the Christian Service and Solidarity Learning program. Inspired by the goals of the Edmund Rice Charter, it is more than a service experience, as reflecting on the act of serving others gives students a deeper understanding of the dignity and worth of all people and the natural world. All are challenged to articulate learning about their own spirituality as they make real-life connections to the marginalised in our 'community classroom'.

EREA Council

The members of the Council of EREA are the governing body of EREA under Canon Law and they are also the members of the body corporate known as Trustees of Edmund Rice Education Australia under Civil Law. The members of the EREA Council are appointed by the Congregation Leader of the Christian Brothers. The EREA Council appoints the EREA Board and delegates to it certain responsibilities related to the management and strategic direction of EREA.

The EREA Council:

- Ensures the Identity of EREA as
 - Catholic, and
 - an expression of the charism of Blessed Edmund Rice.
- Relates on behalf of EREA to Church authorities.
- Approves the establishment or termination of an apostolic work of EREA.
- Is the proprietor of the school.
- Approves the acquisition or alienation of the resources of EREA (according to the Constitution).

EREA Advisory Committee:

- Sets the strategic directions for EREA.
- Sets the operational policy framework.
- Oversees the financial wellbeing of EREA and each of the schools.
- Oversees the management of EREA.
- Contributes to the nurturing of key external relationships.
- Provides opportunities for formation in the mission of the Catholic Church and the charism of Edmund Rice.
- Supports and guides the College Leadership Team.

The Executive Director:

- Provides day to day leadership and management of the operation of all EREA schools.
- Implements the strategy and policy approved by the EREA Board.
- Articulates the Vision and Mission of EREA and provides leadership which empowers others to bring the EREA Charter to life.
- Appoints staff to fulfil the leadership, management and operational structures of EREA and ensures the provision of appropriate faith formation and spiritual development of all staff.
- Ensures the sustainability, growth and development of EREA while complying with statutory obligations.

Schools

- The Executive Director delegates the day-to-day operation of EREA schools to the Principal.

MISSION STATEMENT

The mission of Edmund Rice College is to be an authentic Catholic community grounded in Gospel values and enriched by the tradition of Edmund Rice. Through quality learning and teaching experience the College seeks to inspire each person to be a critical and reflective thinker who engages with the world in a context of service and solidarity.

OUR VISION

Our vision is to educate boys for life, utilising a holistic approach that integrates faith, leadership and service in the Edmund Rice tradition. We commit to excellence where boys are motivated to discover what is possible within themselves and to strive to achieve a life less ordinary

OUR VALUES

The core values of Edmund Rice College are embedded in the Touchstones of a Catholic school in the Edmund Rice tradition. The College Values of Compassion, Dignity, Service and Solidarity are reflected across the touchstones of Gospel Spirituality, Liberating Education, Inclusive Community and Justice and Solidarity.

Compassion: Acting with respect and moral purpose in order to do what is right and focus our efforts on the things that matter most, particularly with respect to the vulnerable.

Dignity: Understanding the inherent value in every person and the natural world so that we act with love and deepen our commitment to learning, increasing our capacity to make the world a better place.

Service: Placing the other first, in an effort to share our God-given talents with our world, especially those on the margins.

Solidarity: Embracing openness, trust, teamwork, diversity and right relationships in order to build a better world for all.

We are successful when members of our community:

- Start each day with a sense of purpose and end the day with a sense of accomplishment.
- Demonstrate commitment to building the Kingdom of God, through daily practices that are governed by compassion and respect.
- Experience sustained learning growth.
- Are engaged in quality learning and teaching experiences that are innovative, reflective and pedagogically sound, delivered in a technologically rich and supportive classroom environment.

RECONCILIATION ACTION PLAN

The College published our Narragunnawali Reconciliation Action Plan in 2022, including our vision for Reconciliation. Edmund Rice College is committed to creating an empowering atmosphere that facilitates the dignity and personal growth of all members of the community. As a Catholic school framed in the Edmund Rice tradition, the College recognises the need for all students to understand and respect Aboriginal and Torres Strait Islander peoples histories, cultures and perspectives and that this is integral to their understanding of Australian society and to the process of reconciliation.

STRATEGIC DOMAINS AND GOALS

Strategic Goal 1:

To deepen the variety of learning experiences that will enable each person to be an active participant in building our Catholic school community.

Strategic Goal 2:

To ensure that all aspects of College life are aligned with our Catholic culture and the Touchstones, reflecting the aims to be compassionate, inclusive, just and liberating.

Strategic Goal 3:

To develop spiritual formation opportunities that aim to deepen engagement with the story of Jesus reflecting an authentic Edmund Rice Charism that is known, understood and owned by all members of our College community.

Strategic Goal 4:

Continue to consolidate learnings through researching best contemporary practice and providing opportunities that enhance contemporary learning and teaching.

Strategic Goal 5:

To lead school academic improvement and student engagement across all year levels to enable our students to become better learners.

Strategic Goal 6:

To enhance Staff Professional Development and training opportunities.

Strategic Goal 7:

To strive for excellence in a happy, caring and supportive environment where every student is experiencing a balanced education taking responsibility for their academic learning, behaviour, and relationships with others.

Strategic Goal 8:

To provide comprehensive strategies that build resilience and support for all students.

Strategic Goal 9:

To maintain that the College values are reinforced by authentic pastoral care of staff, students and their families.

Strategic Goal 10:

To ensure the prudent stewardship, sustainability and compliance in our business operations.

Strategic Goal 11:

To foster respectful and collaborative relationships with our stakeholders and to sustain a high degree of clarity and transparency in all interactions with our community.

EDUCATIONAL GOALS

Religious Education and Faith Development

The College provides courses in both Religious Education and Studies of Religion which allow students to achieve a sound knowledge of the Catholic Faith and its traditions as well as an appreciation of the beliefs and traditions of other major world religions.

The classroom curriculum in Religion complements the formation experiences of liturgies, reflection days, Pastoral Lessons and Retreats that aim to support students to develop as well-rounded individuals.

Social Responsibility, Justice and Service to Others

The College promotes the concept of a community in which students develop a sense of belonging together with an understanding of the need to focus on the wellbeing of others in the various communities to which they belong. The Christian Service and Solidarity Learning (CSL) Program requires students across Years 7-12 to complete a number of hours of service to others and reflect on that service as an opportunity for personal growth. The requirements of this program progress in an age relevant way as the students move through the adolescent years.

Pastoral Care and Discipline

The College Pastoral Care Policy emerges from the guiding principles of the Charter for the Catholic schools in the Edmund Rice tradition. The Touchstones of the Charter underpin the guiding principles accordingly:

- As an **Inclusive Community**, Edmund Rice College provides pastoral care that nurtures the sacred dignity of each person, formed in the image of God.
- We understand that a **Liberating Education** is built on a learning culture that enables students to experience success within a safe and supportive environment.
- Founded in the Edmund Rice tradition, the College models a **Gospel Spirituality** encouraging interactions based compassion, justice and peace.
- Our community encourages each person to act with **Justice and Solidarity**; thus, the curriculum and pastoral care program integrate the themes of justice, solidarity, peace, respect and tolerance.

Pastoral Care and Discipline Goals

The Merit and Commendation System emphasises recognition of and reward for positive contributions and achievements both in and out of the classroom, as well as consequences for actions and behaviours that impact negatively on the rights of others.

Staff are involved in the implementation of this Merit and Commendation System. The oversight of the Pastoral Care Programme rests with the Director of Pastoral Care and Wellbeing who works closely with the six Pastoral Care Coordinators. Each teacher in the Pastoral Care Team is generally responsible for approximately 25 students, not only for administrative purposes, but also for developing a knowledge of and relationship with them. Members of the Pastoral Care Teams will be involved in a variety of Year Group activities including the Outdoor Education Camps in Years 7-10 and the Senior Retreats in Years 11-12. Regular communication with parents/carers, both formal and informal, underpins the operation of the Pastoral Care Programme at the College. The College introduced the Resilience Project curriculum for Years 7, 8 and 9 to aim to develop the students' resilience through learning activities that they can relate to and transfer these skills across to real life scenarios.

Learning and Curriculum

The comprehensive nature of the student population requires that we provide a broad range of curriculum offerings that cater for the individual interests and abilities of our students across Years 7-12. The scope and delivery of the curriculum reflect the learning needs of boys at the changing stages of adolescence between 12 and 18 years. Considerable time and effort have been spent in reviewing and modifying teaching strategies to cater for the learning styles of boys. The professional review process, in which all our teaching staff are involved, requires each teacher to participate in a Professional Learning Team to collaboratively reflect on the techniques and methods used in the classroom in the light of best practice for boys. This process also involves teacher reflection on the views of students through structured classroom surveys. The use of learning intentions and success criteria has continued to enable students to better understand what is

being learnt along with its context in the learning continuum. In addition, a professional learning day with a focus on literacy was held to support staff with the development of strategies to enhance literacy outcomes.

Co-Curricular Programme

The College, as a matter of policy, runs an extensive co-curricular programme to augment the classroom curriculum and provide for the sporting, performing and cultural interests of the students, to assist with individual personal development and the building of relationships and to promote the concept of service to others. All the teaching staff, and a number of the support staff, are involved in the co-curricular programme – indeed, it would be nowhere near as extensive without this broadly based support. This programme is integral to the provision of the variety so necessary for the effective education of boys. The College has also increased its commitment to physical activity through the continuation of the year 7 – 10 sport program involving both internal and external activities.

Access and Equity

The College is committed to making enrolment accessible regardless of financial, academic, family, cultural, psychological or physical conditions which may be present. Apart from the availability of fee relief, a range of staff support students in need once they join the College community and augment the general curriculum and pastoral care structure. The College employs:

- Teachers and Aides to support students with diverse learning needs to access learning experiences in the classroom.
- Two Clinical Psychologists.
- A Careers Adviser to assist all students with careers advice and support, as well as individual students with special needs with school to work transition programmes in co-operation with a variety of community based/government supported agencies.
- A First Nations Education Officer to support First Nations students' success in school and to develop relationships with the local Indigenous community, promoting the awareness of issues that affect First nations people in the broader school community.

FACILITIES AND CURRICULUM

Facilities:

Art rooms	Chapel	Computer classrooms
Language laboratory	Metal & Engineering Trade Training Centre	Multi-purpose learning spaces
Music rooms	Narandha Learning Centre (Library)	Science laboratories
Sporting fields / basketball courts	Technology rooms	The ERC Sports Hall/Gymnasium/Assembly Hall

Electives Years Stage 5:

Commerce	Drama	Food Technology
Graphics Technology	Industrial Technology (Engineering)	Industrial Technology (Metal)
Industrial Technology (Timber)	Information and Software Technology	iSTEM
Italian	Music	Photographic & Digital Media
Physical Activity and Sports Studies	Visual Arts	Visual Design

Electives Years 11 and 12:

English (Advanced)	English (Standard)	English Extension 1
English Extension II	Mathematics Standard I & II	Mathematics Advanced
Mathematics Extension 1	Mathematics Extension II	Studies of Religion 1
Studies of Religion II	Studies in Catholic Thought	Drama
Music I	Visual Arts	Ancient History
Modern History	History Extension	PDHPE
Biology	Chemistry	Physics
Earth and Environmental Science	Investigating Science	Science Extension
Legal Studies	Geography	Business Studies
Economics	Industrial Technology (Automotive)	Industrial Technology (Furniture and Timber Products)
Industrial Technology (Graphics Industries)	Software Design and Development	Italian Beginners
Construction (VET)	Manufacturing and Engineering (VET)	Hospitality (VET)
Business Services (VET)	Fitness (VET)	Sport, Lifestyle and Recreation
Ceramics	Computing Applications	Film Studies (Photography, Video & Digital Imaging)
Marine Studies		

Compulsory Subjects:

Religious Education (Years 7-12)
English (Years 7-12)
Geography (Years 7-10)
History (Years 7-10)
Italian (Year 8)
Mathematics (Years 7-11)
PDHPE (Years 7-10)
Science (Years 7-10)

Sport:

Athletics	Australian Rules Football	Basketball
Cricket	Cross Country	Futsal
Hockey	Mountain Bike Riding	Netball
Oztag	Rugby League	Snowsports
Soccer	Surfing	Swimming
Tennis	Triathlon	Volleyball

Co-curricular Activities:

Art Club	Book Club	Bushcare
Chess	Debating	Drama Club
Duke of Edinburgh	Eco ERC	ERA for Change
Film Club	Mock Trial	Music
Outdoor Education through Years 7 to 10	Peer Support	Philosophy
Public Speaking	Retreat Programme	Robotics Club
Student Representative Council	Da Vinci Decathlon	Tournament of the Minds
Vocal ensemble		

STUDENT ENROLMENTS

= Full-Time Students by Year and Age (2022)

Secondary Age	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
11	0	0	0	0	0	0	0
12	114	1	0	0	0	0	115
13	81	110	0	0	0	0	191
14	0	80	119	0	0	0	199
15	0	0	77	105	0	0	182
16	0	0	1	64	91	1	157
17	0	0	0	0	64	73	137
18	0	0	0	0	0	52	52
19	0	0	0	0	0	1	1
Total	195	191	197	169	155	127	1034

This data was taken from the census form entered on the 5/08/2022

Full-Time Indigenous Students

Secondary	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
	9	9	3	2	0	3	26

STAFF SUMMARY DETAILS

TOTAL STAFF	Full-Time		Part-Time			
	Male	Female	Male		Female	
	HC	HC	HC	FTE	HC	FTE
TEACHING STAFF						
Principal	1	0	0	0.0	0	0
Teaching Staff (including Teacher Librarians)	44	23	3	1.7	9	5.5
Total Teaching Staff	45	23	3	1.7	9	5.5
NON-TEACHING STAFF						
Specialist Support	0	1	2	1.4	1	0.5
Administrative & Clerical (including Aides & Assistants)	2	8	1	0.6	15	10.3
Building Operations Maintenance & Other Staff	5	0	3	2.6	1	0.8
Total Non-Teaching Staff	7	9	6	4.6	17	11.6
TOTAL INDIGENOUS	0	0	0	0	1	0.6

Note: HC stands for “Head Count” and FTE stands for “Full Time Equivalent”

Accreditation Status

All teachers are required to be accredited to work in a NSW school or centre-based early childhood service. This includes current teacher education students, graduates and interstate or overseas teachers. At Edmund Rice College support is provided for teachers to achieve and maintain their accreditation through NESAs.

In 2022 the College contained the following levels of teacher accreditation:

Conditional: 2
Provisional: 2
Proficient: 76

PRINCIPAL'S REPORT

When reflecting on the 2022 school year, I begin by reflecting on our students - their humour, obvious enjoyment of school, achievements, respect for each other and the joy they bring to our community. I recall the valuable opportunities our staff continues to provide our students as they grow and develop into well-rounded young men. While Edmund Rice College has a very positive reputation for academic, vocational, sporting and cultural excellence, much more telling are our graduates' qualities, each making a real difference in the wider community.

This year, and after a COVID-19 impacted 2020 and 2021, we had what is considered a "normal" school year. Sporting competitions and camps, along with excursions, were all back on. Parents were back on site and engaging with teachers and support staff. While there were times when our lack of match fitness required us to dig deep to overcome the challenges presented within a new normal, we each found renewed appreciation for the human need for social interaction within this vibrant learning community.

Positive student and teacher relationships continued to foster an atmosphere that visitors to the College often describe as "friendly and welcoming". I thank students for their openness and the respect they show members of the wider community. I have consistently been impressed by how students show genuine pride in their school. To me, nothing highlights this more than how our students actively engage within what is a vital feature of the College, the unique Christian Service and Solidarity Learning Program (CSL). Within CSL, our students make a difference by serving others or the environment. It is a learning experience that goes beyond the classroom in providing an active example of the very touchstones that underpin our community. This program of 'faith in action' is aligned with the significant role that our College plays in providing opportunities for our young people to connect with God. It is during such opportunities that we are very grateful for the wonderful support of Bishop Brian Mascord and Fr Duane Fernandez in further enhancing the liturgical life of the College.

Developing a love of learning is nurtured a day at a time, a lesson at a time. Throughout 2022, a commitment to continuously striving for high standards in teaching and learning saw the classroom programs of study across the College continue to be moulded around our students' learning needs, interests and talents. Students engaged with their teachers in setting and evaluating learning goals, ensuring that students were well supported in developing a growth mindset towards ongoing improvement and increasing self-confidence towards their learning. Added to this was the addition of a whole-school initiative to a strengths-based approach to student learning, which aligned with the College learning and wellbeing framework. In this way, I wish to acknowledge the commitment of the College middle leaders. I thank each of the Heads of Department and Pastoral Care Coordinators for their dedication and caring support of our students.

Another feature of this year has been the many opportunities to celebrate the achievements of so many. Whole-school and individual-year assemblies allowed us to regularly recognise and affirm student academic and vocational achievement and application. The various cultural pursuits such as visual arts and musical performances, debating and public speaking prowess, together with sporting excellence also demonstrated a wide range of student success. When these are added to the opportunities for students to engage with social justice advocacy awareness, you begin to fully appreciate the generous teaching and support staff who are tremendously dedicated to ERC students.

The strong partnership between home and school has continued to be nurtured throughout this year. The very high attendance rates of parents and carers at various information evenings, parent/teacher nights, and the array of Parents and Friends Association meetings and events truly demonstrate our strong partnership. This year nothing highlighted this more than the very successful P&F Gala Night, which was held in August. This celebration of our community drew a record number of attendees and raised considerable money for the talk2mebro foundation, which supports young men in the local area who are going through emotional and mental challenges. I sincerely thank parents and carers for their wholehearted support of the College throughout 2022.

I also recognise the members of the College Advisory Council for once again sharing their skills and wisdom in contributing to the College's strategic direction throughout 2022. On behalf of the Chair of the Council, Mr Chris Lyon, I wish to especially thank Mr Brendan Pearce, Mr Matthew Hennessy and Mr Barry Formosa for their generous work over many years in helping the College to bring to life its vision in accord with the mission of Edmund Rice Education Australia (EREA). We have been blessed to have people with their experience and commitment supporting the College in this way.

I thank our College Leadership Team of Mr Barry Walsh, Mrs Jodie Hughes, Mrs Judith Hurley, Mr Darren Jeffery, Mr Brad Milner, Dr Gerry Sozio and Mr Frank Sirianni who have greatly supported me in the continuous role of planning and evaluating our every development. I also congratulate each of them for everything they have achieved throughout this most rewarding year.

Lastly, I wish to publicly thank and farewell the NSW Director of Schools for EREA, Mr Peter Leuenberger. As he concludes in this role at the end of 2022, I wish to sincerely thank Mr Leuenberger for his steadfast support of the College over many years. We wish him all the very best for the future and the next stage of his life.

May our patron, Blessed Edmund Rice, continue to guide our community members and inspire us to happiness and success.

