



St Edmund's College  
EXCELLENCE IN SPECIAL EDUCATION



*Inspiring Independence, Transforming Lives*

# Annual Report 2021

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## **ST EDMUND'S COLLEGE ANNUAL REPORT 2021**

### **INTRODUCTORY STATEMENT**

#### **ST EDMUND'S COLLEGE VISION STATEMENT**

Our vision is to enrich the hearts and minds of young people with special needs for active participation in their community.

#### **ST EDMUND'S COLLEGE MISSION STATEMENT**

Through quality Catholic Education in the Edmund Rice tradition, we transform the whole person through authentic relationships and innovative, educational experiences.

#### **ST EDMUND'S COLLEGE VALUES**

The values held by the St Edmund's College community are based in Gospel values where Jesus Christ is the cornerstone of a full Christian life. It is through innovative learning and teaching that we aim to nurture these values. They are founded in the Charter for Catholic Schools in the Edmund Rice tradition of Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity.

<b>Faith</b>	We strive to liberate our community to be faithful to the Catholic tradition while respecting the fundamental religious diversity of all people.
<b>Joy</b>	We strive to enhance our students' and families' wellbeing through fostering a deep sense of belonging, happiness and celebration in their journey to experience life in its fullness.
<b>Relationships</b>	Our community is committed to developing strong relationships with one another. We aim to promote respect for the dignity of each person within the context of participation, integrity and the promotion of wellbeing.
<b>Community</b>	We serve our families and the broader community by reaching out to others and nurturing respectful relationships, honouring independence while contributing to the unfolding of our students' inspiring stories.

#### **ACKNOWLEDGEMENT OF TRADITIONAL CUSTODIANS**

St Edmund's College acknowledges that we stand on the traditional lands of the Guringai people, the original custodians of the land. In keeping with the spirit of reconciliation, St Edmund's College pays respect to Elders past, present and emerging. We acknowledge and embrace the spiritual and cultural values and resources connected to this land.

St Edmund's College is committed to the process of reconciliation and to fostering and maintaining active partnerships with Aboriginal communities, in recognising Aboriginal people as the custodians of this land and ensuring that respect for Aboriginal cultures is promoted in all College activities.

## COLLEGE PROFILE

St Edmund's College is an independent, secondary, co-educational, Catholic special school registered and accredited (Years 7-12) by the NSW Education Standards Authority (NESA). The school is not incorporated but derives its civil and canonical status from being owned and operated by the Trustees of Edmund Rice Education Australia (EREA).

The Christian Brothers commenced St Edmund's School for blind boys in February 1951 on the invitation of the then Archbishop of Sydney, Cardinal Gilroy and the Society of St Vincent de Paul.

A two-storey home, set on spacious grounds in the beautiful garden suburb of Wahroonga was purchased for 11,750 pounds. The top floor of the house became dormitory accommodation for students, rooms for the Brothers and a chapel. The lower floor was used as classrooms, dining and recreation rooms, a kitchen and a lounge. There was a double door garage and an out-house with laundry, storage, coal and tool rooms. The School began with an enrolment of nine students. In the early years, boys attended St Edmund's from Brisbane and Melbourne, as well as from Sydney and New South Wales country areas.

Over the years the School's enrolment has changed, broadening to include students, both male and female, who have sensory impairments other than vision, as well as students with other special needs including intellectual disability in the mild to moderate range and Autism. The basic philosophy is focused on meeting the individual needs of each student, helping them to develop skills that enable them to take their rightful place in society.

In 2015 St Edmund's changed its name from St Edmund's School to St Edmund's College.

At the end of 2021 St Edmund's College had an enrolment of 121 students. In 2021 there were 46.5 full time equivalent (FTE) members of staff – 21.8 FTE members of the teaching staff and 24.7 FTE members of the support staff. The Principal and the College Executive are responsible for the operational management of the College.

## ABOUT THIS REPORT

St Edmund's College is registered by the NSW Education Standards Authority (NESA) and managed by Edmund Rice Education Australia (EREA) the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual Report to the School Community for this year provides the College community with fair, reliable and objective information about the College performance measures and policies, as determined by the Minister for Education.