Live Jesus in our hearts - forever.

Dr Stephen Gough
Principal

REPORT FROM THE COLLEGE ADVISORY COUNCIL

There were five Advisory Council meetings held during 2022.

The College student population remained stable in 2022.

In 2022 the Advisory Council maintained its gender diversity, skills and experience covering accountancy, education, law, private and public sector management, public relations and workplace health and safety. However, at the end of the year, Mr Brendan Pearce, Mr Barry Formosa and Mr Matt Hennessy resigned from the Council. Between them they had contributed nearly 30 years of service to the Board/Council.

The 2022 Advisory Council members were:

Mr Christopher Lyon: Council Chair
Mr David Chard: Chair of Finance Committee
Mr Michael Brannon: Chair of Marketing Committee
Mr Brendan Pearce: Chair of the Audit & Risk Committee
Mr Barry Formosa
Mrs Belinda Hughes
Mr Matt Hennessy
Ms Peta Renkin

At the end of the year the Council recruited two new members to join from 2023:

Mrs Sally Jones – has a background in Workplace Health and Safety
Mrs Natasha Hewlett – is a lawyer

The College returned to normal following the impact of COVID-19 in previous years. Whilst there were some spasmodic absences of staff and students, the return to normal operations was positive.

Key events milestones in 2022 included the following:

- The finalised EREA School Renewal Report was issued.
- The College hosted the National EREA Principals' and Business Managers' Conference.
- Student Wellbeing Survey.
- Parent Satisfaction Survey which produced very positive data.
- Commenced planning for building works covering:
 - drainage works on Sheppards Oval
 - refurbishment of the Pelin Hall
 - first floor handrails
 - upgrade of TAS/VET/STEM facilities.
- Refurbishment and extending the Administration building commenced.
- Networked Fire Detection System was extended to the Br Pelin Hall.

The College developed an Annual School Improvement Plan that was informed by the Strategic Plan. Key priorities were:

- a sense of the sacred in life
- teacher clarity
- literacy
- student engagement and wellbeing
- College Business Model

HSC Results for 2022 were:

- the College Dux, received an ATAR of 99.00
- 16 students achieved an ATAR above 90
- 10 students achieved an ATAR above 95
- 39 students were listed in the HSC High Achievers' List
- 10% of results were in the top Band (Band 6)
- 42% of results were in the top two Bands
- 3 students were named as All-Round Achievers
- 2 Students were selected for Artexpress
- 1 was nominated for ENCORE (Music)
- 5 were nominated for INTECH (Industrial Technology)
- 2 Students received the University of Wollongong Vice Chancellor's Leadership Scholarship

- 100% of students successfully gained early entry in UOW
- During the year 52 students gained apprenticeships

The College maintained its strong financial management practices. In framing the 2022 Budget the Council reviewed the fees, taking account of DMI updates with consequential funding changes, projected student numbers along with expected expenditure increases. The Council endorsed a budget that supports the Colleges long term sustainability and resulted in a favourable end of year surplus that will provide ongoing investment in College facilities.

Mr Christopher Lyon
Advisory Council Chair

PARENTS & FRIENDS ASSOCIATION

It's been another great year at Edmund Rice College. We would like to offer our thanks to the Principal Dr Stephen Gough, Deputy Principal Mr Barry Walsh, Ann Preston, teachers, staff, parents, carers and friends for all your wonderful guidance and ongoing support during 2022 with all the committee's events and initiatives.

We express our gratitude to all who have helped us during the year, especially the executive committee, Katrina Sinclair (Vice President), Ainsley Eckermann (Secretary) and Martin Carolan (Treasurer) and to all the parents and friends who attend our regular meetings throughout the year.

A special thanks to those that volunteered during the year and the Gala committee, Anna Tomasiello, Cath Chard, Hayley Ashe, Allison Thelan and Michelle Horobin and their families. Your time, commitment and dedication are so valuable to us we cannot thank you enough.

The Parents and Friends Committee (P&F) focuses on an inclusivity spirit with the collaboration and engagement of the College community. We are very proud of the achievements over the years and 2022 was no exception.

The Year 7 BBQ was a great success in welcoming new students and their families to the Edmund Rice Community.

The P&F nominated Adri Clarke as the recipient of the 'Outstanding Parent Service Award'. She has helped out over the last six years volunteering and coordinating some of the P&F events and functions. Thank you, Adri, for all your hard work and dedication over the years.

Our Mother's and Son's Afternoon Tea was very successful with over 400 mothers, grandmothers, carers, and their sons in attendance. We were entertained by our talented Music students and the food was catered by our amazing Hospitality students.

A big thank you goes out to the students and Mr Mario Bonaccorso, Mrs Sheree Codey, Mr Donovan Pierro and Mr Kris Sjøstedt, and all other Music and Hospitality staff who help during the afternoon and prior to the event.

It was a lovely afternoon and we raised \$1620.00 for a wonderful local organisation called 'Women Illawarra'. Thank you to our special guests Michelle Glasgow and Felicity Ninness from Women Illawarra.

We had our Father's Day Breakfast in the COLA, where we got to say thank you to our wonderful dads for all their support and devotion to our boys. This was also a small fundraising event for prostate cancer. We raised a little over \$300 for this cause.

One of the highlights of the year was our hugely successful and fun Gala Dinner held at the Fraternity Club, which was attended by more than 230 guests. It was a fantastic evening and raised \$6955.66 for the local charity that helps with mental health and suicide prevention called #Talk2mebro.

Jack Brown one of the founders of this organisation spoke on the night about #Talk2mebro and its initiatives. He had a very heartfelt presentation. Thank you, Jack.

Thank you to Sarah Ward from Stone Real Estate for emceeing our event. We also thank all of the wonderful parents and businesses in our community that generously donated prizes and their time for such a great and worthy cause.

In October, we celebrated 'World Teachers Day'. We held a lovely morning tea to thank our wonderful teachers and administration staff for all their dedication and support not just for our boys but their families too.

The final P&F meeting of the year welcomed all helpers and volunteers with a thank you supper. All of our initiatives were well attended by the ERC community, and we look forward to building on these in 2023.

The P&F did not contribute to any major capital project this year but we anticipate many projects for the coming 2023 year, so stay tuned.

We invite all parents and carers to come along to our meetings to hear what's happening at the College, have your say and meet some really lovely people.

We would also like to invite you to join us at our next ERC Gala Dinner in August 2023.

Best wishes to you and families.

God Bless.

Mr Rob Tomasiello & Mrs Francis Fenech

P&F Co-Presidents 2022

On behalf of the ERC P&F Committee

SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

NAPLAN 2022

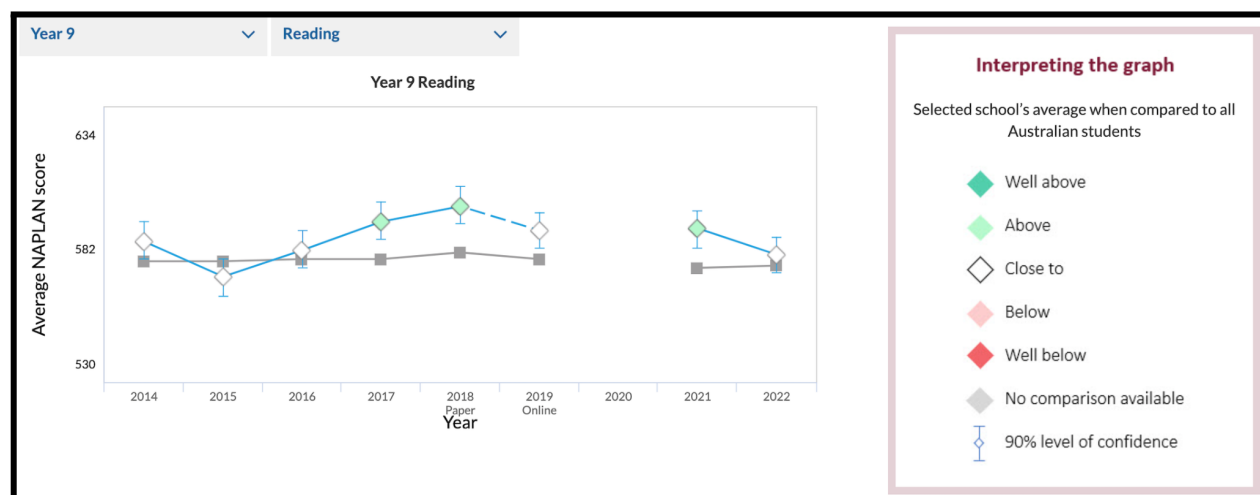
The table below compares the ERC Year 9 cohort for reading and numeracy from 2012 to 2022 with the national male average and NSW male average. When looking at these results from a whole school perspective, or a cohort perspective, the data that we should be most concerned about is average learning gains for Year 9 boys in NSW and the rest of Australia.

READING

Year	ERC Average Learning Gain	National Average Learning Gain (Males)	NSW Average Learning Gain (Males)
2012	29.7	26.8	27.1
2013	49.1	39.8	40.6
2014	40.5	38.0	37.3
2015	32	35.9	34.2
2016	41.8	35.8	34.5
2017	43.7	37.1	38.6
Year	ERC Scaled Growth	SSG Average Scaled Growth (Males)	NSW Average Scaled Growth (Males)
2018	52.1	45.4 *SSSG	43.6
2019	35.8	34.2 *SSSG	35.3
2020	NAPLAN was not conducted in 2020 due to the COVID-19 Pandemic.		
2021	44.9	32.9 *SSSG	30.4
2022	NAPLAN was not conducted in 2022 due to the COVID-19 Pandemic. Hence, growth data cannot be displayed.		

*SSSG - Statistically Similar School Group

The graph below shows the average NAPLAN score for all Year 9 students at the College (blue line) in Reading over time from 2014 until 2022, compared to the average score of all Australian students (grey line).

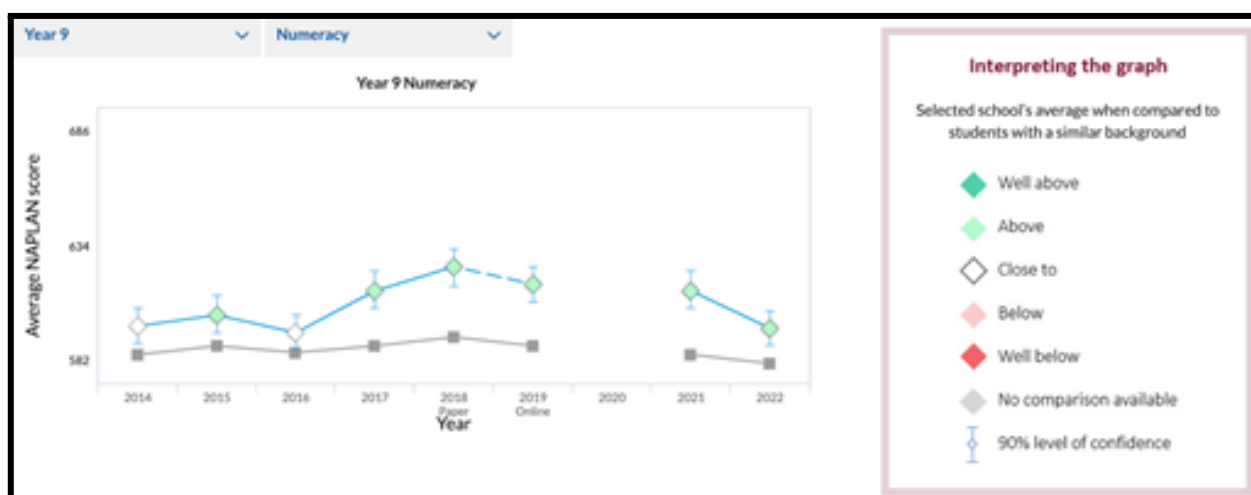


NUMERACY

Year	ERC Average Learning Gain	National Average Learning Gain (Males)	NSW Average Learning Gain (Males)
2012	52.5	37.3	41.8
2013	58.8	40.2	44.3
2014	59.7	49.4	50.9
2015	52.8	49.0	48.5
2016	43.8	42.2	40.8
2017	62.3	51.4	52.4
Year	ERC Scaled Growth	SSSG Average Scaled Growth (Males)	NSW Average Scaled Growth (Males)
2018	59.6	50.0 *SSSG	48.6
2019	39.0	38.97 *SSSG	39.3
2020	NAPLAN was not conducted in 2020 due to the COVID-19 Pandemic.		
2021	29.7	29.9 *SSSG	32.4
2022	NAPLAN was not conducted in 2020 due to the COVID-19 Pandemic. Hence, growth data cannot be displayed.		

* SSG - Statistically similar school groups

The graph below shows the average NAPLAN score for all Year 9 students at the College (blue line) in Numeracy over time from 2014 until 2022, compared to the average score of all Australian students (grey line).



HIGHER SCHOOL CERTIFICATE EXAMINATIONS 2022

Band Distribution for the 32 different courses studied by students at ERC:

HSC Year	Band 6 % of total cohort	Band 5 % of total cohort	Band 4 % of total cohort	Band 3 % of total cohort	Band 2 % of total cohort	Band 1 % of total cohort
2022	9.7	32.4	38.2	16.2	3.5	0.0
2021	5.4	25.6	37.2	26.9	4.1	0.7
2020	7.3	29.3	37.0	17.2	7.7	1.9
2019	5.8	34.7	36.4	19.5	3.6	0
2018	5.2	21	38	28	7	1
2017	5.1	28	40	22	4	1
2016	12	28	34	21	4	1

100% of Year 12 students who sat the HSC in 2022 qualified for the award of a HSC.

2022 HSC Highlights

- Highest ATAR: 99.00
- 16 students received an ATAR above 90.0 (ten students received an ATAR above 95.0)
- Three NESA All Round Achievers
- 39 entries in the HSC Distinguished Achievers' List
- 290 Band 6/E4 and Band 5/E3 results
- 2 students received the University of Wollongong Vice Chancellor's Leadership Scholarship
- 2 students selected for ArtExpress
- 1 student nomination for ArtExpress
- 1 student nominated for Encore
- 5 students nominated for InTech
- 2 Illawarra VET Students of the Year - Construction & Manufacturing and Engineering

2022 Percentage of Students achieving Top 2 Bands (Bands 5 & 6 or E3 & E4)

Course Name	ERC Top 2 Bands (%)	State Top 2 Bands (%)	Difference (%)
Biology 2 unit	22.85	28.84	-5.99
Business Studies 2 unit	55.56	34.87	20.69
Chemistry 2 unit	16.66	33.17	-16.18
Construction Examination 2 unit	75.00	40.96	34.04
Earth and Environmental Science 2 unit	30.00	32.15	-2.15
Economics 2 unit	28.57	49.44	-20.86
English Advanced 2 unit	52.38	67.17	-14.79
English Extension 1 1 unit	100.00	92.56	7.44
English Extension 2 1 unit	100.00	100.00	0
English Standard 2 unit	14.08	15.45	-1.36
Geography 2 unit	60.00	42.31	17.69
History Extension 1 unit	57.14	83.68	-26.54
Hospitality Examination (Food and Beverage)	66.67	34.84	31.83
Industrial Technology 2 unit	29.42	21.93	7.49
Legal Studies 2 unit	50.00	40.97	9.03
Mathematics Advanced 2 unit	70.59	49.01	21.58
Mathematics Extension 1 2 unit	84.21	73.57	10.64
Mathematics Extension 2 2 unit	100.00	85.11	14.89
Mathematics Standard 2 2 unit	53.25	29.06	24.19
Modern History 2 unit	42.31	34.44	7.87
Music 1 2 unit	100.00	69.62	30.38
PDHPE	26.47	26.14	0.33
Physics 2 unit	26.66	41.45	-14.46
Software Design and Development 2 unit	29.41	37.99	-8.58
Studies of Religion I 1 unit	25.31	40.86	-15.55
Studies of Religion II 2 unit	81.82	46.47	35.35
Visual Arts 2 unit	69.23	65.84	3.29

2022 Edmund Rice College Mean Marks compared to State Mean

Course Name	ERC Mean	State Mean	School/State Variation
Biology 2 unit	70.83	70.03	0.8
Business Studies 2 unit	80.81	73.95	6.86
Chemistry 2 unit	69.81	72.51	-2.7
Construction Examination 2 unit	82.63	76.63	6
Earth and Environmental Science 2 unit	72.78	73.77	-0.99
Economics 2 unit	73.93	77.26	-3.33
English Advanced 2 unit	79.64	81.53	-1.89
English Extension 1 1 unit	39.54	41.79	-2.25
English Extension 2 1 unit	38.1	39.89	-1.79
English Standard 2 unit	73.2	69.88	3.32
Geography 2 unit	79.26	75.19	4.07
History Extension 1 unit	33.47	39.47	-6
Hospitality Examination (Food and Beverage)	82.84	75.07	7.77
Industrial Technology 2 unit	74.96	70.32	4.64
Legal Studies 2 unit	78.84	73.78	5.06
Mathematics Advanced 2 unit	83.76	78.31	5.45
Mathematics Extension 1 2 unit	77.43	77.45	-0.02
Mathematics Extension 2 2 unit	79.47	81.43	-1.96
Mathematics Standard 2 2 unit	78.76	70.87	7.89
Modern History 2 unit	76.92	73.67	3.25
Music 1 2 unit	84.36	81.88	2.48
PDHPE	74.42	69.75	4.67
Physics 2 unit	71.81	74.25	-2.44
Software Design and Development 2 unit	72.64	74.45	-1.81
Studies of Religion I 1 unit	37.11	37.91	-0.8
Studies of Religion II 2 unit	83.81	76.82	6.99
Visual Arts 2 unit	82.43	81.36	1.07

POST SCHOOL DESTINATIONS

From Destination Surveys for Year 12 (2022 HSC)

University	88
TAFE	5
Another Training Provider	6
Full Time work	6
Part Time work	0
Gap Year	3
Cadetship	2
Apprenticeship	11
Traineeship	3
GoDefence Forces	4
Police Force	1

Student enrolments at UOW 2022:

EDMUND RICE COLLEGE	
Bachelor of Arts	2
Bachelor of Arts - Bachelor of Communication and Media	1
Bachelor of Arts - Bachelor of Laws	2
Bachelor of Arts (Psychology)	2
Bachelor of Business	8
Bachelor of Business - Bachelor of Laws	1
Bachelor of Business Information Systems	1
Bachelor of Communication and Media - Bachelor of Business	1
Bachelor of Computer Science	4
Bachelor of Conservation Biology (Honours)	2
Bachelor of Creative Arts	1
Bachelor of Creative Arts - Bachelor of Communication and Media	1
Bachelor of Economics and Finance	2
Bachelor of Economics and Finance - Bachelor of Laws	1

Bachelor of Engineering (Honours) (Scholar) (Single Major)	3
Bachelor of Engineering (Honours) (Single Major)	4
Bachelor of Environmental Science (Honours)	1
Bachelor of Environmental Science (Honours) (Dean's Scholar)	1
Bachelor of Exercise Science and Rehabilitation	2
Bachelor of Geography	2
Bachelor of Health and Physical Education	2
Bachelor of International Studies - Bachelor of Economics and Finance	1
Bachelor of Mathematics	1
Bachelor of Medical and Health Sciences	2
Bachelor of Medical and Health Sciences (Honours) (Dean's Scholar)	1
Bachelor of Medicinal Chemistry (Honours)	1
Bachelor of Nursing	1
Bachelor of Psychological Science	3
Bachelor of Psychological Science - Bachelor of Social Science	3
Bachelor of Public Health	2
Bachelor of Science -EIS	2
Bachelor of Science - SMAH	1
Bachelor of Social Science	1
Bachelor of Social Science (Criminology) - Bachelor of Laws	1
Bachelor of Sport	1
Diploma of Business Fast Track (Domestic)	1
Diploma of Engineering (Domestic)	1
Diploma of Engineering Fast Track (Domestic)	2
Diploma of Information Technology Fast Track (Domestic)	2
Diploma of Medical and Health Sciences Fast Track (Domestic)	1

STUDENTS STUDYING STAGE 6 VET COURSES IN 2022

Course Year 12 Level	Number Entered	Number achieving VET qualification
CPC20211 Certificate II in Construction Pathways	16	16
SIT20213 Certificate II in Hospitality	14	14
MEM10119 Certificate I in Manufacturing & Engineering	5	5
Course Year 11 Level	Number Entered	Number achieving VET qualification
BSB20115 Certificate II in Business services	14	
CPC20211 Certificate II in Construction Pathways	33	
SIT20213 Certificate II in Hospitality	11	

The College continues to take advantage of the modern VET facilities that form part of the campus. This includes the Metal & Engineering Trade Training Centre as well as the Hospitality Kitchen.

Through the Work Placement program for the VET students and the work done by the VET teachers, the College has formed significant positive relationships with local businesses.

RECORD OF SCHOOL ACHIEVEMENT (RoSA)

This credential, Record of School Achievement, will:

- be a record of achievement for students who leave school prior to receiving their HSC.
- report results of moderated, school-based assessment, not external tests.
- be available when a student leaves school any time after they complete Year 10.
- be cumulative and recognise a student's achievements until the point they leave school.
- show a result for all courses completed in Stage 5 and Year 11.
- be able to reliably compare between students across NSW.
- give students the option to take online literacy and numeracy tests.
- be comprehensive and offer the ability to record a student's extracurricular activities.

To qualify for the award of a Record of School Achievement, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW.
- undertaken and completed courses of study that satisfy the Board's curriculum and assessment requirements for the Record of School Achievement.
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or Board and **completed Year 10.**

The credential will report on student achievement in Stage 5 using A to E grades.

How does the school determine the grades given to students for their courses?

Grades A – E will be awarded in all Year 10 Stage 5 courses and all Year 11 Preliminary HSC Courses (excluding Vocational Education Courses and Life Skill courses) based on school based assessment of the students' achievement. The school will use the Performance Descriptors issued by the NSW Education Standards Authority (NESA) for each course. The assessment tasks for each course will largely provide the evidence of the achievement of outcomes for the award of the grades.

The process of determining grades:

- Devise and administer assessment tasks that address the knowledge and skills outcomes of the course.
- Observe and record assessment judgements e.g. marks, grades, comments.
- Use assessment information (summative and formative) to determine a student's level of achievement at the end of the course.
- Use the Course Performance Descriptors to award a grade that most appropriately describes the student's achievement.

All Edmund Rice College students who completed Year 10 in 2022 and did not return to schooling in 2023 qualified for a RoSA. (See enrolment figures)

All students who returned to the College to continue in 2023 will add to their academic record in terms of the RoSA.

PARENT, TEACHER & STUDENT SATISFACTION

PARENT/CARER SURVEY

Parents/Carers of the College community completed an ERC Parents and Carers Satisfaction survey. The data collected from the survey will assist in informing future planning and consultation processes.

PARTICIPATION

Participants were parents and carers of students across all year groups, with the majority from Stage 4 (Years 7 and 8), followed by Stage 5 (Years 9 and 10) and then Stage 6 (Years 11 and 12).

REASONS FOR CHOOSING EDMUND RICE COLLEGE FOR YOUR SON

Parents were asked to nominate their top four reasons for choosing Edmund Rice College for their son in order of preference.

- Strong discipline and student welfare were included in the top four reasons for each preference.
- Academic success, boys education and learning facilities were included in the top four reasons for three preferences.
- A school that caters for a wider range of student abilities and co-curricular opportunities was included in the top four reasons for two preferences.

COMMUNICATION WITH PARENTS AND CARERS

- Greater than 95% of responses agreed or strongly agreed that they are kept informed about important College dates and events.
- Approximately 90% of responses agreed or strongly agreed that they are able to effectively access the TASS parent portal, know the appropriate person to contact at the College when they have a question/concern and find the College newsletter a good source of information.
- Greater than 95% of responses indicated that a TASS parent App with automated phone alerts may be helpful.

STUDENT LEARNING AND ENGAGEMENT

- Approximately 90% of responses agreed or strongly agreed that the learning and teaching experiences at the College meet the learning needs of their son and are satisfied with the scheduling of formal assessment tasks for their son.
- Approximately 80% of responses agreed or strongly agreed that they are satisfied with their son's academic progress and with the amount of homework their son receives.
- Approximately 60% of responses agreed or strongly agreed that their son engages with the optional co-curricular opportunities offered at the College.

LEARNING COMMUNITY

- Approximately 85% of responses are satisfied with the current College uniform arrangements.
- Approximately 70% of responses would prefer increased co-curricular opportunities with St Mary Star of the Sea College.

PARENT ENGAGEMENT OPPORTUNITIES

The most popular future potential parent presentations were:

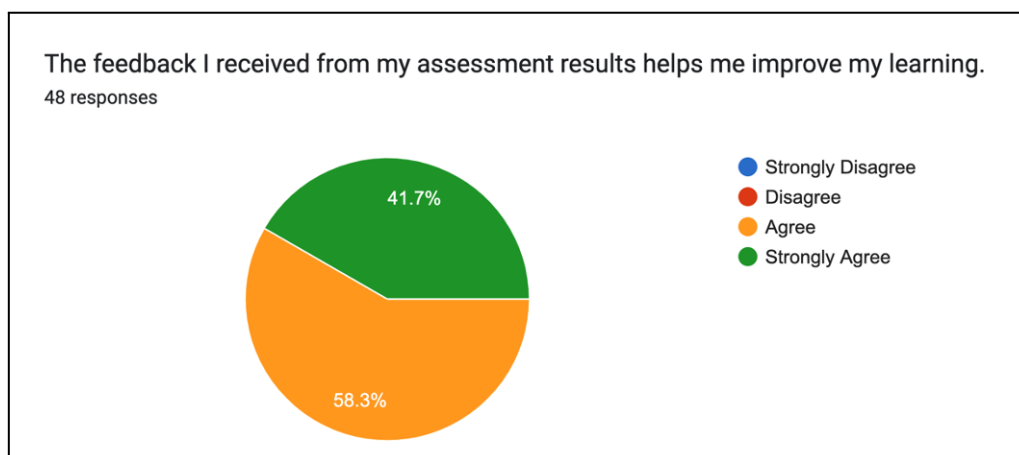
- Raising Boys Today
- Youth Mental Health
- Careers Information

STUDENT SURVEY

All students at the College participated in a survey seeking feedback on learning experiences facilitated at the College. Students provided feedback on the following:

- My teachers unpack and explain the Learning Intentions to the class
- My teachers unpack and explain the Success Criteria to the class
- Learning Intentions help me with my learning
- Success Criteria helps me with my learning
- The feedback I received from my assessment results helps me improve my learning
- I use the PEEL structure to help me write paragraphs
- I use the ALARM Matrix to help me write responses
- How can teachers help you to improve your writing?
- Is there anything else you would like to provide feedback on in relation to your learning at Edmund Rice College?

The feedback from the students was very positive and provided valuable feedback to teachers to implement strategies to further enhance the learning experiences at the College. Following is an example of feedback provided by Year 11 students:



Students at the College also had the opportunity to provide feedback to teachers engaging in the Pivot Professional Learning Team using Pivot. The Pivot Student Survey is a set of questions designed to collect feedback from students about what it is like being a learner in the classroom. The results from the survey aim to help the teacher understand how they can improve and begin further conversations about how they can work together with their class to make improvements to boost student learning.

TEACHER SURVEY:

The College commenced the process of reviewing the College levels of discipline and responsibility. All staff completed a survey. In addition, both student and parent/carers focus groups were surveyed. Following the amalgamation of the collected data, the levels of discipline and responsibility was updated, to be implemented in 2023. The system includes five steps in the Student Management System at the College. These levels are used to ensure a consistent and transparent approach to behaviour and managed by the most appropriate member of staff.

PROFESSIONAL LEARNING UNDERTAKEN BY TEACHERS

Teacher Standards

All teachers possess teaching qualifications from a higher education institution within Australia or as appropriately recognised from overseas.

Professional Learning

ERC is committed to supporting the ongoing professional learning required to provide a high quality teaching and learning environment for boys. Throughout 2022, College staff were involved in a range of professional learning opportunities aimed at improving student outcomes. These included:

ERC NESA Accredited Professional Learning

Analysing HSC Student Performance (HSC RAP Analysis)	Differentiation at ERC
Formative Assessment at ERC	Implementing the MyStrengths Program
Incorporating High Impact Strategies (HITS) Using Click View	Raising Standards Together - Formative Assessment & Feedback
Raising Standards Together - Learning Walks	Raising Standards Together - Literacy for Learning
Raising Standards Together - Pivot	Raising Standards Together - Writing
Writing Professional Learning Day	

OTHER Professional Learning:

Edrolo Webinar	Literacy for Learning (Science Faculty)
TASS Implementation Training	Vivi Training

ERC Mandatory Staff Training

Anaphylaxis Training	Asthma Training
Cardiopulmonary Resuscitation (CPR) Training	Child Safeguarding Program
Complaints Handling	Confidentiality
Disability Standards for Education	Discrimination, Harassment and Bullying
EREA Code of Conduct	First Aid Training
Internal Grievance Resolution and Consultation Procedures	Privacy
Social Media	Sports Trainer Course
Student Duty of Care	Whistleblower Training for EREA Staff
Workplace Health & Safety (WHS)	

STUDENT ATTENDANCE RATE

School Student Attendance Report			
Year Group	All students %	Indigenous Attendance %	Number of Students
Year 7	87.36	85.34	199
Year 8	85.94	82.24	193
Year 9	83.05	79.43	205
Year 10	84.3	81.9	173
TOTAL	85.16	82.23	742

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 Principal upon parental request. Unexplained absences are small in number in each cohort.

MANAGEMENT OF STUDENT NON-ATTENDANCE

It is the policy of Edmund Rice College that students are to attend the College for the full duration of each school term and that punctuality and reliability are to be fostered. The College considers that the development of these habits will contribute to the development of responsibility and self-discipline in each student and to an orderly College routine.

- The College marks the roll electronically using the TASS Student Administration database.
- The College expects each student to attend school on every school day in each school term.
- Pastoral Care Teachers mark day to day attendance, during Pastoral Care daily, directly into TASS. Subject teachers are required to mark attendance in their class each period.
- Office Support Staff enter known absences into the TASS Student Administration System electronically each day.
- The Office Support Staff check that Pastoral Care Teachers have completed their Roll marking every day after Pastoral Care and reconcile any discrepancies in conjunction with the Deputy Principal.
- After careful checking, an SMS is sent to parents/carers notifying them of the unexplained attendance of their sons. On occasion, a telephone call home could be made to clarify student absence from the College.
- A student who arrives at the College after their official starting time must report to the Office. The Office staff will record the late arrival in the student TASS database.
- The Pastoral Care Teacher is responsible for informing parent/carer when a student is late and does not provide a written explanation.
- Pastoral Care Teachers are to monitor absences/punctuality, particularly if patterns of lateness develop.
- The Pastoral Care Coordinator and Assistant Pastoral Care Coordinator will also monitor progress in these matters.
- Each week, the Office provides the Pastoral Care Coordinator, Director of Pastoral Care and Wellbeing and Deputy Principal with an email with attached record of weekly absences per year group. The Pastoral Care Coordinator, Director of Pastoral Care and Wellbeing and the Deputy Principal use these sheets to identify unexplained absences and/or patterns of absences.
- The College expects a parent/carer to inform the College before the official start time if a student is to be absent on that day.
- A student who is absent from the College on any day is required to have their absence explained by a parent or carer in TASS or present to the Pastoral Care Teacher, on the day of his return, a note from a parent/carer explaining his absence.
- A formal letter will be sent to parent/carer regarding frequent/unexplained absences.
- It is the role of the teacher to monitor and follow up absences.

- A student seeking partial absence is required to provide a letter that states the student's full name, date, time of partial absence, reason for absence and signed by the student's parent/carer.
- Such letters are to be handed to the Pastoral Care Teacher at morning assembly.
- Before leaving, the student will report to the Office for signing out.
- If the student returns, re-entry is noted in the database by the Office staff.
- At the end of each term, the Office staff places in each student's Office file, a printout from TASS which indicates absences for the term.

Student Leave

Exemption from attendance will be consistent with the Education Act 1990 (Section 25).

From 2015, the Minister for Education approved changes to the way leave is recorded by schools.

Under the changes, family holidays and travel are no longer considered under the Exemption from School-Procedures. Travel outside of vacation period is now recorded as an absence.

Parents are encouraged to travel or holiday with their son(s) during school vacation periods.

Where permission sought is for **less than 10 days** during the school term, the following procedures need to apply:

- 1) A letter must be sent to the Principal's office to explain the absence at least 3 days before the requested leave.
- 2) If the Principal believes the absence is not in the student's best interest, then the absence will be unjustified.
- 3) If the Principal accepts the reasons, then the absence will be recorded as leave.

When permission sought is for **10 days or more** during the school term, the following procedures need to apply:

- 1) An application for Extended Leave - Travel Form must be completed and returned to the Principal's office at least two weeks before the requested leave. The form can be obtained from the Principal's office or from the College website:
<https://cdn.edmundricecollege.nsw.edu.au/uploads/2021/02/05134634/Application-For-Extended-Leave.pdf>
- 2) If the Principal believes the absence is not in the student's best interest, then the absence will be unjustified.
- 3) If the Principal accepts the Application, a Certificate of Extended Leave - Travel will be issued. The absence will be recorded as Leave.

Change in Family Circumstances

If any change occurs in the family - separation, divorce, serious illness, the College should be notified as soon as possible. The College seeks to be supportive of families in such circumstances and such events always have a bearing on a child's education. Likewise, a change of address or phone number (work or home) or emergency contact should be advised immediately.

Destination of a student below 17 years of age

- Where a student leaves the College before the age of seventeen, appropriate evidence must be provided that the student is taking a recognised educational pathway or is entering employment that has a formal training component. Such instances may be where a student is commencing an apprenticeship and is undertaking study at TAFE.
- Where the destination of a student below the age of seventeen is unknown, the Department of Education and Communities Officer with home school liaison responsibilities will be notified of the student's name, age and last known address. The College will also undertake to contact the student regarding his future educational destinations and the appropriate procedures for leaving the College.
- All students who conclude enrolment at the College are given a Clearance Form from the Principal's (Enrolments) Personal Assistant to complete and hand back, which details where they are moving on to. This is put on each student's file.
- If any Clearance Form does not specify destination, it is brought to the attention of the Deputy Principal who checks the student's age and, if under 17 years of age, contact is made with the family to confirm the student's destination. If confirmation cannot be obtained, then the Department of Education and Communities Officer with home school liaison responsibilities will be notified by the Principal or Deputy Principal. The student's name, age and last known address will be provided.

STUDENT RETENTION RATE

	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
2022	195	91	85	83
2021	185	88	84	84

ENROLMENT POLICIES

The Edmund Rice College enrolment [policy can be found here:

<https://www.edmundricecollege.nsw.edu.au/enrolment-policy/>

BURSARIES

Since its foundation in 1926, Edmund Rice College has been committed to enabling access for all boys, regardless of individual family financial circumstances. This commitment is strongly held and underpinned by our preferential option for the poor and marginalised in the Charter for Catholic Schools in the Edmund Rice Tradition.

Bursary applications are welcomed from families new to the College community as well as from those who currently have sons here and are experiencing genuine financial hardship. Recognising that discussion of family circumstances may be difficult. Parents/carers can feel confident in the knowledge that all applications are treated sensitively and in confidence. Parents/carers seeking Bursary Application forms should contact the College Fees Administrator.

SUMMARY OF STUDENT WELFARE POLICIES

In accordance with the Australian Student Wellbeing Framework, Edmund Rice College Seeks to provide students with a safe and supportive environment, which provides a solid foundation for young men to reach their fullest potential in the spirit of Edmund Rice. The College is committed to building a community that prioritises student wellbeing, safety and positive relationships so that students can reach their full potential and recognises the reciprocal relationship between wellbeing and academic performance.

The College works in partnership with EREA to maintain the highest standards in relation to Child Safeguarding, ensuring the safety and wellbeing of every student in the College.

The College is committed to promoting student voice ensuring that students are active participants in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe. This is evidenced in the College's Student Leadership opportunities and in the Pastoral Care program, undertaken weekly, including guest speakers, workshops and lessons focussed on social and emotional learning.

The College employs two Clinical Psychologists to support student wellbeing, students may self-refer, be referred by their parents, their Pastoral Care Coordinator/ Assistant Pastoral Care Coordinator or a member of the College Leadership Team.

The College has in place policies and procedures that promote an environment that is inclusive and supportive, free from discrimination. This is reflected in the College's *Disability Discrimination Policy*.

The College is committed to promoting the safe and responsible use of technology, providing student and parent workshops targeting online safety. The College is further committed to protecting the privacy of each student, seeking consent in relation to photography at the College. This is reflected in the *College's Photography and Video Policy*.

In relation to student health and wellbeing the College is committed to providing annual staff training in the areas of Anaphylaxis, Asthma, CPR and ensuring that staff are able to respond to the student illness or injury in an appropriate manner. This is further supported by College policies on the *Management of Students at Risk of Anaphylaxis and the College Policy regarding Individual Health Care Plans for students at a high level of risk*.

COLLEGE ACTIVITY REPORTS

IDENTITY

A Year of Justice and Solidarity

We are committed to justice and peace for all, grounded in a spirituality of action and reflection that calls us to stand in solidarity with those who are marginalised and the earth itself.

Action and reflection. These hallmarks of the touchstone of Justice and Solidarity challenge each of us to do something to make the world a better place and then to reflect on how it is helping us to become closer to God. Ideally, our reflection should enable us to consider whether the service supports the dignity of each person and, in a year marked by extreme weather events, understanding our relationship to the earth has never been more important.