The Report also outlines information about initiatives and developments of major interest and importance to the College community during the year.

Accordingly, the Report demonstrates accountability to regulatory bodies, the College community and EREA. This Report complements and is supplementary to the fortnightly newsletter, Annual Yearbook and other regular communications. The Report will be available on the College website by 30th June 2022 following its submission to the NSW Education Standards Authority (NESA) and EREA.

Further information about the College or this Report may be obtained by contacting the College on (02) 9487 1044 or by visiting the website at [www.stedmunds.nsw.edu.au](http://www.stedmunds.nsw.edu.au)





## PRINCIPAL'S MESSAGE - MR JON FRANZIN



St Edmunds College is a Catholic school in the Edmund Rice tradition. The College embraces the four guiding Touchstones of Edmund Rice Education Australia (EREA). The Touchstones are Liberating Education, Inclusive Community, Gospel Spirituality and Justice and Solidarity. These Touchstones provide a practical expression of our identity and critically inform our planning and decision making. The Touchstones perpetuate the educational legacy of Blessed Edmund Rice, inform the character and culture of EREA schools and challenge staff, students, and families to be intentional and faithful to advancing Liberated learning. EREA is working on a learning statement that will bring to life learning through Liberating Practice to Co-create a better world.

This year we applied our online teaching and learning expertise, creativity, and innovation to curate continued learning from home. New teaching and learning experiences, that reflect a liberating education. This year challenged traditional learning and had us critically evaluate our teaching practice. Forced to reimagine and transform learning, events and communication due to a pandemic, students remained engaged with their learning, encouraged and supported by our staff who were determined to adopt new strategies in delivering the curriculum. As always, the College was accepting and accommodating, recognising the differences in students' needs and learning preferences. The staff prioritised the maintaining of positive relationships and connectedness despite students' remoteness.

I would like to sincerely thank our staff who showed professionalism, commitment, and determination in ensuring students and our families, remained connected to the College. Equally, I would like to extend our appreciation to our parent community, accepting the vast change to their child's routine and education delivery. The pandemic and resulting interruption to schooling and our social lives has been prolonged, and we are keen to return to 'in person' community. We will remember this period as one of creative problem solving, great partnership and perseverance and evidence that we truly are a clever and inclusive community. This disrupted period in our lives, is a reminder to celebrate human and community spirit and to never take for granted the importance of personal interaction and being in community. Many families and staff were forced to cope with a myriad of challenges from financial pressure to health vulnerabilities and the intense emotional toll that disruption, isolation, learning/working from home and social distancing created. We needed to be faithful and trust God to order each step of our lives. As the story of Jesus and the life of Blessed Edmund Rice, as expressed through the Touchstone of Gospel Spirituality, we strived to make his message of compassion and peace a living reality within our community.

Out of great disruption and change, we develop perspective and take advantage of new opportunities. As we returned to school, we witnessed high levels of resilience and determination exhibited by our students, their families and our staff. There is a 'can do' approach to needed change. We have become stronger, and it is our strength and effectiveness as a school community that unites us. Grounded in the commitment to justice and solidarity, it is our actions, our words and our attitudes that are the foundation to our thriving.

With financial support from the NSW State Government through the Catholic Schools NSW Block Grant Authority, we are embarking on a complete renewal of our school environment. The building works are well underway, and we expect to have access to the first stage of our new learning spaces early in 2022. Completion of the entire project is anticipated towards the end of 2022. This learning environment renewal will provide our students with access, contemporary, state-of-the-art facilities ensuring that learning is purposeful, providing every student with the learning conditions to flourish and reach their potential.

At the end of 2021 I will hand over the leadership of St Edmund's to Mr. Michael Farrell as I take on the role of Principal of St Virgil's College, Hobart. I wish Mr. Farrell and the College community well in the coming years and take fond memories with me.