Our Identity team has been engaged in developing a 'sense of the sacred' in all that we do, bringing the light of the Gospel to our work so that we are all enriched with the possibility of understanding the importance of solidarity. The whole school lesson in Term 1 focussed on Pope Francis' call to be in solidarity with the earth itself. Students wrote postcards to our local politicians and even the Prime Minister to express their concern that we need action to mitigate the human impact on climate change.

We celebrated Easter and ANZAC Day as a community and importantly paid tribute to Joe Davidson who passed away during the year and who had been visiting our College on ANZAC day for a number of years as a representative of the Wollongong RSL. His grandsons who attend the College and his wife accepted Gallipoli rosemary to plant at home in his memory. We are so very grateful for his contribution to our community.

An integral aspect of our work this year has been the development of our Narragunnawali Reconciliation Action Plan and I thank Ms Nadia Neal for her leadership in this regard.

As a staff we have been reflecting on our own practice and the attitudes and values we bring to each of our Key Learning Areas. Mr Rule performed a service for the Church community in using his talent to craft a new cross to be used at the Cathedral during the Easter season. Year 12 students Elijah and Thomas participated in the liturgy, making the relationship of solidarity between the College and Diocese evident.

Our staff spirituality day in Term 2 invited each staff member into a deeper relationship with our First Nations brothers and sisters and we welcomed Dharawal man Jade Kennedy to lead a smoking and healing ceremony that literally invited us all into the space of contemplation and understanding. Aunty Barbara Nicholson, a local elder who has walked with this College community through the past twenty years, shared her experience of a project she has been working on at Junee Correctional Centre for the past ten years. She travels there to work with inmates to help them find their own voice through writing, sharing their stories through her 'Dreaming Inside' series of books. Dr Ann Morgan helped us to reflect on what it means to walk with First Nations people as an ally and we celebrated Mass with Fr Duane, understanding that the liturgy of the Eucharist is the source and summit of our lives as a Catholic Christian community.

We welcomed the EREA Principals and Business Managers to the College, marking the occasion with a new song 'The Light of Edmund' by our very own Mr David Pullella. He and Mrs Knowles are still finalising the verses about the College itself, but the chorus reflects our key focus this year of justice and solidarity in the example of Edmund Rice.

*Give us the compassion of Edmund
As we seek to live lives for the Lord
With the grace and gift of our founder
Open our eyes and hearts to the poor*

*May our lives be examples of service
Seeking justice and mercy for all
Live Jesus in our hearts forever
As we witness his love to the world*

*We are here today, held up by your grace
Living out our call, to bring light to the darkness.
Whilst the road is steep, and our hearts may tire
We will bring your light and salt to the nations*

*We are building, ever building
As we follow the way of the Lord
We are building, ever building
As we lay down our lives for the poor
We are building, ever building
Learning to serve the Lord
We are building, ever building
Live Jesus in our hearts, forever*

*We are here today, held up by your grace
Living out our call, to bring light to the darkness.
Whilst the road is steep, and our hearts may tire
We will bring your light and salt to the nations
The town we are building cannot be hidden
The lamp we light will shine before others*

We have learned through our student leadership program to stand in solidarity with those who are 'othered' in society. Our Term 3 focus was on being an ally and the student leaders made some amazing resources to lead us to consider how we treat those marginalised: the homeless, refugees, our First Nations brothers and sisters, women and other victims of violence and members of the LGBTQI+ community. We reflected on the fact that living out the Gospel calls us to love our neighbour and we continue to take action to make this a reality in our community.

We have ended this year with thanksgiving for all we have and in solidarity with the community, as reported by our student leaders and we remember Peter Cooney from the Gwynneville St Vincent de Paul Society whose grandson is now at the College. He has been working with us on the Christmas appeal for as long as I can remember and he also passed away during this year. We hold these leaders and examples of service in our hearts with gratitude as we close the year.

My heart is full of gratitude for the lessons of this year, the opportunities to serve and the courage to be in solidarity with those who need us. May we continue to be the light of Edmund and Jesus himself.

Live Jesus in our hearts. Forever.

Mrs Judith Hurley
Director of Identity

*"This service that you perform is not only supplying the needs of the Lord's people
but is also overflowing in many expressions of thanks to God." (1 Corinthians 9:12)*

CULTURE / FIRST NATIONS EDUCATION

What an absolutely amazing year we have had. I can proudly state that our First Nations boys stood up, spoke up and demonstrated not only to the school but also to the wider Illawarra community the importance and significance of showing up. As we continue to increase the number of First Nations students enrolled at Edmund Rice, each year we see the students' confidence and pride in keeping our culture alive. Our ancestors would be extremely proud of each and every one of our First Nations students.

We kick-started the year with a welcome breakfast to bring community and family together, celebrating the first time we have had not only a First Nations Prefect in each year level but also a First Nations College Captain who is a proud Biripi Man – Balunn Simon. Balunn did a tremendous job of embedding and normalising the inclusion of First Nations perspective in our assemblies and activities, making it a critical element of our school culture and identity.

Throughout the year, we had our four community mentors – Layne Brown (Yuin), Dakota Feirer (Bundjalung), Zack Stewart (Gamilaroi) and Shane Venables (Wiradjuri), come to the school on different occasions to work with the boys in understanding their own connections to culture and the responsibility to keep it alive. Those who participated have learnt how to traditionally start a smoking ceremony, how to prepare ochre, the significance of painting up our bodies with our Dreamtime stories and learned traditional men's dances. Our First Nations students had the opportunity to showcase this knowledge at the University of Wollongong Reconciliation event, the National EREA Principals' Conference and during our NAIDOC Assembly.

During the NAIDOC Assembly, we officially launched the publication of the College Narragunnawali Reconciliation Action Plan (RAP), with Jed Chandler – proud Bidjigal man, signing off on the RAP as our First Nations Prefect along with our Principal Steven Gough, First Nations Education Officer Nadia Neal and Community Elder Aunty Sharolyn Robinson. Collectively as a school we have already completed twenty- one out of our forty set out deliverables.

One target set out by the students each year is the Year 12 Reconciliation AFL Match. This year our two teams, Team Biripi and Team Bidjigal, battled it out, with the underdogs Team Bidjigal taking the win. We successfully raised and donated \$1000 to Coomaditchie who created the design of the team shirts.

Finally, I am proud to say we finished off the year with three First Nations Year 12 boys graduating from their HSC, the successful development and implementation of EREA's first ever focus on not only anti-bullying but also targeting Anti-Racism Policy, another year of successfully running the Year 9 Indigenous Cultures Day, hosting two Aboriginal Educational Consultative Group meetings and becoming a partner to the Woolyungah Indigenous Centre at the University of Wollongong. We look forward to another successful year in 2023.

Ms Nadia Neal
First Nations Education Officer

LITURGY

2022 has been a great year for the Liturgy Committee within the College, with the introduction of a number of new initiatives as well as the re-establishment of many of the existing rituals and practices that we had not been able to engage with over the prior two years.

One of the most important developments this year has been the opportunity to once again begin having year group liturgies in our beautiful College Chapel, which – after a necessary period of inaction due to extensive storm damage – has been refurbished with much-needed new flooring. Each year group has been able to celebrate either two liturgies or a liturgy and a Mass during the year, which have been based around the respective Pastoral Themes.

Year 7 was first off the mark with a Mass in Term 1, followed by a Term 3 liturgy based around Respectful Relationships and incorporating the teachings of Pope Francis' encyclical *Fraetelli Tutti*.

Year 8 had a liturgy in Term 1 during which they received a letter reminding them of the love God has for each one of them, and also had the opportunity to celebrate the final Mass of the year in Term 4.

Year 9 also celebrated a Mass in the first semester and had a liturgy later in the year which focussed on making mature choices and involved the collective potting of a native tree symbolising their commitment to work towards becoming responsible young men.

Year 10 celebrated a Mass in Term 2, and then were fortunate to have two liturgies during Terms 3 and 4 – the first tied in with their Social Justice Day, and the second focussing on the Season of Creation and the teachings of *Laudato Si*.

Year 11 joined in a liturgical acknowledgement of their individual spiritual gifts in their first liturgy, and were challenged to take on the role of being servant leaders in their second – participating in a moving ritual during which each student washed the hands of one of their peers in an echoing of Jesus' actions at the last supper – as they prepared to take on senior leadership roles.

Our Year 12's were fortified through a liturgy on the theme of weathering the storms of life leading up to their trial exams, and of course played an integral role in the planning of and participation in their final Graduation Mass.

We have also had a number of larger liturgical events, commencing with our Opening College Mass – celebrated by Bishop Brian in an unconventional yet innovative format across both the ERC hall and individual classrooms due to the ongoing COVID restrictions. Ash Wednesday was marked by liturgies in double year groups, but thankfully we were able to gather once again as a whole school community for a solemn and dramatic paraliturgy during Holy Week, based on the Stations of the Cross. Other liturgical focuses for our whole school assemblies have included Creative Arts, NAIDOC, Leadership and Academic Achievement.

The Liturgy committee SRC team, ably led by Thomas Carolan and supported by Ben Binoy, Elias Logue, Marcus Meogrossi, Patrick Carolan, Timothy Armitage, Stirling Roper and Isaac Ayers, have worked hard throughout the year to encourage all students in the College community to engage in active Gospel Spirituality. They have written the Monday morning and daily prayers that are provided each day for the entire College Community, assisted with the organisation and running of liturgies, Masses and assemblies, represented us at Diocesan events, provided input into the redesign of the Chapel, and re-established and promoted the practice of Friday Prayer at lunchtimes. I have been extremely fortunate to work with such a practical, reverent and servant-minded group of young men, and am confident that they will continue to promote the values of the Gospel and of Blessed Edmund Rice either through their continued leadership or through genuinely living these values in their future endeavours.

I look forward to further developing the Liturgical programme and initiatives in the coming years and building on the strong foundations that have been laid by those before us.

Yours in Faith,
Mrs Helen Knowles – Liturgy Coordinator

CHRISTIAN SERVICE & SOLIDARITY LEARNING

Engaging in the CSL programs at the College is central to the holistic education and point of difference which Edmund Rice College offers. Students not only encounter the compassion and generosity of Jesus through their authentic Catholic education, they also are provided with opportunities to put these values into practice through service. In Years 10 and 11 students have a particularly special opportunity to engage in an internship of service, facilitated with a singular agency or charity, volunteering a minimum of 15 sessions or 30 hours of their time.

Within these placements, students are provided with an ongoing opportunity to walk in justice and solidarity for those who are marginalised, less fortunate, disadvantaged and with our shared planet. Through engaging with and reflecting on their Senior Project experience, students are provided with an opportunity for personal transformation, leadership development through service and encountering the sacred in others, whilst making a significant contribution to those in their community who need it most.

In 2022, students provided much needed voluntary service in the local community, contributing to the initiatives of a variety of different agencies. Some students demonstrated leadership in coordinating their own personal placement, serving with a range of organisations including their local sporting clubs, surf life saving clubs, local Bushcare programs, faith communities, the Salvation Army, the RFS and others, to complete their commitment to the Senior Project. Other students engaged in a school coordinated placement, serving hours with Lighthouse Community Kitchen, The Disability Trust, Wollongong City Council Bushcare (Keira Park), as well as assisting here at the College as Missions counters and Homework Club mentors. Some students also volunteered as peer tutors for primary school students at West Wollongong Public School and assisted with the facilitation of a STEM Program for students at St Brigid's Catholic Primary School.

When students were asked to reflect on their Senior Project experience, a number of students from the graduating class of 2024 provided comments which exemplify the impact of the Senior Project. One student provided the following comment when asked to reflect on how his placement has changed his perspective: *"My service has helped me have a sense of gratitude and improve the lives of those in need."* (Levi Calleja). Another student who completed his placement at West Wollongong Public School commented *"My placement has helped me to have compassion and courage in serving others. To have concern for the issues and misfortunes of those who are less fortunate than myself and courage to be confident in taking actions and providing meaningful support to others."* (Steven Cocca).

Students also engaged in additional service to their Senior Project placement through supporting other initiatives as part of the College's ERA For Change and Social Justice Prefectures. Our senior students were active in leading, White Ribbon Day, Wellbeing Week, Detention for Detention, Orange Sky Laundry Winter Sleep Out, the Sustainability Conference, the Indigenous AFL Charity Match for Coomaditchie United Aboriginal Corporation, the Peer Support Leadership Program and the Christmas Appeal.

I am pleased to announce that the senior cohort of Edmund Rice College has served a total of 9,964 CSL hours since 2020. 65 students in Year 12 graduated with their Justice and Solidarity Badges with an additional 11 students in Year 12 graduating with their CSL Medal for over 100 hours of service to the community. I also congratulate and encourage the current Year 10 and 11 students who continue to make a significant contribution to the community through their ongoing commitment to CSL in the coming year. Importantly, I would like to congratulate Nathaniel Shaw who was awarded the Brother Paul Oakley Award for leadership through service.

In 2022, the touchstone of focus at the College has been Justice and Solidarity. Undoubtedly, our senior students have demonstrated leadership and commitment in bringing about a more just world for all through their engagement in CSL. Students have contributed to making the College and broader Wollongong community a place where love, compassion, respect and justice reside. In our first uninterrupted school year since 2019, our senior students are congratulated on having demonstrated responsibility, creativity, leadership, passion and energy, making the world a better place for all through service.

Mr David Pullella
CSL Coordinator

JUNIOR CHRISTIAN SERVICE & SOLIDARITY LEARNING

Edmund Rice College exists to provide a well-rounded education for boys in which students are formed both intellectually and as people who can authentically contribute to their community. Through the different Christian Service and Solidarity Learning programs at the College, students are formed in how to be perceptive to and respond to the needs of those around them. Especially those who are less fortunate, marginalised and disadvantaged.

With contemporary research conclusively supporting the value of service-learning and community service as a means for improving mental health outcomes and resilience in young people, the College's rich tradition of service in the charism of Edmund Rice, enacted throughout our 96-year history, is more relevant now than ever. In addition, with the College's current focus on the touchstone of Justice and Solidarity, the CSL programs are a key way in which students are supported in contributing to a more just world for all. Through CSL, students are drawn to the perfect example of service in the person of Jesus and are encouraged and inspired by the life and witness of our founder.

As junior students at the College, Years 7-9 students are required to engage in the Junior CSL Program, in which they commit to completing 10 hours of voluntary service in their local community. In 2022, students who have engaged in the Junior CSL Program have contributed to a variety of service opportunities including the Orange Sky Laundry Winter Sleep Out, Detention for Detention, Clean up Australia Day (Year 7) and the Ration Pack Challenge, as well as donating to the ERC Christmas Appeal. Through engagement in these and many other service opportunities, junior students at the College have demonstrated commitment to promoting the needs of those experiencing homelessness and poverty, offshore processing and detention and injustice.

In Year 7, students have demonstrated a commitment to 'growing in right relationship with others', as guided by their year group theme, completing over 1904 hours of service in 2022. Considering their recent enrolment in the College, this is a significant achievement and something for which the year group is congratulated. There were four students in Year 7 who received the CSL Certificate for over 30 hours of service. In addition, one student in the year group achieved the Inclusive Community Badge for over 60 hours of service.

Year 8 students have contributed to a more just world through upholding the value of every individual, contributing 424 hours of service in the community in 2022. Sixteen students within the year group achieved the CSL certificate and eight students achieved the Inclusive Community Badge.

Finally, Year 9 students have exemplified what it means to be men for others with over 1061 hours of service in the community in 2022. Nineteen Year 9 students achieved the CSL Certificate and fifteen students achieved the Justice and Solidarity Badge in 2022.

This cumulative 3389 hours of service achieved by junior students in 2022 has made a significant contribution to family communities, local charities, local sporting and surf life saving clubs, faith communities, the College and the greater Wollongong area.

Students have demonstrated how standing in solidarity with others through service not only transforms the lives of the receiver but also those who wholeheartedly dedicate themselves to service. It is through the encounters facilitated through CSL that our students deepen their understanding of who they are, who God is and the value of dignity of every person.

There is one major award in the Junior College to recognise Leadership through Service. It honours Fr Chris Riley who started Youth Off the Streets and is an example of a person who has made a real difference in his own context. This award is presented to the student who exemplifies the value of service through being a man for others, standing in solidarity with the disadvantaged and our shared planet. This student has engaged with a variety of service activities across all aspects of College life, particularly as the ERA for Change Prefect. Displaying leadership through his engagement with the College SRC, the College Stage Band, the Rostrum Voice for Youth Public Speaking Event, the Da Vinci Decathlon, the Peru Virtual Immersion program and as a student representative for the College Open Day and Tour Guide. In addition, he has exemplified the value of service in his local community through his generous contribution to the North Wollongong Surf Life Saving Club. The recipient for this award for 2022 is Henry Jones.

Mr David Pullella
CSL Coordinator

STUDENT LEADERSHIP FOR JUSTICE AND PEACE

The student leaders have built on our experience in living out the touchstones by being involved in many facets of College life, leading initiatives to help us all see social issues from their perspective and leading us to engage with work to be in solidarity with those who are marginalised.

The College Captain, Balunn Simon, and Vice-Captain, Elijah Hurley, supported the whole SRC to collaborate on diverse projects and each Prefect added to the depth of the expression of our charism. Will Douglas, our ERA for Change Prefect, was a member of the National ERA for Change Executive, contributing to and leading the National Conference and initiatives to support action on climate change, better treatment of refugees and promotion of Reconciliation. Likewise, Matthew Armitage, Social Justice Prefect, was on the NSW committee, engaging with other schools to collaborate on social justice projects. Marcus Stevanoski, Sustainability Prefect, collaborated with other schools and Mrs Schodde to deliver our Sustainability Conference. Liturgy Prefect, Thomas Carolan, brought back our Friday Prayer and enhanced our Liturgical music group and Sport Prefect, Tex Keeble, supported the Sport program through Mr Timpano. The House Prefects, Finn Rogers, Billy Foster, Kai Anderson, Jack Cesare and Toby Shuback helped build the House spirit and we are grateful for their service to the College Community.

In Term 4, the 2023 leaders organised their first campaign focussed on respect for women, leading up to the International Day for the Elimination of Violence Against Women, with Captain Louis Villella and Vice-Captain Elias Logue taking the reins. Ten student leaders assisted the NSW Department of Transport with an event to support the same cause, travelling to Sydney to serve at the inaugural On-Water event where the government agencies formed a 'white ribbon' on Sydney Harbour to raise awareness of this very important issue. At the final assembly, Social Justice Prefect for 2023, Marcus Meogrossi, and Community & Culture Prefect, Zac Lum, gave the following reflection on the year:

As Student Leaders, we have learned to embrace the values of our College and Edmund Rice himself. When we pray the Edmund Rice Prayer, we thank God for the life of Blessed Edmund Rice whose example of love, service and solidarity inspires us.

During 2022, we worked with Year 12 leaders to plan and lead projects that help us to express these values, starting with Project Compassion in Term 1. We learned about how climate change is impacting the poorest people, especially our neighbours in the Pacific islands, raising \$2300 to support vulnerable families.

In Term 2, we focussed on Reconciliation Week and Refugee Week, our First People and those new to Australia, escaping their own challenges. Twelve students and four teachers undertook the Refugee Ration Challenge, raising \$5443 to support the work of the National Council of Churches, Act for Peace initiative.

In Term 3, our Sustainability, Community & Culture, ERA for Change and Social Justice leaders organised a Pastoral lesson on homelessness and a Sustainability Conference. We kept 1081 shoes out of landfill and raised \$5300 for Orange Sky Laundry, to support their van in Wollongong that offers a laundry and shower service to residents. The Year 12, 2022 cohort finished with a charity AFL Match to support the Uluru Statement from the Heart and local First Nations young people through a \$1000 donation to the Coomaditchie Aboriginal Corporation.

Throughout the year, each Pastoral Care group chose one organisation to support and we were able to make the following donations:

- Year 7, donated \$1150 to Wires for animal rescue in the Illawarra.
- Year 8 responded to the recent floods in NSW with their Missions and with the support of the Year 12, 2022 cohort raised \$1400 to assist with the purchase of a defibrillator for the Bedgerabong community.
- Year 9 chose First Nations' charity, Deadly Science, to bring Science education to First Nations communities. Its founder, Corey Tutt, is from Dapto.
- Year 10 worked to support Strategic Community Assistance for Refugee Families and Manager, Drew Sewell, accepted a donation of \$700 to support their work.
- Year 11, the new Year 12, 2023 cohort sent a donation of \$400 to support Para Meadows school in memory of Samuel Stutchbury.
- Finally, in Term 4 we ran the Respect campaign, focussed on understanding our place in the world, to make it a more inclusive and just world, focussed on eliminating violence against women. Our Term 4 Christmas Appeal was inspired by the 'It's In The Bag' dignity campaign. Students collected 21 boxes of food, made up 42 dignity bags for women and teenage girls. Representatives of the Wollongong Homeless Hub, Mandy Booker and Megan Arthur; Gwynneville St Vincent de Paul President Michael Tobin and West Wollongong St Vincent de Paul President Louise Pinson accepted these gifts and a donation of \$1100 for each organisation to support the purchase of gifts for teenage boys and families during the Christmas Season.

We thank the students, families, staff and community members who made all of this possible and helped us to be a witness to the Gospel in the spirit of justice and solidarity.

Live Jesus in our hearts. Forever.

SUSTAINABILITY

EcoERC is growing! At the beginning of the year we had an increase in our regular membership which was very exciting. Unfortunately, the torrential rain impacted our ability to facilitate the Year 7 annual 'Clean Up Australia Day' within our College grounds. Even though we had to add it to another event and the creek areas were too wet to venture into, Year 7 still managed to pick up a number of bags of rubbish from the perimeter of the school and the tarred areas.

In August, EcoERC held its fourth student-led Sustainability Conference, with the theme 'Use Energy right: keep the future bright.' We hosted students and staff from nine other South Coast schools, Sydney and Gosford areas who were able to collaborate, share environmentally conscious ideas and hear from a number of inspirational speakers.

Kicking off the event was Lara Pugh and Dr Carl Hopley from Wollongong City Council, bringing awareness to the ideas and actions implemented by the committee to improve city-wide sustainability. This included the plan to make Wollongong a UNESCO learning city by 2024, and how the city is making strides towards Sustainable Development Goals 11 and 12 – Sustainable Cities and Communities, and Responsible Consumption and Production. Kylie Flament, formerly the General Manager of Green Connect, also presented and discussed how everyone can be more aware of whether they are consuming products that have been produced ethically and sustainably.

Joining the students from ten schools was environmental educator Costa Georgiadis, long-time presenter of ABC's Gardening Australia and 2019 Silver Logie Winner for Most Popular Presenter. Costa discussed the importance of storytelling to achieve goals and the power of persistence to make real change in terms of sustainability, and hosted a Q&A. The day was a great success and a date has been allocated for the 2023 Conference, with a new focus to be decided.

Our school garden has been lovingly looked after by Mrs Jessica Haines and her small garden group who are doing a wonderful job. This co-curricular project with Geography students and the TAS Faculty makes use of the garden for the 'Paddock to Plate' unit of work. Students are able to come and learn about planting and nurturing the garden and they are able to pick the fresh herbs to use in their dishes for Food Technology. The group have planted these from scratch and the garden is thriving.

During the year, we studied the impact of the College Solar panels, which cover Building E and the Brother Pelin Hall. Our most recent 'Lifetime Environmental Summary' for the month of September 2022 showed the solar panels produced 8 MWh of energy. That's enough to power over 7000 houses! Further to that, Printreleaf has certified that ERC has offset the equivalent of 14,691,226 total standard pages of paper consumption by reforesting 1,763 standard trees, since joining Printreleaf Exchange in 2015.

The water refilling stations are working well, students and staff are bringing a recyclable bottle to take advantage of the refilling stations. We have saved thousands of plastic drinking bottles going into landfill. The classroom paper bins are working extremely well. ERC is now a Level 3 Certified, Catholic Earthcare School. Well done everyone!!

Our next 'Waste Audit' is due in February 2023. Our Return and Earn house bins for bottles, cans and juice boxes project is still a work in progress in terms of making an impact on our landfill bins. We will keep trying to find creative ways to promote this initiative and are confident it will eventually take off. If you would like to help us out, collect plastic bottles, poppers and glass bottles that have the 10c branding on the side, take them to Vinnies at Unanderra and tell them you would like your credit to go to the College - it will appear on our monthly statement.

The TreadLightly campaign is a new national recycling initiative that's working closely with Australia's top sporting and active lifestyle brands to recycle unwanted sports and active lifestyle shoes to give them new life as useful products like retail flooring, anti-fatigue mats, gym and playground surfaces. TreadLightly is powered by the Australian Sporting Goods Association (ASGA) and recycler Save Our Soles (SOS). TreadLightly is on a mission to make it easy and fun for students to learn how to reduce, reuse and recycle. Edmund Rice College is the NSW WINNER! Students worked together to collect 541 pairs of shoes. Sustainability is essential to the College, *"It was exciting to see how many boys and teachers got involved. I can't recall the last time a Student Representative Council campaign was this well-received"*, said Marcus Stevanoski, Sustainability Prefect(2022). The TreadLightly campaign has not only boosted morale at Edmund Rice College, but it has also increased House spirit, and most importantly, has the students talking about the importance of reducing, reusing and recycling.

Three students represented the College at the Faiths 4 Climate Justice 2022 Multi-Faith Service. This multi-faith service supports the launch of an open letter, signed by senior faith leaders, that calls on the Prime Minister to end new coal and gas projects. All religious and non-religious denominations got together in solidarity in response to climate justice.

We have had a productive year and I congratulate the boys in our group for working tirelessly and giving up their lunch time to plan and help out. I would also like to invite new members to EcoERC, we meet every Monday at Recess 2. You will earn 30 minutes CSL but apart from that it is FUN and makes a DIFFERENCE for the COLLEGE ENVIRONMENT!!

Mrs Schodde
EcoERC Sustainability Facilitator

DUKE OF EDINBURGH AWARD

During 2022, twenty-six of our Year 10 students commenced the Duke of Edinburgh Award program with the practice Adventurous Journey during their Year 10 Camp.

This Leadership Award program enables students to take the initiative to demonstrate commitment to their community and to personal development. Year 12 students Thomas Bitz, Liam Zamuner and Thomas Carolan completed their Silver Award and as the year ended, Joshua Happe and Elijah Hurley finalised their Award requirements. We congratulate the students on their determination, especially given the delays and difficulties experienced over the past two years.

While most of the program is self-directed, the Adventurous Journey is facilitated through the College by Mr Geoff Volk. This year he was supported by Ms Roper, Mr Clarke, Mr Tognetti and Mrs Hancock. The final Adventurous Journey for 2022 left the College for the South Coast on December 5 and we thank these staff members for making the time to support the program.

Duke of Ed – Qualifying Journey – December 2022

It was late in Term 4 and the Duke of Ed boys had completed their training in Navigation, Trip Planning and Emergency Procedures, and had been able to sort out their food and equipment. So it was time to head off into the Budawangfs for their Qualifying Journey, a 3-day trip taking in some of the highlights of the Corang Arch loop.

We met early on the Friday morning with an enthusiastic 20 Year 10 boys and, counting me, three staff – many thanks to Mr Tognetti and Mrs Hancock. We were at capacity with the minibus and the trailer fully loaded. After a 3-hour drive, we arrived at the trailhead, Wog campground. With some gear to sort, maps and compasses issued and the final plans made, we set off in three separate groups, each with a supervising teacher to keep an eye on navigation. Each group was issued with a 2-way radio to assist with communication and timing – an added skill set, in addition to leading a group and delegation of responsibilities. The day was uneventful, leaving the car park at 11.00am and arriving at camp at about 4.00pm. We stopped for lunch on the way and to check out the Corang Lagoon before arriving at Broola Brook to set up camp for the night.

The boys either opted for the Wilderness Camp style and slept under a fly or they could bring their own hiking tent; the interest was about 50/50. It was the first weekend of summer so it was favourable conditions for sleeping out, as well as having a campfire, which the boys enjoyed.

Saturday was going to be a shorter day hiking but we threw in some highlights like a swim at the cascades in the morning and an additional walk in the afternoon out to Yurunga Lookout for some reflection time on the boys' achievements. The second camp was located at Burrumbeet Caves. As it was Saturday night and I was expecting other members of the public to arrive, I requested that all the boys who carried a tent, to set it up on the helipad, while the other boys laid out their groundsheets in the camping cave. There were about three or four other parties using the area that night, so it was a wise decision. The boys were a little bit more comfortable on the second night and enjoyed climbing up to watch the sunset and then gather around the campfire to tell stories with their mates.

Day 3, the longest day for the walk, 15km, a combination of the first two days but on a new route that took us firstly to the Corang Arch and then over Corang Peak. The boys all thoroughly enjoyed the challenge and the new skills they had learnt. It felt like a sprint to the finish line to return to the bus – 15-year-old boys tend to travel faster than the ageing staff. The boys were happy to have completed something that they were quite unsure about at the beginning. I hope that the experience has planted a seed for the future and the boys step out of their comfort zone again.

Mr Geoff Volk

LEARNING & TEACHING

Our College Learning and Wellbeing Framework communicates the important connection between learning and wellbeing and how the College can bring these elements to life to cultivate habits and attitudes that enable students to become better learners, face challenges and uncertainty calmly, confidently and creatively.

As a Catholic School in the Edmund Rice Tradition and in the spirit of Jesus as a liberating educator, the dignity of each student entrusted in the care of teachers is respected, and a commitment is made to know the story of each student as a person and as a learner. This enables the celebration of both the individuality and diversity of students, enabling each to achieve in a way that embraces their individual gifts, develop their mindset, confidence and resilience to unlock their potential to flourish and become what they are capable of becoming.

The Learning and Wellbeing Framework identifies our Learning Community as one that is:

- relational – ready, willing and able to learn individually and in collaboration with others.
- resourceful – ready, willing and able to learn in different ways by enhancing our reasoning, imagination and curiosity.
- reflective – ready, willing and able to better understand how we learn best and make necessary adjustments.
- resilient – ready, willing and able to persevere with our learning, even when things get difficult.

These are evident in the learning experiences provided for our students, feedback received through student voice and the many celebrated successes. Early in the year we celebrated the achievements of our 2021 HSC cohort. Students from the 2021 cohort returned to the College and were recognised at a whole College Assembly. Following the assembly, a group of students from the 2021 cohort remained behind to participate in a HSC symposium, where they shared their study strategies with the current Stage 6 students. Other opportunities throughout the year that celebrated student learning included Academic Assemblies and subject specific College Assemblies showcasing learning experiences and student successes.

Teachers of the College worked collaboratively throughout the year in cross-faculty professional learning teams. The focus of the professional learning teams aligned to the College Annual Improvement Plan, including Teacher Clarity and Writing. Members of the teams worked collaboratively, shared ideas and reflected on their practices as they worked together with the aim of promoting the growth of both students and teachers.

It is pleasing to witness learners at Edmund Rice College immersing in relevant, dynamic and high quality learning experiences. These include students participating in Project Based Learning where they combined their Mathematics and Science learning to launch rockets or English and History skills to design and build an Escape Room influenced by William Shakespeare and the Renaissance period.

More recently students and teachers from the Social Science faculty worked in partnership with the University of Wollongong and the Centre of Excellence for Australian Biodiversity and Heritage (CABAH) to co-design units of work underpinned by the Cross Curriculum Priority, Sustainability and the General Capability of Critical and Creative Thinking.

As a College, we promote a strength-based approach amongst our students with the provision of experiences that encourage a growth mindset. This has included presentations and resources provided to students and parents on how students can further develop positive learning behaviours and habits to support lifelong learning.

Congratulations to all students on the way they have been committed to their learning throughout the year and thank you to our parents and carers who, in partnership with the College, support their sons with the growth of their learning. Further, thank you to our teachers, Learning Support staff and the Narandha Learning Centre team for their commitment to providing students the best possible learning experiences, and to our Middle Leaders, Heads of Department and Pastoral Care Coordinators, for their continued leadership of the learning and wellbeing of our students.

Throughout the year we have all made a commitment to be life-long learners, both students and teachers. We have been immersed in experiences that have enabled our hearts and minds to be opened so that through critical reflection and engagement, we are hope- filled and free to build a better world for all.

Dr Gerry Sozio
Director of Learning and Teaching

ENRICHMENT

There are many opportunities for Edmund Rice students to use their gifts both in and out of the classroom. In the classroom, students in the Enrichment classes have undertaken Project Based Learning, designing rockets in Year 7 Mathematics and Science, and creating Renaissance-themed Escape Rooms in Year 8 History and English. They have competed in Science, Mathematics, History and Geography competitions.

Students have been encouraged to be risk takers in the classroom, understanding that to do their best they must be willing to learn from their mistakes. Outside the classroom, Enrichment activities allow students to face intellectual challenges involving problem solving, collaboration and other academic pursuits. Congratulations to all of our teams who have had successes this year. A special commendation to all those students who challenged themselves to work to their potential.

PUBLIC SPEAKING

Public speaking is one of the most challenging, but also one of the most valuable, life skills. This year, Edmund Rice students competed in three Public Speaking competitions: Rostrum Voice of Youth, Legacy Public Speaking Competition and the South Coast Speaking Competition. In each of these competitions, students researched and presented speeches designed to entertain, provoke and inspire. I acknowledge the efforts of all students who represented the College in these events, including Isaac Mitrevksi, Daniel Morozov and Sam Stevin of Year 7, Rhys Barnes of Year 8, Henry Jones of Year 9 and Patrick Sirianni of Year 10. I would like to especially recognise Isaac Mitrevksi and Daniel Morozov who were awarded first place in the South Coast Public Speaking competition.

DA VINCI DECATHLON

The Da Vinci Decathlon is an opportunity for gifted students to compete in teams in events inspired by the genius of Leonardo da Vinci. During 2022, 38 teams from 19 schools competed in fields such as Engineering, Art and Poetry, Mathematics, English, Ideation and Cartography. The theme for this year was Causation.

Feedback from the day shows the benefits of this event:

"The competition and teamwork aspects make me want to strive to be the best."

"I liked how we all got to push each other to our mental limits, trying to get the best results out of everyone. All of the activities made us use not only our realistic side, but also our creative side. In fact, the subjects that we did the best in were the subjects that needed a lot of creativity. It was a great day and I would highly recommend it for any student to do."

"Working together through the papers with other smart minds, so that everyone can leverage their expertise. For example, no-one knows everything, so I did need a bit of help to get our school second place in Cartography!"

The scholars of Edmund Rice demonstrated their creativity, tenacity and great teamwork which led them to attain these excellent results:

Year 7: Cartography – 2nd place; Engineering – 3rd place

Year 8: Ideation – 2nd place; Art and Poetry – 2nd place; Creative Producers – 2nd place

Year 9: Cartography – 1st place; Art and Poetry – 3rd place

Year 10: Legacy – 2nd place; Code Breaking – 2nd place

CHESS

During 2022, the College Chess team participated in the NSW Junior Chess League Country Secondary Schools Competition. The team competed with sportsmanship and pride in our uniform as they achieved great results. There were commemorative wins and bitter losses against schools across NSW. These included the likes of Illawarra Christian School, Corpus Christi and Smiths Hill.

During the Interschools Tournament, Edmund Rice College was proud to host the Illawarra heat for Sydney Chess Academy's Interschools Chess Challenge. Over 90 students attended across ten schools, with two students even travelling all the way from Bega. As a College, the team played extremely well, placing 1st place in the High School Division. The day ran smoothly and was a wonderful opportunity for our boys to test their skills and compete against different schools.

In October, Edmund Rice College was invited to attend a tournament hosted by Amity College. The event spanned across the entire day and saw players from various schools in the region. Our boys showed amazing play and results, with special mention to Mehmed Ceylan who was awarded 1st Place with an undefeated score of 7/7.

The Teacher-Student Chess Challenge, which ran in September, provided a platform to display the great minds and skills of our class of 2022 Year 12s against our teachers. The competition saw ten teachers and Year 12 students face off over chess boards. In a humiliating, but not unexpected, outcome the students claimed victory over the teachers 8-2.

A special thanks to Miss Kierse who helped so much with Debating over the past few years.

(Mehmed Ceylan and Cooper Newell-Glaser, Year 11 Students)

DEBATING

2022 was been a busy but great year for the debaters. The Year 7 Debating team saw their first year of debating and it surpassed expectations to say the least. To start off the year, a debating workshop was held in February, run by the UOW Debating Society. A few debates and G3 meetings later, the Lumen Christi Debating Competition was held in June. This brought together the Years 7-10 Debating teams from both Edmund Rice and St. Mary's. Everyone tried their best and both sides had their share of victories.

Students from Years 7-10 joined together to compete in a Debating competition via Zoom through the University of Sydney. The short thirty-minute preparation time allowed the students to practise their skills at developing arguments quickly against a variety of schools from Sydney.

In October, Edmund Rice College, St. Mary's, St. John the Evangelist and Corpus Christi all participated in the CSDA Regional Debating Day. Stage 4 travelled to St. John the Evangelist in Nowra and Stage 5 hosted debates at Edmund Rice College. There was a combination of impromptu and prepared debates. We saw quite a few wins and some losses, but it shouldn't go unmentioned that everyone tried their hardest and had fun. The Year 9 Debating team are congratulated for making it to the Regional Finals where they were closely defeated by Mt St Patrick's, Murwillumbah. The Year 7 Debaters' proudest achievement this year was becoming the renowned CSDA State Champions! After winning the play-off qualification against St. Mary's, pushing through Regionals to become Country Champions, they won the State Championship by defeating the Metropolitan Champions, St Andrew's.