Jon Franzin  
**PRINCIPAL**

## EREA EXECUTIVE DIRECTOR REPORT - DR CRAIG WATTAM



I am pleased to be able to make a small contribution to the St Edmund's College Annual for 2021.

In this your 70<sup>th</sup> year, we celebrate with you on this anniversary. Congratulations to all who continue to make St Edmund's College wonderful and inclusive school serving the educational needs of young people in Sydney.

There is so much to celebrate at St Edmunds, and indeed in every one of our schools across the nation. I have had the privilege to visit many of our schools in the last year, and to speak with the young people who inhabit them. They never fail to impress me; in who they are, in how they describe their learning, and in their love of their school. Our students are also acutely aware that they belong to a Catholic School in the Edmund Rice tradition – a community within a larger community that stretches across many countries of the globe and unites us in common purpose to be called to action by the message and person of Jesus, to make this world a better place.

As this year commenced, I would have hoped not to have had to refer to COVID-19, because it would have been relegated to our recent history. Alas, we are all still grappling with outbreaks of the virus and living and learning through constant and in some places, extended lockdowns. I appreciate that this has taken its toll on so many in our school communities, and has affected how we live, relate, and engage in schooling. I offer my congratulations to our students and young people who have been so ready to adapt, to remain engaged and who are determined to get the most out of school despite the many challenges. I also offer enormous gratitude and thanks to our staff. I have always known that those who choose to work in school education work hard, but the last two years have evidenced for me time and again, the true selflessness and vocation that belongs to this work. Our teachers and support staff have put students first and have been acutely attuned to their learning and wellbeing needs.

In education, we often speak about the primary role of parents and carers as the first educators of their children. When a student enters an Edmund Rice school, it is not only the child who is welcomed into the community, but indeed the whole family. Our partnership with parents and carers is so important to us, and the support and interest that families demonstrate in their local community never ceases to impress upon me the value that we all share in belonging; to a group that is bigger than ourselves, to an expression of a faith community, and to a shared belief in the power of an education to liberate. I offer my thanks to our parents and carers for the contributions that you each make in making your school community a vibrant place.

For those young women and men who are taking their leave from school this year, I offer you every blessing and best wishes as you navigate the post-school world. Please know that you will remain in the thoughts and prayers of the wider Edmund Rice community. Whatever it is you take with you from your experience of education in your school, my sincere hope is that you will have an appreciation of and be moved to action to use your gifts and skills to make change in the world. May the inspiration of Blessed Edmund Rice, and the living out of the Gospel move you to look out for those who are marginalised in our world, give of your time as well as your resources, and in turn, motivate others in your world to do the same.

There is much that is happening in our world right now, that can cause us to become glum, if not distressed. Yet, as a faith-filled Catholic community, we remain hope-filled. May the birth of the Christ-child bring joy, peace and happiness.

Craig Wattam  
**Executive Director**  
**Edmund Rice Education Australia**





## MESSAGE FROM THE CHAIR OF THE BOARD - MR DAVID ROFFE

While 2021 has been a year like no other, our students and staff have continued to 'live' the College values of Faith, Joy, Relationships and Community. St Edmund's is a special place that inspires many people to be involved and contribute generously.

The Board is one group of people who lend their expertise to support Jon Franzin and the Executive team to provide the best environment to enrich the hearts and minds of our students. As Board Chair I would like to thank all the Board members for their generosity and support. The Board's major focus this year has been to ensure the continued implementation of the College's Master Plan.

Our goal has been to provide a state-of-the-art building environment to support the learning pedagogy for our students to enhance their quality of learning and life experiences. We are delighted that approval for major building works have been received and project managers and builders appointed. Our Master Plan will soon be a reality.

On behalf of the ERSSES Board, congratulations to Jon and all the staff at St Edmund's for their extraordinary efforts in 2021.