To end the year in Debating, the University of Wollongong hosted a Debating Day with a range of schools in the Illawarra. The event consisted of three rounds of debates with teams of mixed ages and experience. It was a great way to finish the year in Debating.

This year has been a great, skill-improving and fun extracurricular experience for all members and speakers of the ERC Debating teams.

Special thanks to the teachers, organisers and parents for the time and effort given to make this possible.

(Daniel Morozov, Year 7 student)

TOURNAMENT OF MINDS

Few school activities allow students to demonstrate teamwork, ingenuity and creativity than Tournament of Minds. In August, Isaac Mitrevski, Rhys Barnes, Daniel Morozov, Christian Yeo and Jonathan Bendeich all went to the University of Wollongong for the Tournament of Minds. Our team, Clt-Sht-Q-Q, chose the STEM challenge which involved presenting a 300g gold nugget on a mechanism that had multiple speeds which could be shown from multiple angles. As well, we had to present this by creating a play. When we arrived at the UOW we had our STEM spontaneous task and had to come up with three things that could grow off genetically modified trees. The three items we chose were coal, batteries and solar panels. This was followed by our prepared play where we did a Black Market auction, using masks, table tennis bats and a judge's mallet to show what our roles were. The play went very well, with the audience cheering us on. Although we did not win, in our eyes we are all winners. Thanks to Mr Milner, Dr Sozio, Noel Joseph, Ms Shumack and Ms Mascord for their help and support. It was an awesome experience and I would encourage everyone to try Tournament of Minds.

(Rhys Barnes, Year 8 student)

PHILOSOPHY

At the end of May, ten students from Years 9 and 10 were invited to partake in the Ethical Exploration Day at Rosebank College in Sydney. The theme of the day was “Rise of the Machines” and exposed students to ideas about Artificial Intelligence and the consequences of this technology for humanity. Students listened to a lecture then participated in group discussions and a group debate on ethical responses to AI.

Comments from the students reflect their engagement with the ideas and activities:

“I gained a wider understanding on the capabilities of technology, robots and AI”

“My confidence increased due to being able to contend with top State students, and I was able to exchange discussions with several people in my group. It was an enjoyable experience and I was able to learn how a multi-school function operated. Moreover, I learned new information about the ethics of Artificial Intelligence.”

“I enjoyed the debate the most as I was able to apply my past knowledge to help sway people’s opinions.”

“... he made me think in a different way.”

In November, students from St Mary’s and Edmund Rice joined to partake in group discussions and activities centred around the concept of “Truth”. For most, it was their first experience with Philosophy and it allowed the students to develop an understanding of the basis for Philosophy.

National Civics and Citizenship Convention: The 2022 Civics and Citizenship Convention for Years 9 and 10 was held at the NSW State Parliament House. It involved 100 students from around Australia, including 30 selected in NSW from different electorates. The day started with a tour of the NSW State Parliament House, which was followed by three presentations from key speakers around the focal point of Compulsory Voting. We had numerous opportunities to discuss, debate and vote on the topic of Compulsory Voting, as well as the excellent opportunity to converse and meet many other students from different schools and backgrounds, from both urban and rural areas. We also got to collaborate in various group work to develop our viewpoint in further discussions. I definitely enjoyed the convention as it allowed me to enrich my knowledge of Civics and Citizenship with other students my age with different experiences, and explore different perspectives on the relevant topic of Compulsory Voting. (Oliver Campbell, Year 10 student)

Ms Emma Shumack
Enrichment Coordinator

NARANDHA LEARNING CENTRE

The start of 2022 was the usual flurry of new staff introductions, Year 7 orientations in the Narandha Learning Centre (NLC), book processing, textbook borrowing and holiday book returns.

For their orientation this year, Year 7 were treated to an escape room style experience. The theme was 'The Mandalorian' and their objective was to access the key to crack the code to their cell and escape from the Stormtroopers. Students were required to use their creative problem solving skills to navigate their way out of the library. It was a fun, interactive way to become familiar with the NLC, its resources and staff.

In Term 2, Mrs Ham facilitated two workshops on Study Skills to support parents with students in Year 7. The workshops focused on simple strategies to help students develop, enhance and improve their current skills for studying and provide a variety of techniques to meet the different learning styles of students. In preparation for the Year 7 exams, another workshop was offered to Year 7 students on 'creating effective study notes and how to use them'. Over 90 students attended the workshop and student feedback was encouraging and positive.

Mrs Ham also worked closely with Year 7 English classes in running literature circles – small book club-like groups designed to promote thoughtful structured discussions and increase student reader enjoyment – and visual literacy lessons. Other year groups enjoyed 'Book Tastings' where students participated in speed dating with books to find the one book they would like to take home.

At the NLC we are constantly evaluating and re-imagining library spaces to provide greater flexibility and choice for study spaces and student activities. For example, we now have a larger than life chessboard in the library which is used constantly by students during Recess and Lunch periods.

We were thrilled to welcome back Boori Monty Pryor to speak and present to Year 7. Boori is a multi-award- winning Indigenous children's author, didgeridoo player, storyteller, dancer, filmmaker and renowned public speaker. In his performance, Boori Monty Pryor shares his unique perspective on the world. Combining humorous tales from his life experiences, Dreamtime stories and instructive anecdotes, he offers an insight into the multi-faceted reality of modern-day Indigenous culture. Boori punctuates his storytelling with the music, dances and language of his family and his home. By combining traditional elements of performance with his contemporary stories, Boori helps students better understand both the past and present culture of First Nations people. Boori demonstrates to students that we all have the ability to tell our stories, and by telling our own stories we can find a sense of belonging.

Throughout the year, Miss Kierse continued to facilitate 3D printing services at the College and helped many eager students to print 3D models of their choice as well as working closely with the STEM students. She also ran the Chess Club, enjoying many successes in competitions with her team throughout the year.

Sadly, at the end of Term 3 we farewelled Miss Kierse, who accepted a position with the Wollongong City Council as a Senior Library Officer. We congratulate Miss Kierse on her new appointment and thank her sincerely for her service to the NLC and the College.

Many thanks to the staff who have given their time to support Homework Club and provide students with extra tutoring, assisting them with homework, assignments and research. Homework Club complements the environment created by the College and provides important opportunities that promote success for students. We have been fortunate to have Year 10 students assist younger students during Homework Club. It is so encouraging to see students working together.

2022 was another mammoth year. We are looking forward to the new set of challenges that await us in 2023.

Mrs Maria Ham and Ms Lourdes Ndaira
Teacher Librarians

CAREERS

During August, after over 35 years of distinguished careers service to the students at our College, Mrs Hodson announced her retirement. On behalf of the thousands of students who benefitted from her wealth of knowledge and experience in the Careers advice department, we wish her all the very best in the next chapter of her life. Mrs Hodson was the chief architect in developing our College Careers website.

In the ever-changing world of work, the Careers website www.erccareers.com continues to be an essential part of the career decision-making process for students. This website can be accessed by parents and students. It contains relevant and current information regarding 'all things careers'. We hope that this site continues to become the 'one stop careers stop' for information about career choice, job information, course information, further education, etc. It contains information about every university course in Australia, every TAFE course and lots more.

The Careers website was used this year with Year 10 as part of their decision-making process for subject selection and goal-setting, an integral part of a student's career development.

Our main communication platform is our College newsletter. Also emails to students and parents, Pastoral Class visits, assembly announcements and classroom seminars are frequently used. The most effective activity continues to be the one-on-one careers counselling interview. These interviews take place at scheduled time throughout the day or during recess or lunchtime with casual enquiries.

During 2022, Years 10 and 12 students visited the Careers Expo and were able to gather valuable information directly from representatives of a large variety of industries.

Guest speakers were limited due to COVID. We would like to thank representatives from the Defence Force, UOW and TAFE who hosted lunchtime information seminars at our College.

Careers Teachers liaise with Learning Support, Indigenous Education teacher, Subject teachers, Welfare staff, outside agencies and organisations, working towards best practice and sharing resources by attending ICAN network meetings, being members of the CAANSW, CCA benchmarking activities and other professional development events.

Careers Teachers are continually updating skills and training to remain up-to-date with developments in the careers market.

Work Experience at Edmund Rice College in 2023 will again be offered during the mid-year staff week. Other student Work Experience programs are considered on an individual basis. Students who wish to complete Work Experience must first follow a series of mandatory guidelines before permission is granted. This includes at least a two-week lead in time for applications to be processed. All legal requirements must be strictly adhered to for this experience to progress. No Work Experience will progress unless all requirements are met in a timely manner.

Last year saw the introduction of School-Based Apprenticeships and Traineeships (SBAT) at our College. I congratulate Max Ferri and Kaydn Flueren for being our inaugural graduates from this program. There are currently twelve students enrolled to complete this program in 2023 in their senior school years.

In November, twenty-one students attended the Wings Over Illawarra Schools Day at Albion Park airport. This allowed students to explore careers in the aviation industry, hone their skills using many aviation simulators, explore a range of vintage planes in the museum and hop on board a Boeing 747. There are a number of Careers excursions planned for 2023.

In 2022, 88 Year 12 students applied for Early Admission to UOW and all 88 students received an offer to transition from our College to Tertiary study in 2023.

UOW Summer Master Class

I would like to showcase the achievements of four Year 12 students who excelled at summer Master Class in January:

High Distinction (The highest award a university student can achieve)

Riley Caldwell – Arts History

Mark Souffy – Visual Arts

Kane Davidson – Medicine

Distinction

George Delaveris – Visual Arts

Excellent achievements!

Garry Cajar

Careers Teacher

TECHNOLOGY AND INNOVATION

Being back to having a full year of face-to-face learning has given us the chance this year to consolidate and expand our technology and innovation resources. In terms of blended learning, we have continued to expect teachers and students to access every lesson posted online via the Google Suite.

Similar to many workplaces, the benefits of Zoom Webinars continue to enhance what we now offer outside of the classroom. This was evident from Edrolo workshops to parent curriculum information sessions that occurred throughout the year.

The IT department – Mrs Margaret Michael, Mr Tim Tan, Mr Allan Trinh and I, continued to enjoy the opportunity to work closely with students and parents. LERA (lra.erc.nsw.edu.au), Google Classroom and a variety of eLearning resources continued to be a central location for students and parents to access a variety of software, online databases and web resources. Emphasis this year has been on having parents accessing their son's Christian Service Learning hours (CSL) and goals set throughout the year.

A massive network undertaking this year was the deployment of a new wireless infrastructure across the College site. This led to the replacement of Apple TVs with Vиви devices, a more educational focused hardware for classroom wireless presentations. Staff completed online training on this new technology in order to use all the premium Vиви features - electronic whiteboard, Wellness Mindful tools, student led presentations, clocks, polls and informal assessments.

We are sad that Allan Trinh left the College this year, however, we are pleased that he is now working at Melbourne University in the Future Students Department. We welcomed Mr Ryan Wallace to the team who provides valuable insight as a former Old Boy. His passion for technology and coding have complemented our team well.

Part of our current and future development is in a complete Apple laptop program from Years 7 to 12 in 2023. The Google Chromebooks for Stage 4 students have been an important part of student learning, however, the Apple Laptop offers the students a more robust, dynamic learning experience. Our decision was primarily based on our students continuing to impress us with their use of Adobe and CAD for learning. The Creative Arts and TAS departments encourage and challenge our students to be leading learners and able to adjust to the IT requirements encountering students when working outside of the school setting.

At the forefront of strategic planning this year has been online safety and security for all users. This included awareness and education programs. In terms of student awareness, we had a presentation from Internet Safe Education for students, teachers and parents this year. As well as this, Ms Ndaira led students through two particular online programs:

1. The Alannah & Madeline Foundation (eSafety Licence)
2. Grok Learning

The digital safety program developed by the Alannah & Madeline Foundation, is an organisation set up to keep children free from online harm (digitallicenceplus.org). This program was designed to help students at Edmund Rice College understand:

- the importance of balancing technology use with other things in life.
- the many types of cyber risks (eg. cyberbullying) and how kindness can be practised to help create a positive and supportive online community.
- what hateful and/or discriminatory content and image-based abuse are.
- the attributes or 'red flags' of a cyber threat (particularly phishing scams), and know the strategies to identify, deal with, report and remain vigilant to cyber threats.
- how to practise good network cyber security through an exploration of the Internet of Things (IoT).
- what empathy is and why it is important.
- the connections between their experience with technology, their emotions, their behaviours and their values. Students develop strategies to regulate their emotions when using technology, enabling them to act in a way that best represents pro-social values.

In Term 4, Ms Ndaira also introduced to students in Years 7 to 10, via Grok Learning, the learning module "Information Privacy and Security - Schools Cyber Security Challenge". This course will give a boost to student cyber security skills and might even be the first step to a career in cyber security.

STEM 2022

Over the course of ten weeks, Ahmed Ben Saeed, Alan Augustine, Connor McCann, Harry Egerton, Caiden Steele and Patrick Sirianni provided a STEM course for a group of students at St Brigid's. This is the CSL project these students have embraced with enthusiasm and leadership. The focus has been on Robotics using the Lego Mindstorm technology. The main challenges with Robotics so far have included street navigation and a Sumo Robot competition.

In STEM, students were given the chance to work on a Bottle Rocket challenge and robotics involved mBots and Lego Mindstorm robots. Students revelled in the opportunity to compete and be challenged, with Grigoriy Pan designing the furthest Bottle Rocket design which incorporated physics, chemistry and design principles. With the robotics challenges, Joshua Newman, Heath Crowther, Matthew Rosete, Angus Ridell and Daniel Conte were able to synchronise two different robots using complex programming skills to locate and transport cargo, simulating a fully automated manufacturing industry.

In Stage 5 Information Software Technology this year, students were challenged to code beyond scratch to complex Python Coding using Grok online and self-directed learning. Ms Ndaira and Mr Milner continued to challenge students in software, database and programming elements.

TASS Database Developments

This year we have continued to roll out updates and enhancements:

- Student absences
- Parent/Teacher Interview online
- Medical details and forms
- Room bookings
- Appointments
- Permission notes for events
- School Newsletter, Calendars, CSL and Goal Setting Links
- Formal Assessment Tasks
- Student co-curricular activities
- Student Merit Awards and pastoral notices via a live email alert/notification
- Academic Reports

The College is part of a mobile Application Development team. With plans to roll this new feature out in 2023. Several parents have volunteered to be a part of this program in the testing phase.

We continue to be challenged and motivated with our learning community wanting the best in terms of the latest technology and innovation. As a vital part of our lives both at school and at home we will continue to research and deploy a learning environment that encapsulates the latest technology trends.

Mr Frank Sirianni
Director of Information Technologies & Innovation

CREATIVE ARTS

Congratulations to the following students for their success in the HSC 2022:

Julian Hall – ArtExpress 2023, The Armory- Sydney Olympic Park and Bondi Pavilion Gallery (Sculpture)

Mark Souffly – ArtExpress 2023, Western Plains Cultural Centre and Glasshouse Regional Gallery (Time Based Forms)

Harrison Johnson – Nomination for ArtExpress (Photography)

Thomas Carolan – Nomination for Encore (Music)

Kieran Wardle – Finalist, Head On Photographic Awards

VISUAL ARTS

‘Visual Arts is of great relevance to students’ lives and enables them to gain increasing intellectual autonomy, evident in interpretations of their own work and the work of others. The subject rewards individual thinking in the representations of students’ ideas both aesthetically and persuasively. It offers students opportunities to engage in creative and inductive forms of inquiry and to be assessed on their production – through the making of artworks – as well as on their critical and historical understanding of art, demonstrated in their writing and talking about art.’ (Visual Arts Stage 6 Syllabus)

As a Visual Arts Department, we have continued to embrace the spirit of the syllabus in our planning of engaging, challenging and relevant programs of study. We strive to deliver our lessons through contemporary teaching methodology which encourages the students to think critically, act creatively, engage in the classroom collaboratively and communicate effectively.

Visual Arts has often carved a pathway to tertiary education for our students and we have seen them move into Law, Architecture, Physiotherapy, Business, Education and, of course, the Arts. We continue to witness our strong presence in ArtExpress showcases, which only happens with students engaged in the academic rigour of our various courses.

THE YEAR AS IT WAS:

Year 7 began the year learning about the Renaissance and in particular the artist, Leonardo da Vinci. The focus here was on his inventions, with particular interest with his Flying Machines. The boys each built their own Flying Machine sculpture and then explored the question ‘Contemporary Flying Machines, how do artists use drone technology?’ The boys then explored the theme ‘Self Portrait with Pet’ and created an etching and finished the year exploring colour in a Fauvist style.

Year 8 have been studying Pop Art and have created their own superhero posters, comic strips and ceramic busts. They also focussed on drawing skills, learning the importance of line and how to create tone and three dimensions. In their Critical and Historical Studies, students answered the essay question ‘How do Pop Artists reflect ideas and issues in the world?’

Visual Arts is a very popular elective in Years 9 and 10. Years 9 and 10 Visual Arts students explored industrial landscapes after their excursion to BlueScope Steelworks. They created large charcoal drawings, paintings and sculptures based on this theme. Year 9 investigated Surrealism and created a Surrealist themed skate deck and small canvas painting. Year 10 investigated Surrealism through Photoshop, creating sophisticated Surreal collages through their proficient Photoshop skills. Year 10 then studied the work of Banksy and looked at Graffiti Art and completed their skateboard decks based on the theme ‘Illawarra’. The final unit for Year 9 was Neo-Pop where they created large Pop Art portraits based on the artwork of Johnny Romeo.

Photographic and Digital Media continues to be one of the most popular electives chosen by students. The highlight of the year for the boys would most undoubtedly be ‘The Suspense’ film. The boys worked collaboratively planning and storyboarding and making sure they were including the microskills they had learned in class. They also participated in an incursion with Australian photographer Peter Solness, exploring light trails and low light photography.

Year 9 Visual Design began the year studying the practice of design in the context of branding. Students learnt about practical design techniques digitally as well as manual design product production. Starting with a brief overview of the basic design concepts such as elements and principles of design and composition, the class explored the process of creating their own brand and merchandise, using Adobe suite for digital applications and manual drawing and silkscreen printmaking techniques to produce and enhance their design work. In the second unit, students focussed on the study and practice of architecture. They investigated architectural drawing and model making techniques as well as critical historical aspects of architecture, including geometric and organic form and concepts such as Tiny House movement and vernacular architecture. In the last unit the students moved to the production of their own zine, building on their understanding of Adobe InDesign.

In the Preliminary Course, Year 11 worked on developing their skills in a variety of media such as painting, drawing, sculpture, photomedia and film. We began the year at the Year 11 Art Camp working with Australian artist Abdul Abdullah. The students created a portfolio of artworks which were of an extraordinary high standard. In Term 3, students produced another mini Body of Work. Their Critical and Historical studies included the focus areas of the Renaissance and Modernism and they finished with an investigation into installation, culminating in an excursion to the Museum of Contemporary Art to see the work of Do Ho Suh. They will continue to refine their skills working towards their HSC Body of Work.

Year 11 Film Studies (1 Unit) has also proven to be a very popular choice. This year the boys began with the study and practice of cinematography. Students learnt about practical film techniques through a genre of the TV commercial as well as general cinematographic conventions to convey meaning in visual storytelling. Starting with a brief overview of the basic cinematographic techniques, students explored the filmmaking process of pre-production, filming (production) and post-production, using CS6 to edit, to manipulate and to enhance their works. They created a film trailer with the theme 'The Outsider', a short commercial 'Look at This' and studied the work of Spike Jones and Taika Waititis.

Year 11 Ceramics (1 Unit) also continues to grow in popularity. In this course, students explored clay and the ways in which it can be formed, shaped and joined. They investigated construction methods of building (including pinching, coiling, slab construction and slab/coil combinations) and throwing (including centering, pulling up and turning). They applied surface treatments including engobes, oxides, wax resist, slips, dipping, pouring, brushing, trailing and burnishing and used subtracted surface treatments including carving, incising, impressing, stamping and inlaying. This resulted in some very impressive portfolios of work.

Year 12 worked throughout the year developing their ideas and material practice, resolving their Body of Work for their HSC. The students worked in a sustained manner on their HSC Body of Work across the forms of Drawing, Photomedia, Film and Graphic Design.

Having a presence in the College is very important for the Creative Arts and this was evident and celebrated at the Annual Creative Arts Assembly in May. The students enjoyed the music of the Years 10 and 11 Music classes and were dazzled by the fine performance of 'Fly me to the Moon' by Gabriel Stranges. The HSC Visual Artworks were highlighted as works in progress and the boys from various classes were on stage speaking about what each class involved.

In August we held our Annual Visual Arts Exhibition celebrating the artwork of our students from Years 7 – 11 and showcasing the outstanding achievements of our HSC Visual Arts class. The Art Show was officially opened by Dr Stephen Gough. We also announced the winners of The Eddies Award. This award is for Year 7 based on their 'Self Portrait with Pet' etching and is in conjunction with their studies of the Archibald Prize. The 2022 Awards winners were:

- Principal's Award – Cooper Kerr
- Deputy Principal's Award – Jarrah Longbottom
- Year Coordinator's Award – Spencer Strother
- Packers' Prize – Andre Abdulnour

The Creative Arts staff would like to congratulate Mrs Sarah Copas on the birth of her daughter this year and we would like to welcome Mr Kyden Sunarya to the Visual Arts Faculty while Mrs Copas is on maternity leave. We would also like to welcome Miss Michelle Pinkis in her role as Visual Arts Assistant.

The Creative Arts staff are passionate and dedicated educators, musicians and artists themselves and I am always inspired by their creativity and dynamic teaching. I would like to take this opportunity to thank Mr Mario Bonaccorso, Mrs Sarah Copas, Mr Greg Haybittle, Miss Michelle Pinkis, Mrs Leen Rampe, Mr Kyden Sunarya and Mr Simon Tognetti for their professionalism, dedication and another wonderful year.

Ms Mary Costello
Creative Arts Head of Department

MUSIC

The Edmund Rice College Stage Band had the opportunity to perform at numerous primary schools, entertaining the students with their usual mix of engaging pop tunes and interactive musical games. They also performed at the College Open Day early in the year, providing entertainment to the large crowd of onlookers visiting the College.

We look forward to continuing to develop the Stage Band in future years following the departure of Year 12 students who played key roles within this group.

The College Jazz Band continued to attend weekly rehearsals, both after school and during lunchtimes. This year they performed in the Wollongong Mall, at the College Mothers' Day High Tea and represented the College by providing the pre-dinner entertainment at the National EREA Conference held at the Lagoon. We congratulate the members of the Ensemble for their dedication throughout the year: Marcus Meogrossi, Patrick Sirianni, Zachary Lum, Zac Charteris, Elias Logue and guest performer, David Massarella.

The Year 9 Band also performed at the Mothers' Day High Tea and attended weekly rehearsals, focussing on developing improvisational skills and song arrangement. We thank the members of the band for all their hard work throughout the year: Joseph Giuffre, Brooklyn Smith, Nicholas Dimitrovski, Tim Armitage and Oscar Gazzola.

A new band was formed for Year 7 students to allow them to hone their musical skills and learn how to play as an ensemble. The band played songs such as C Jam Blues, Seven Nation Army, Watermelon Man and the Pirates of the Caribbean theme. Their debut performance was at the Mothers' Day High Tea where they performed admirably before a large audience. Members included: Bowen Saunders (Guitar), Andre Abdulnour (Piano), Daniel Morozov (Drums), Rocco Lazaroski (Violin), Caden Lester (Bass), Finn Molloy (Clarinet), Nicholas Rebikov-Vincent (Horn), Jaxon Towers (Horn).

The Year 10 cohort actually consisted of two classes in 2022, with boys from the 200 and 100-hour courses running concurrently. Hence there was no shortage of talented students eager to be involved in a number of performances throughout the year, with notable highlights being the College Assembly held earlier this year and the Mothers' Day High Tea. Furthermore, the 200-hour class concluded their course admirably with the production of six music videos, which can be a complicated and lengthy process to complete - a credit to their persistence. In addition, the 100-hour Years 9 and 10 students ended the year with audio recordings of a Medley performance and original Riff-based composition which demonstrated the musical skills they had learnt throughout the year.

The newly formed Year 8 Band met weekly and worked on several pieces, concluding with their final music video recording of the well-known 'Seven Nation Army'. The boys in this group included: Oliver Johnson (Guitar), Xavier Oborn (Drums), Krishaanth Rajkumar (Bass), Stirling Roper (Vocals), Caelan Sinclair (Trombone), Xavier Stackhouse (Cello) and Jethro Lewin (Piano).

In Year 11 Music, students covered a wide range of activities from listening, composition, musicology and performance studies. One of their main projects this year was to compose a musical score to a film scene. The students then had to record a performance of their composition and add it to the scene. They have had a successful year, having gained sound skills and knowledge which will prepare them well for their HSC year.

In 2022, the Year 12 Music class worked diligently on their HSC performance pieces and performed their last tours with the College Stage Band with the degree of excellence we had become accustomed to with this group. One of the highlights of the year was their Music Recital evening. We wish them all the best in the future and thank them for their six years of musical contributions to the College. The members of this small class were Matthew Armitage (Piano/Guitar/Vocals), George Delaveris (Piano), Joshua Happe (Drums), Joel Haskew (Bass) and Mark Souffy (Violin).

2022 saw the start of the College Vocal Ensemble, led by Ms Whitworth from the Conservatorium of Music. The ensemble developed their vocal skills and learnt a variety of songs. They were given opportunities to perform in public at the Wollongong Conservatorium and at the Flametree Project. We thank Ms Whitworth for her skills and expertise in running this group.

In all, 2022 has been a busy yet productive year for the Music students of Edmund Rice College.

Mr Mario Bonaccorso and Mr Greg Haybittle
Music Teachers

RELIGIOUS EDUCATION

Job (pronounced 'Jobe'), a good man with many blessings in his life, undergoes a series of seemingly never ending trials when he loses his livestock, his employees, his home, his family, his health and eventually his hope. Despite the many losses, Job refuses to forsake his God. After forty-two chapters of misery there is an important line in the finale to the story... *"The Lord blessed the latter days of Job more than his beginning"* (Job 42:12). In 2022 our community emerged from a time of trial and challenge to embrace a new start and to explore how the blessing of a Gospel Spirituality may come to life in new ways.

Our Year 7's experienced this new start most clearly as they began the year learning what it means to be a 'man for others' through the example of Blessed Edmund Rice. From this foundation, and exploration of the College touchstones, students demonstrated their affinity with technology and a flair for the creative as they were charged with the task of designing a social media post for the College account encouraging our community to live the touchstones in our daily lives. Many insightful submissions demonstrated a willingness to make the touchstones a living reality in our community.

For the first time in three years, Year 8 students experienced an enjoyable and meaningful reflection day facilitated by the Youth Mission Team Australia in which they explored the theme of Relationship with ourselves, others and God. Tying in with the Religious Education unit 'Alive in Christ' and the boy's growing experience in Christian Service Learning, students learned that life to full is found in coming to know and love ourselves, others and God. Year 8 was also inspired as they studied the many disciples, martyrs and saints throughout history whose faith and actions changed the world.

Linking with learning about the Sacraments of Healing, Year 9 participated in the Indigenous Cultures Day during Term 2. Local group Gummarra assisted the boys in deepening their understanding and appreciation of the beauty and wisdom of ancient Indigenous cultures and traditions through a moving smoking ceremony, artwork and artefacts, storytelling, boomerang throwing and dance. Year 9 were also fortunate to attend an excursion to the Jewish Museum in Sydney in Term 4 where they learned about the atrocities of the Holocaust and the strength of the human spirit to overcome evil. In-class learning about 'The Search for Meaning' was furthered as the boys reflected on the stories of Holocaust survivors that they heard on the excursion.

The new year brought a new experience for Year 10 with the addition of a reflection day facilitated by David Kobler from Choice Media on the theme 'Masculinity, Sexuality and the Impact of Pornography'. Student feedback from the day indicates the day was a great success in assisting an understanding of the importance of strong virtues, values in convictions in a world that often undervalues respect and integrity. The day supported classroom learning on the 'Sacraments at the Service of Communion' in which students had the opportunity to hear from Fr Duane Fernandez and interview a married couple of their choosing on the place of faith in vocational living.

An accelerated class of Year 10 boys and Years 11 and 12 students continued a strong history of success in Studies of Religion this year. The course broadened the boys' horizons as they engaged in topics such as the nature of religion, the beliefs, sacred texts and rituals of Christianity, Islam, Buddhism and Judaism, significant practices of Christian Baptism and Islamic Hajj (pilgrimage) and ethical perspectives on important modern challenges. We received the news early in the year that 2021 debutant Elijah Hurley achieved the outstanding result of 7th in the State for 2 unit HSC Studies of Religion. Congratulations Elijah; your hard work is an inspiration to the boys as they continue to strive for excellence. Many students also enjoyed engagement in the new subject 'Studies in Catholic Thought' in which a Catholic liberal arts approach is used to enhance their understanding of themselves, one another and perspectives on contemporary issues facing the world.

I would especially like to thank Mrs Anderson, our newly appointed Assistant Head of Religious Education. Your hard work, support and care for our students has strengthened the vision and mission of the faculty this year. I would like to also pay tribute to the dedicated and passionate teachers of Religious Education of 2022. Your example continues to inspire the young men of the College in faith and understanding. Finally, I would like to thank the students for the way that you engaged in Religious Education wholeheartedly this year. Your interest and effort in this subject is testament to your depth of character and maturity.

As we have emerged from a challenging time, remaining ever faithful as Job was, and into new opportunities, we have been greatly blessed so that we may enjoy the many dimensions of this faithful, liberating, supportive and inclusive community.

Mr Michael Toohey
Religious Education Head of Department

VOCATIONAL EDUCATION & TRAINING

2022 was been a great year for the VET Department and all of the students who have been involved in VET subjects whether it be Hospitality, Manufacturing and Engineering, Business Services or Construction.

Our Hospitality students have enjoyed a year which has been packed full of tasks and skills to master, along with a long list of functions they have supported. Within the College the students have assisted in the catering for the Mothers' Day High Tea, year group reflection days, sandwich club, staff café and non-alcoholic beverages service, staff lunches, First Nations Breakfast, College Open Day and Try Year 7 For A Day.

Thank you for the support of Melitta Coffee Solutions for providing a whole day barista training course provided by a College Old Boy, Payman Attar. Melitta also supplies the cafe with both training beans and ethically sourced coffee supporting the College Touchstone of Justice and Solidarity.

Congratulations to Rizal Hoxha-Truong and Jack Worthington who both received a commendation in the CEO VET Industry Awards.

The Construction classes have had strong support from the students this year with many students enjoying the refreshed course. Projects suitable for their toolbox have been part of the focus this year while many boys have also been putting their newfound skills to good use by completing paved areas within the College grounds. They have also enjoyed their foundation course in bricklaying where many of the students have displayed great talent.

We have also been fortunate to have Bennett Rogers recognised at the Regional VET Awards evening, being awarded the Illawarra Workplace Learning VET Student of the Year in Construction

The Metal and Engineering course has once again proved to be a fast paced and challenging ride for all the students involved. From basic hand skills through to machine use and welding, the boys have excelled. A major focus for the students has been the development and production of a toolbox project which not only displays their talents to potential employers but also provides them with a tool to use during their potential employment in the metals industry.

We have also been fortunate to have Jack Worthington recognised at the Regional VET Awards evening, being awarded the Illawarra Workplace Learning VET Student of the Year in Manufacturing and Engineering. Jack also achieved the additional honour of being awarded the Wollongong Diocese VET Student of the Year in Manufacturing and Engineering.

Business Services has continued to grow with a brand new Certificate III course implemented this year. The students continue to enjoy the small administration jobs that they receive from teachers and take pride in their work. The English and TAS faculties being our best customers. These small jobs allow students to use the office equipment correctly and safely, and prioritise jobs as they would in a normal office scenario. The boys have enjoyed their work placement; every employer has expressed their satisfaction with the calibre of our boys, particularly their work ethic and professional appearance. The students have loved their placements, some were even surprised that an office job may actually suit them and has given them options to think about a future career in business administration.

Our VET students and faculty have enjoyed great success in 2022 and we look forward to 2023 and the challenges it will offer.

Mr Andrew Brooks
Vocational Education and Training Head of Department

SPORT

2022 saw the return of a full competitive sporting calendar and program. After two years of interruptions, the students of Edmund Rice College were full of excitement and anticipation to participate in sporting events and endeavours.

Unfortunately, mother nature was not on our side during Semester One, with many events having to be postponed multiple times, modified and eventually cancelled! This included our Swimming Carnival which was cancelled, our Cross Country that had to be modified significantly and our Athletics Carnival which was turned into a competitors' only carnival without our field throwing events.

Throughout the year, there were many successful team performances which showcased our talented students.

Our U14, U16 and Open's Futsal teams all qualified for the NSW State Finals, where our Open's team placed 2nd in the State.

Our U14 Rugby League team were crowned the best Country Catholic Rugby League team in NSW, an unbelievable achievement, which was the combination of hard work and commitment from players and coaches.

The College's Open Boy's 4 x 50m Freestyle team consisting of Lachlan Cole, Alistair Gorgijovski, Jack Worthington and Ben Giason placed 2nd at the NSWCCC Swimming Championships.

The U16 Football team progressed to the final of the NSWCCC Knockout, finishing runner up and our Open Oztag team were victorious at the NSW All Schools Oztag Championships.

2022 saw the return of the annual Football and Rugby League events vs Holy Spirit College. Both days were played with exceptional sportsmanship and school spirit, with the College coming out victorious in both events. I am very much looking forward to running it back in 2023.

There were many outstanding individual sporting achievements by our students in 2023. Every year the College continues to have students selected in Diocesan, NSWCCC, NSW All Schools and Australian School Boy Teams. Congratulations to all the students who gained selection in these teams.

Our sport program continued to give students an opportunity to participate in sporting activities after school, with many honing their futsal, basketball and volleyball skills.

The junior and senior gym afternoons saw students gain valuable fitness skills under the watchful eyes of Mr Fowler and Mr Pierro.

The College, in partnership with the Wollongong Wolves, brought in a new after school football program for students of all abilities, which was a great success, and will be back for 2023!

I thank the ERC staff for their ongoing support of the Sports program. It would not be so successful without those who consistently give up their time to select, train, manage, drive buses and coach College teams.

Also, thank you to our parent community who continue to support College teams throughout the year. I am looking forward to seeing what 2023 brings in the world of ERC Sport.

Mr Josh Timpano
Sports Coordinator

SUMMARY OF DISCIPLINE POLICIES

At Edmund Rice College, the primary focus is to develop skills and confidence in the boys to exercise self-discipline and behave in productive ways. Sanctions do apply when boys make inappropriate decisions. The following principles underpin the management of discipline at the College.

- a) Students and staff are expected to engage in productive ways built on respect for each other.
- b) A spirit of co-operation and mutual respect in the College is essential to the fulfilment of this task.
- c) All students have an equal right to the educational opportunities offered at the College.
- d) Authority at the College rests with the teacher who is qualified and responsible for the development of learning and who is answerable to parents/carers and the College Leadership Team. The teacher is expected to maintain good order for the wellbeing of the individual student, the class and the whole College (and if the imposition of discipline becomes necessary, it is the teacher's responsibility to take the first steps towards imposition).
- e) **Corporal punishment of any description is expressly prohibited at the College.**
- f) **The College does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons including parents/carers, to enforce discipline at the school.**
- g) A disciplined community, whether at class or College level, works on the principle that its members' rights exist, and must be respected. This in turn, means that each community member has certain responsibilities in earning respect for himself, and in showing due respect for others.
- h) The imposition of sanctions such as detention (after school or during lunchtime), clean up duty, the use of the diary, etc. will be balanced by positive reinforcement. This positive reinforcement may include the use of the Award system, recognition at school assemblies or a comment in the student's diary.
- i) As such, the philosophy behind discipline at the College is that students must recognise the rights of others, accept responsibility for their actions and regulate their behaviour for productive engagement.

There are six levels of Discipline and Responsibility at Edmund Rice College - Commendation Level and Level 5,4,3,2 and 1.

All students commence on Level 5 and are expected to act in a cooperative, self-disciplined and responsible way.

The subject teacher is responsible for employing appropriate strategies for students who misbehave in their lesson.

If a student continues to misbehave, fails to cooperate or behave in a responsible way the student will be referred to the

- Pastoral care Coordinator
- Director of Pastoral Care and Wellbeing
- Deputy Principal or Principal accordingly

The Pastoral Care Coordinator will inform the student and their parents of any change in levels, other than between Levels 4 & 5.

Throughout dealing with all matters of discipline, the principles of procedural fairness for all parties involved will be a matter of utmost priority. This is also consistent with the principles that underpin the Charter of an Edmund Rice Education Australia school.

The student diary is a source of information relating to specific policies for students and parents/carers.

STUDENT ANTI-BULLYING POLICY

This Student Anti-Bullying Policy promotes the Catholic ethos of the College which articulates the right of every child to be safe and the responsibility of the College and its staff to ensure a school environment which is supportive, protective and allows each student to realise their potential.