David Roffe  
**Board Chair**



## STUDENT DATA

Year 7	21
Year 8	21
Year 9	16
Year 10	22
Year 11	20
Year 12	19
<b>Total</b>	119

Student data is collected daily. For the Department of Education, Employment and Workplace Relations (DEEWR), Student Attendance Data Collection periods the attendance figures for each year level averaged:

<b>Year</b>	<b>% Attendance</b>
Year 7	96
Year 8	96
Year 9	96
Year 10	96
Year 11	94
Year 12	92

St Edmund's College has a clear policy for dealing with and managing student absences. Parents are notified by the College for unexplained absences and these are followed up by Homeroom teachers on the student's return.

<b>Year</b>	<b>Year start</b>	<b>Year end</b>	<b>Leavers</b>	<b>New enrolments during 2021</b>
Year 7	20	22	1	3
Year 8	21	21		
Year 9	16	17		1
Year 10	22	22		
Year 11	20	20		
Year 12	19	19		
<b>Total</b>	118	121	1	4

Overall retention rate for students = 103%

One student left in the year due to changed circumstances and the requirement to reside away from Sydney.



## TEACHING STAFF

New staff members are provided with a minimum 12 month induction to assist their transition to the College staff community during their first year. There were x teaching staff members inducted into the College during 2021.

Due to COVID-19 there were no external formation programs run. EREA National office ran Principals' Conference, Eastern Region Principals' Network and Deputy Principals' meetings via Zoom. There were other smaller zoom meetings which occurred throughout the year.

## WORKFORCE COMPOSITION

	Number	Full time equivalent
Teachers	26	21.8
Speech & OT Pathologist	4	2.2
Teacher's Aides	18	15.2
Administration	8	5.1
Marketing/Fundraising	2	0.7
Maintenance	2	1.5
<b>Total</b>	60	46.5

In 2021 the number of Aboriginal and/or Torres Strait Islander staff members was 0.

## TEACHER QUALIFICATIONS

Qualifications	Number
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR)	6
Teachers having a bachelor degree from a higher education institution within Australia or as recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	20

## TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

Accreditation Level	Number
Conditional	1
Provisional	2
Proficient Teacher	23
Highly Accomplished Teacher (voluntary accreditation)	
Lead Teacher (voluntary accreditation)	

## TEACHING AND LEARNING

### Student outcomes in standardised National Literacy and Numeracy testing:

#### Student outcomes in standardised national literacy and numeracy testing

Two Year 7 students participated in NAPLAN assessments in 2021. Exemption on the basis of disability was granted for the remainder of Year 7 & 9 students. Information relating to 2021 NAPLAN results are available on My School (<http://www.myschool.edu.au>)

#### Senior secondary outcomes (student achievement)

##### Records of School Achievement (RoSA)

In 2021, the College did not have any students that required the award of a Record of School Achievement.

#### Higher School Certificate

In 2021 all Year 12 students (19 in total) received a Higher School Certificate (Life Skills) Testamur. Due to all Year 12 students being enrolled in Life Skills courses, no students sat external exams or assessments. In 2021, 9 Year 12 students who participated in vocational training were awarded a statement of attainment in the VET Hospitality Food and Beverage course.

In 2021, the College offered seven Stage 6 Life Skills NESA-Developed courses, one VET course and three school-developed courses. All students attended Work Experience 3 hours per week for the entire year. Due to COVID-19 restrictions, work experiences were held on campus for some of the year. All students were successful in gaining School Leavers' Employment Support funding through the NDIS.

### Teacher professional learning, accreditation and qualifications

#### Professional Learning

St Edmund's provides a wide range of opportunities for staff to develop their skills and understanding. There is a commitment to whole staff professional learning, as set out in the Professional Learning Plan (PLP), which is addressed as part of the weekly staff meetings and staff professional development days.

In 2021, non-NESA registered sessions included: School Wide Positive Behaviour Support and MAPA training. In addition, staff members participated in professional learning programs provided by organisations including Edmund Rice Education Australia; Softlink; Microsoft; CPI; SCIS; ACARA and MacqLit.

Fortnightly staff meetings were dedicated to Professional Learning Communities (PLC). At PLC meetings staff identified student goals and strategies to be added to the Data Wall.

Professional associations for staff members include the Australian Council for Educational Leadership (ACEL); the Association of Catholic Principals; the Association of Heads of Edmund Rice Schools; Australian Independent Schools (AID); Education Services Australia (ESA); Association Catholic Special School Services (ACSSS); Specific Learning Difficulties Association of New South Wales (SPELD); Australia Association of Special Education (AASE); School Nurses Association and Royal Institute for Deaf and Blind Children (RIDBC).



<b>Description of the Professional Learning Activity</b>	<b>No. of Teaching Staff</b>
Training to run NAPLAN online Assessments	1
Training on safe chemical handling	3
Training on implementing AAC in the classroom	1
Training on commercial contract negotiation	1
Training on SCIS	1
Training on Oliver software	1
Training on CPI Safety Intervention	1
School Wide Positive Behaviour Support - provided training on the principles of PBS	30
MAPA: An Introduction - provided training on Management of Actual and Potential Aggression	30
Higher Needs Students & Kits for Excursions - provided information on the requirements of staff taking students off site	30
Year 7 Information Session - provided information on incoming Year 7 students	30
O&M Training - provided information for staff around the safe orientation of VI students	30
Reports - provided information on best practice reporting	30
Zones of Regulation - provided information on the zones and how to support students in regulating emotions	30
VI Update - provided updated information on students with VI and adjustments needed	30
Online Learning - provided information on student/staff transitioning to online learning for Term 3	30
Student Survey Results - provided staff with the results from the student survey that was conducted	30
Key Word Sign Update - provided staff with brief training on KWS	30
CPI training - provided training on Crisis Prevention Intervention	30
Liberate: New Learning Spaces - provided information on the learning spaces in the new building and furniture	30

## COLLEGE STUDENT ENROLMENTS - RANGE OF DISABILITIES

Disability	Total
Cognitive - Substantial	61
Cognitive - Extensive	58
Physical - Substantial	
Physical - Extensive	
Sensory - Substantial	
Sensory - Extensive	
Social-Emotional - Substantive	
Social-Emotional - Extensive	
<b>Total</b>	<b>119</b>

Ages	Boys	Girls	Total
12	7	1	8
13	10	12	22
14	13	8	21
15	10	8	18
16	11	5	16
17	16	8	12
18	4	8	12
19			
<b>Total</b>			<b>119</b>





## COLLEGE POLICIES

All Policies are available from St Edmund's College and may be accessed by contacting the College. St Edmund's policies are reviewed constantly (live) via 'Complispace' an online Compliance and Assurance management system. Implementation of policies and procedures is part of a process involving information sessions, staff training, staff discussion and signing off on major policies and procedures.

### **Enrolment Policy**

See attached the full text of the College's Enrolment Policy including all prerequisites for continuing enrolment attached.

A summary of College Policies relating to:

### **Anti-Bullying Policy**

At St Edmund's College we believe that all members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt. We all share a responsibility to create a culture of caring which will not tolerate bullying. This policy builds on the School's Pastoral Care policy to provide clear and agreed procedures and strategies for combatting bullying in the School, responding to bullying behaviours and protecting and supporting all parties involved.

### **Behaviour Management Policy (Discipline)**

Positive behaviour systems of support are evidence based strategies for building an inclusive and collaborative school culture that optimises teaching and learning opportunities and the overall success of the student. It is supported by the School Wide Positive Behaviour Plan that is designed to promote and maintain a safe, caring and positive learning environment for all students and staff.

In the Catholic school environment students are therefore guided and encouraged to develop a sense of responsibility, self-control and self-discipline and regulate their conduct in accordance with Christian principles. Students are required to abide by the School's Rules and to follow the directions of teachers and other people with authority delegated by the School.

Where a student disregards rules, disobeys instructions or otherwise engages in conduct that causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the student may be subject to disciplinary action.

The disciplinary procedures undertaken by the School vary according to the seriousness of the alleged offence. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.