The anti-bullying policy articulates core values which emanate from the guiding principles of The Charter for Catholic schools in the Edmund Rice tradition.

The touchstones of the Charter underpin the guiding principles of our anti-bullying policy.

- As an **Inclusive Community** Edmund Rice College provides pastoral care that nurtures the dignity of each person as a child formed in the image of God.
- As a school community offering a **Liberating Education** the College offers a learning culture that enables students to experience success within a safe and healthy environment.
- As a College in the Edmund Rice tradition, the College emphasises a **Gospel Spirituality** by modelling the Gospel values of compassion, justice and sacredness of each person.
- As an Edmund Rice School modelled on **Justice and Solidarity** the College utilises and develops a curriculum that integrates the themes of justice and peace, respect and tolerance.

This Policy acknowledges the importance of the nature of the learner and the learning process within the evangelising mission of the Catholic Church. It identifies the interconnectedness of the characteristics of quality Catholic learning and teaching and has been designed to value, respect and promote the self-esteem and dignity of each learner. This policy challenges and supports learning and teaching founded on a Catholic world-view that integrates faith, life and culture.

1. Philosophical Basis

The dignity of the human person is the foundation of all Catholic social teaching and inherent to our education ministry. Consequently, the principle that the person is made in the image and likeness of God, is central to the mission of all our school communities. Essential to this is the creation and maintenance of a respectful, safe and supportive learning environment that promotes student wellbeing and enables school communities to engage an inclusive and diverse range of learners. In particular, it is vital that learning technologies are used ethically and responsibly in the school environment, so that communication is respectful and human dignity valued.

The prevention of and responses to incidents of bullying, inappropriate use of technology and disrespectful behaviour in schools is more readily achieved in a caring and supportive school culture that promotes positive relationships and reflects Gospel values. Bullying, cyber-bullying, harassment, aggression and violence disregard core values of our faith including dignity, respect, justice, equity, compassion, trust and courage. Importantly, such actions can adversely affect the wellbeing of students and are therefore unacceptable. All members of our school communities are expected to prevent and challenge such actions in order to build respectful relationships that respond effectively and sensitively to the needs of each person.

2. Context

Definition of Bullying

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm.

By contrast conflict is a mutual disagreement, argument or dispute between people where no-one has a significant power advantage and both feel equally aggrieved.

Bullying of any form or for any reason can have long-term physical and psychological effects on those involved, including bystanders. Links: <https://bullyingnoway.gov.au/> and <https://bullyingnoway.gov.au/understanding-bullying>

2.1

Cyber-bullying involves the use of any information and communication technology involving deliberate, isolated or repeatedly hostile behaviour by an individual or group, that is intended to harm others or is undertaken recklessly, without concern for its impact on others. By virtue of its nature, technology facilitates repeated access to harmful content.

2.2

Relevant National and State requirements and recommendations.

2.2.1

The Melbourne Declaration on Education Goals for Young Australians (2008):

[https://theelements.schools.nsw.gov.au/introduction-to-the-elements/policy-reforms-and-focus-areas/melbourne-declaration.html#:~:text=The%20Melbourne%20Declaration%20and the Alice Springs \(Mparntwe\) Education Declaration \(2020](https://theelements.schools.nsw.gov.au/introduction-to-the-elements/policy-reforms-and-focus-areas/melbourne-declaration.html#:~:text=The%20Melbourne%20Declaration%20and the Alice Springs (Mparntwe) Education Declaration (2020)
<https://www.education.gov.au/alice-springs-mparntwe-education-declaration/resources/alice-springs-mparntwe-education-declaration>

2.2.2

Australian Student Wellbeing Framework:

https://studentwellbeinghub.edu.au/media/9310/aswf_booklet.pdf

2.2.3

NSW Educational Standards Authority - Registration Systems and Member Non-Government Schools (NSW) Manual includes Requirement 5.6 describing conditions for a Safe and Supportive (School) Environment.

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/about/who-we-are/policies-and-procedures-index>

2.2.4

Children and Young Persons Act 1998 (Care and Protection) with reference to Chapter 16A Exchange of Risk of Harm information

http://www8.austlii.edu.au/cgi-bin/viewdb/au/legis/nsw/consol_act/cayapa1998442/

2.2.5

Keep Them Safe: A Shared Approach to Child Wellbeing, with reference to the Mandatory Reporting Guide, specifically, physical abuse and psychological harm.

<https://www.theirfuturesmatter.nsw.gov.au/about-us/other-reforms/keep-them-safe>

2.2.6

Education Act Part VA Division 2 Obtaining information about students

http://www7.austlii.edu.au/cgi-bin/viewdb/au/legis/nsw/consol_act/ea1990104/

2.3

A Focus on Cyber-bullying

Bishop Peter Ingham's Pastoral Letter on Internet Safety (2008) states: "Together with the mobile phone, the Internet has transformed the way that conversations are held, friendships are maintained, entertainment is sought and information is gained... In identifying some of the dangers of the Internet, and bringing some of the wisdom of our faith tradition to bear upon them, it is our hope that we can all be alert to those aspects of the Internet which can be a danger to our safety, to our human dignity, and to our relationships with each other and with God." According to the Australian Covert Bullying Prevalence Study (2009) "Being bullied every few weeks or more often... overtly and/or covertly... is a fairly common experience, affecting approximately one in four Year 4 to Year 9 Australian students (27%)" Cross, D., Shaw, T., Hearn, L., Epstein, M., Monks, H., Lester, L., & Thomas, L. 2009. Australian Covert Bullying Prevalence Study (ACBPS). Child Health Promotion Research Centre, Edith Cowan University, Perth.

Digital technologies are very much a part of life and learning, offering a wide range of tools and platforms for social and educational engagement. However, the risks of the digital environment must be acknowledged and addressed. Being cybersafe and acting ethically is the responsibility of all members of each school community. Cybersafe schools require a multi-layered ethical, educational, legal and technological response.

A School's Duty of Care

If bullying occurs which is foreseeable (a teacher or other school staff member knew of, or ought to have known of, a bullying incident) this could give rise to a breach of the school's duty of care towards students. Schools must take reasonable action to develop plans and implement programs aimed at deterring bullying activities. Schools need to have procedures in place to respond effectively to bullying incidents. There must be a system in place in the school so that this Student Anti-Bullying Policy and the school-based response procedures are disseminated as appropriate to members of the school community.

Principals must report conduct to the police where a serious criminal offence has been identified. Such circumstances can include (but are not limited to) stalking, destruction of property, threats to inflict serious injury and/or kill, physical and sexual assault, offensive behaviour, discrimination, cyber stalking, defamation, breach of privacy, hacking, sexting and creating or possessing and/or disseminating child pornography.

In many instances, cyber-bullying can constitute criminal conduct, especially when the behaviour is seriously threatening, harassing or intimidating. According to the The National Safe Schools Framework (2011) "E-Crimes are illegal actions that are carried out through the use of internet or mobile phone technology. They include: child pornography, fraud,

impersonation, or sending words or images that cause offence, distress, menace or threaten. Most of these are crimes under Australian federal law but some are also (or only) crimes under some Australian state laws.

If unacceptable behaviour occurs that has a close nexus with the school or with the wellbeing of a child educated at the school but occurs outside school hours, off-site or through the use of a student's personal mobile devices and/or computer, school leaders personnel may still have an obligation to respond. School leaders may have limited obligations to respond to bullying, threatening behaviour, cyber-bullying and inappropriate use of digital technologies when this occurs on devices or networks not actually managed by the school, and there is no close nexus with the school.

3. The Responsibilities of Edmund Rice College

The College aims to treat all members of the College community with dignity and respect and:

3.1

Manages the Enrolment Application document and statutory obligations (such as Part 5A of the Education Act) so that schools are able to obtain relevant student history that may involve violent behaviour, including bullying, harassment, intimidation and/or threatening behaviour.

3.2

Provides opportunities for training staff in appropriate anti-bullying responses including cyber safety, restorative justice practices, mediation and developing social skills in students.

3.3

Provides documentation that includes plans and procedures for implementing anti-bullying practices.

3.4

Informs and makes available to students, staff and parent/carers copies of the student anti-bullying and responsible use of technology procedures.

3.5

Provides education to students, staff and parents/carers about anti-bullying strategies and the responsible use of technology.

3.6

Incorporates student anti-bullying and responsible use of technology procedures within the College's Pastoral Care Policy, which include specific reference to anti-bullying contact information for Youth Engagement Officer and/or other support services available to the school's community.

3.7

Implements a sequential management plan for minimising bullying and cyber-bullying, involving graduated sanctions and appropriate support for all students involved in bullying situations.

3.8

Provides documented advice for students, staff and parent/carers on ways to report bullying/cyber-bullying to the College Leadership Team.

3.9

Investigates complaints of bullying and cyber-bullying in a manner that respects the dignity and privacy of those involved.

3.10

Notifies parents/carers of bullying incidents involving their children.

3.11

Notifies the Police Youth Engagement Officer if the bullying situation has involved violence, threat of harm or alleged criminal conduct.

3.12

Notifies Department of Communities and Justice (DCJ) when an incident involving manufacturing, possessing or distribution of child pornography has occurred.

3.13

Maintain records of bullying incidents and related interventions.

3.14

Regularly review and evaluate student anti-bullying and responsible use of technology procedures to ensure they are contemporary and sustainable.

4. Responsibilities: Staff

Staff will aim to treat all members of the school community with dignity and respect and:

4.1

Implement the student anti-bullying and responsible use of technology procedures by responding promptly and appropriately to reported incidents of bullying.

4.2

Support the student anti-bullying and responsible use of technology procedures through positive modelling and the promotion of appropriate behaviour.

4.3

Access professional learning to support appropriate anti-bullying responses which could include cyber safety, restorative justice practices, mediation and developing social skills in students.

4.4

Implement all relevant aspects of the College's Pastoral Care Policy.

Teachers will aim to treat all members of the school community with dignity and respect and:

4.5

Provide opportunities to students in the positive use of technology.

4.6

Embed critical thinking, values clarification, respectful relationships and developing empathy into learning and teaching practice.

4.7

Respond to bullying and cyber-bullying concerns by providing age appropriate guidance and boundaries so that students can learn to self-regulate.

4.8

Implement all relevant aspects of the College's Pastoral Care Policy.

5. Responsibilities: Students

Students will aim to treat all members of the school and wider community with dignity and respect and:

5.1

Follow the student anti-bullying and responsible use of technology procedures regarding student-student, student-staff and student-community member relationships. In addition, students from Years 7 to 12 will read and sign the relevant school documents.

5.2

Immediately seek help from a trusted adult if aware of or involved in a bullying or cyberbullying incident.

5.3

Seek support if bullied and refrain from retaliating in any bullying incident.

5.4

Participate in learning experiences that address understandings, values and skills relating to anti-bullying and responsible use of technology.

5.5

Agree that any social networking site that identifies the school by name or image or implication is part of the school environment and may be dealt with according to the College's Pastoral Care Policy and anti-bullying procedures.

6. Responsibilities: Parents/Carers

Parents/Carers have a responsibility to treat all members of the school community with dignity and respect and:

6.1

Read and abide by all procedures published in the College documentation.

6.2

Read and abide by the student Anti-Bullying and Acceptable Use of Technology Agreement as part of the application for enrolment at the College.

6.3

Work collaboratively with the school in providing opportunities for education on issues related to student safety and wellbeing.

6.4

Notify the school promptly of all bullying situations involving their children.

6.5

Follow the student anti-bullying procedures to report bullying or cyber-bullying, whether actual or suspected.

6.6

Model prudent use of technology.

6.7

Supervise and discuss internet content and time spent using technology to help children grow into ethical and responsible digital citizens.

6.8

Discuss appropriate responses to bullying and cyber-bullying including encouraging children to always disclose to a trusted adult if this occurs.

6.9

Provide expectations of responsible online behaviour including: skills that will enable children to identify the need to leave online situations which place them at risk; how to report inappropriate material or conduct; consequences of inappropriate behaviour, including possible sanctions as outlined in the College's Pastoral Care Policy.

6.10

Provide appropriate protection and safety such as filtering devices for their children when using various technologies.

6.11

Report serious matters of out-of-school hours bullying and cyber-bullying to the Police or other appropriate authority (such as the Internet Service Provider) and, as relevant, to the school.

6.12

Follow due process and use relevant procedures when bringing complaints and grievances to the notice of Edmund Rice Education Australia (Eastern Region).

<https://www.edmundricecollege.nsw.edu.au/our-college/reports-policies/>

POLICIES FOR REPORTING COMPLAINTS AND RESOLVING GRIEVANCES

Edmund Rice College's Commitment

Edmund Rice College is committed to handling complaints effectively and efficiently. To manage complaints effectively, we have established a Complaints Handling Program in line with both the international complaints handling standard (ISO 10002:2014 Quality Management – Customer Satisfaction – Guidelines for complaints handling in organisations), and the Australian/New Zealand Complaints Handling Standard (AS/NZS 10002:2014 Guidelines For Complaint Management In Organisations).

Our program includes the establishment of an online complaints management system which allows us to effectively capture, manage and report on complaints. Regular analysis of complaints received and the implementation of rectification action, where deficiencies are identified, are key to the College's commitment. Our internal complaints handling process is available at no cost.

Informal Complaints Resolution

The vast majority of issues causing concern in schools can be handled quickly and in an informal manner. In most cases these issues can be resolved through informal discussions with appropriate staff members. Even if an issue is able to be resolved informally, all staff are required to log issues through our complaints management system so we are able to identify any systemic issues arising, and take appropriate rectification action.

How Do I Make a Formal Complaint?

If you have been unable to resolve a matter informally, or simply wish to make a formal complaint you can do so by any of the following means:

1. Sending an email to complaints@erc.nsw.edu.au
2. Writing a letter to the College addressed to "The Complaints Manager".
3. Telephoning the College and asking to speak to the Deputy Principal.
4. If the complaint is in relation to the Principal, Deputy Principal, or a member of the Advisory Council, telephone the EREA Regional Director (Eastern Region) on (03) 94263200 or write a letter addressed to the Regional Director for the Eastern Region at EREA PO Box 91 Richmond VIC 3121.

All formal complaints will be logged into our online complaints management system and managed in accordance with the following procedure.

Our Internal Complaints Handling Process

Step 1 – All formal complaints are logged through our online complaints management system where they are screened by one of our Complaints Officers, the Complaints Manager, or, in the case of a complaint directly related to conduct by the College Principal, Deputy Principal or Member of the College Advisory Council, the EREA Regional Director (Eastern Region).

Step 2 – All valid complaints will be acknowledged in writing as soon as practicable, and in any event within 10 business days. They will be allocated a status, priority and target resolution date. It is our policy, where possible, to commence an initial investigation and make a preliminary determination within 10 business days of acknowledging the complaint.

Step 3 – The Complaints Officer shall conduct an investigation into the issues raised, following principles of procedural fairness, and make a determination.

Step 4 – Following the determination, if appropriate, the Complaints Officer shall formulate a resolution and provide a written response to the complainant. The matter will be closed if this response is accepted.

Step 5 – If the initial response is not acceptable, the matter will be reviewed internally by the Principal or the Principal's delegate, who may seek additional information or submissions from the relevant parties. The Principal or their delegate seek to resolve all disputes within 20 business days of the acknowledgement of the complaint. The matter will be closed if the response of the Principal, or their delegate, is accepted. Where appropriate, the matter may be escalated to the EREA Regional Director (Eastern Region)

Step 6 – All complaints received will be entered into our Complaints Register and, where appropriate, a corrective action request will be made to address any underlying processes which the complaints investigation revealed may require improvement.

Step 7 – If the matter remains unresolved, the complainant may pursue external resolution alternatives.

Confidentiality

Confidentiality applies with respect to both information relating to the person making the complaint, and, if relevant to a person against whom a complaint is made. The College is committed to maintaining the confidentiality of information throughout the complaints process.

Personally identifiable information about a complainant will only be made available for the purpose of addressing the complaint and (unless the complainant consents) will be actively protected from disclosure.

Vexatious Complaints

False or vexatious complaints made by students or parents/carers of the College may be regarded as a breach of the College's Conditions of Enrolment. All complaints must be made and resolved appropriately and in good faith.

Our Commitment to Child Safety

It is our commitment to ensure that every child and young person under our care is kept safe and free from all forms of harm and abuse. Complaints alleging child abuse, neglect or risk of harm will be dealt with in accordance with our policies and our legal obligations to protect children, including reporting matters to the Police and relevant Agencies, as appropriate.

Full text of the complaints and other policies can be found on the College Website:

<https://www.edmundricecollege.nsw.edu.au/our-college/reports-policies/>

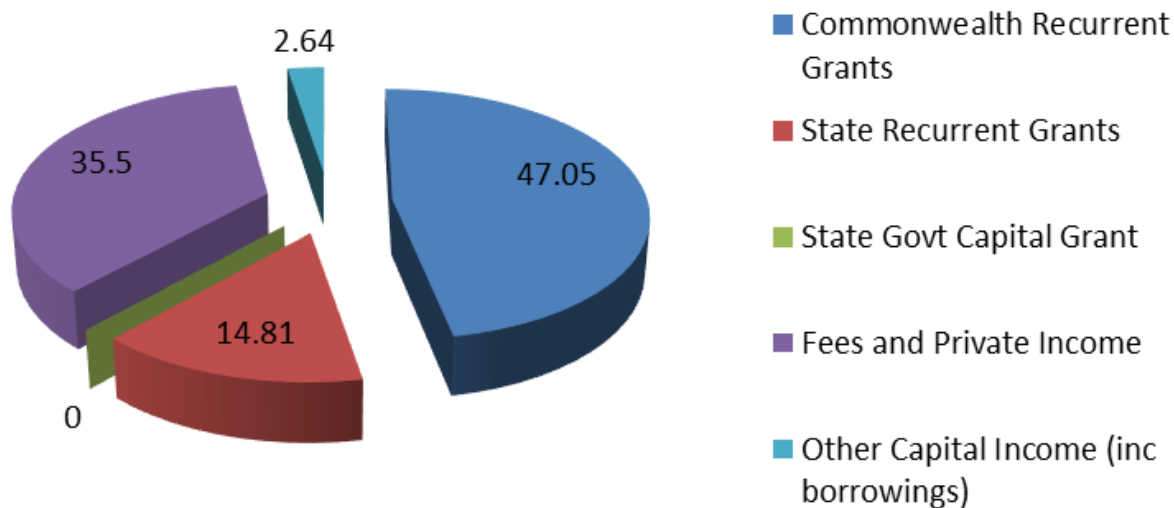
SUMMARY FINANCIAL INFORMATION

The following graphs reflect the aggregated income and expenditure for the year ended 31st December 2022. This data is consistent with that reported in the 2022 Non-Government Schools Financial Questionnaire.

Summary Financial Information:

- Total income from all sources \$21,399,684
- Total expenditure: \$21,602,351

Total Income



Total Expenditure