### **Complaints and Disputes Policy**

(Students and Staff)

- To encourage students and staff to present any grievances/complaints either formally (in writing) or informally and, if necessary, to assist them in articulating such grievances/complaints.
- To provide a mechanism which enables students, staff and advocates to express their dissatisfaction or disagreement with practice, policies or procedures of the College and seek a resolution.
- To ensure that grievances/complaints are responded to in a manner that respects confidentiality and allays any fears of retribution.
- To provide full information to students, staff and advocates on issues where a grievance/complaint has been made or lodged.
- To use the grievance mechanism as a means of improving outcomes for students and staff.

(Community Members)

- To provide a mechanism which enables community members to express their dissatisfaction or disagreement with practice, policies or procedures of the College and seek a resolution.
- To ensure that grievances are responded to in a manner that respects confidentiality and allays any fears of retribution.
- To provide full information to the community on issues where a grievance may have arisen through lack of information or a misunderstanding.

## **Student Attendance - Non-Attendance Policy**

The Principal must provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance.

The Principal must advise parents promptly when their children are absent without explanation.

The Principal is responsible for ensuring that accurate records of student attendance are maintained in an approved format. The register of enrolment must be retained for a minimum of five (5) years before archiving. The register of daily attendances must be retained for a period of seven (7) years after the last entry was made.

The Principal must ensure that all cases of unsatisfactory attendance and part or full day absences from School are investigated promptly and that appropriate intervention strategies are implemented.

The Principal must ensure that School personnel are provided with information on attendance requirements and their obligation to monitor and promote regular attendance at School.

## **CATHOLIC IDENTITY**

We provide a culture which informs our curriculum and structure, within which students and staff feel valued and supported in their relationships with one another and with our God. The Head of Mission and Identity position is established to promote the Catholic values, EREA Touchstones and formation opportunities in the tradition of Blessed Edmund Rice. The role of the Identity leader is to also create opportunities for encounters with our Catholic spirituality in developing a living relationship with Jesus Christ.

Formation and reflection days for students in Years 7 – 10 were run for the students in 2021. Year 7 focused on the history of St Edmund's and the story of Blessed Edmund Rice. Year 8 explored the Old Testament, especially the Creation and Moses stories. Year 9 studied the New Testament with particular emphasis on the parables of Jesus. Year 10 compared the stories of Mary MacKillop and Edmund Rice as they investigated ways that we could give to others. Again, due to COVID, some of these opportunities were transformed into online versions via Teams for students and families to engage in.

Maintaining and developing community relationships with the local parish, other school communities and Edmund Rice Education Australia allows for enriching and valued connections. These relationships again were limited in scope however they were reimaged via online connections.

Our College Sacramental Program was paused in 2021 as Parish programs were directed by the Diocese due to COVID-19.



## **ACTIONS UNDERTAKEN BY THE COLLEGE TO PROMOTE RESPECT AND RESPONSIBILITY**

The wellbeing and pastoral care at St Edmund's College aims to enhance the wellbeing of students and staff within our College community. Student wellbeing, student learning and student safety are reinforced by the practices and resources that connect students to promote learning, a safe and inclusive environment and positive and caring relationships.

Wellbeing programs offered in 2021 included:

- A range of activities during unstructured times to help develop social skills and leisure skills;
- Students had access to a range of areas during breaks including the Chill Out Zone, Library, field and College hall. This supported students' regulation during break times and assisted students to engage in activities and areas which supported their needs;
- Year 7-10 Pastoral Care Program designed to reduce bullying through teaching social-emotional wellbeing;
- Increased awareness and education of cyber safety with students accessing a range of educational resources to promote safety online;
- SoSAFE program implemented to increase students' knowledge about safety in relationships;
- Students in Years 7 and 8 were fortunate to attend Camp at The Tops, Stanwell Tops but due to the pandemic, Years 9 and 10 and our Senior students were unable to attend their Camp or Retreat off site during 2021.
- Assemblies and House Meetings were cancelled and moved to an online environment to support student engagement and ensure awards and major events were celebrated. Visitors and parents were also limited onsite during this time with major events and ceremonies broadcast online to support parent engagement.
- Major events such as our Presentation Ceremony and awarding leadership positions was filmed for parents so that they did not miss their children's awards for their achievement over the year.
- The Year 12 Graduation Formal was held with parents able to attend which was a wonderful finale to a very difficult year.

## **POST SCHOOL DESTINATIONS**

Our 2021 school leavers are enjoying life after school. After much research and many visits to a range of providers, parents and students together chose which mix of providers would give them the best start to adult life. The majority of our students have accessed School Leaver Employment Support (SLES), a funding package with the NDIS that gives them access to work skills training with providers such as Northcott, Omnia, NOVA, Fighting Chance and Ability Options, just to name a few.

Travel training is a big part of the week for most students in their first few months out of school with students using either a travel training organisation to do this, a carer or travel training as part of their SLES program. Accessing social programs and keeping up with their friends from St Edmund's is also an important part of maintaining wellbeing after school. Our 2021 school leavers are accessing social days through providers such as Omnia, Fighting Chance and Up and Over. Some parents have opted to use a carer to take their young adults out into the community with friends. It's been great to hear of the other programs our school leavers are keeping up with such as swimming groups, soccer, dance, singing, drumming and bowling.



## PRIORITY AREAS FOR IMPROVEMENT AS SELECTED BY THE COLLEGE FOR ACHIEVEMENT IN 2021 AND WHAT WAS ACHIEVED

The St Edmund's College Strategic Directions 2017–2020 continued to provide clear direction for School improvement targets. Notable achievements included:

### **Investigate the most appropriate Learning Management System for students at St Edmund's:**

A range of LMS providers were engaged to determine the most appropriate platform for students. Due to COVID-19 this process was accelerated with Microsoft Teams being chosen and used successfully to support on-line learning.

### **Develop a Mission & Identity Team at the College to support faith development:**

With the assistance of the Assistant Principal – Religious Identity & Mission, we were able to re-establish a team of teachers and support staff to help support the religious and faith development of the College.

### **Review data collection methods to establish the effectiveness of the Liberate Model:**

The review of the Liberate Model in 2019 revealed the need to use student data in a more targeted and strategic way to improve learning outcomes. As a result, the move to Professional Learning Communities (PLCs) along with the use of a data wall was developed ready for implementation in 2021.

### **Commence planning for pre-building works and operational arrangements to ensure that the College can continue to operate during Stage 1 and Stage 2 of building works:**

Plans were developed to ensure that operational arrangements and teaching and learning were not disrupted during Stage 1 of building works in 2021.

### **Develop parent engagement and communication:**

Class Dojo continued to be the most appropriate parent communication platform. Daily posts were provided to parents about teaching and learning at the College as well as class, year level and whole school events.

### **Enhance the Mentoring and Observation program to support improvements to student outcomes:**

The Staff Mentoring program was enhanced with goals established for all teaching staff in the area of learning intentions. Peer mentors observed each other providing feedback about the use of this strategy in the classroom and its effectiveness on student learning. This feedback was provided and presented at each teaching annual professional review meeting.

## SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

### **Goals for 2021:**

- Prepare for Stage 2 building works and ensure the operational needs and teaching and learning is not disrupted during this period.
- To review student technology skills and their use across various platforms.
- To review Sentral wellbeing data to examine trends over the academic year.
- Explore post school opportunities for students at the College.
- Develop external links to support social justice initiatives.
- Through community consultation develop the College Strategic Intentions for 2022–2025.





## PARENT, STUDENT AND TEACHER SATISFACTION

St Edmund's College is committed to listening to the views and expectations from key stakeholders and commissions an annual parent satisfaction survey to provide performance feedback on a wide range of related educational topics. The feedback from these surveys greatly assists the College with its operational and strategic planning, with the aim to continually improve the educational experience offered to students and their families.

Parents are satisfied overall with their experience at the College with a 87.5% satisfaction rate. This is based on a 40% response rate (121 students in 2021). Below is a sample of parent's open responses.

*"My child has experienced the best 6 years possible he could have had in an environment that enabled nurturing and learning".*

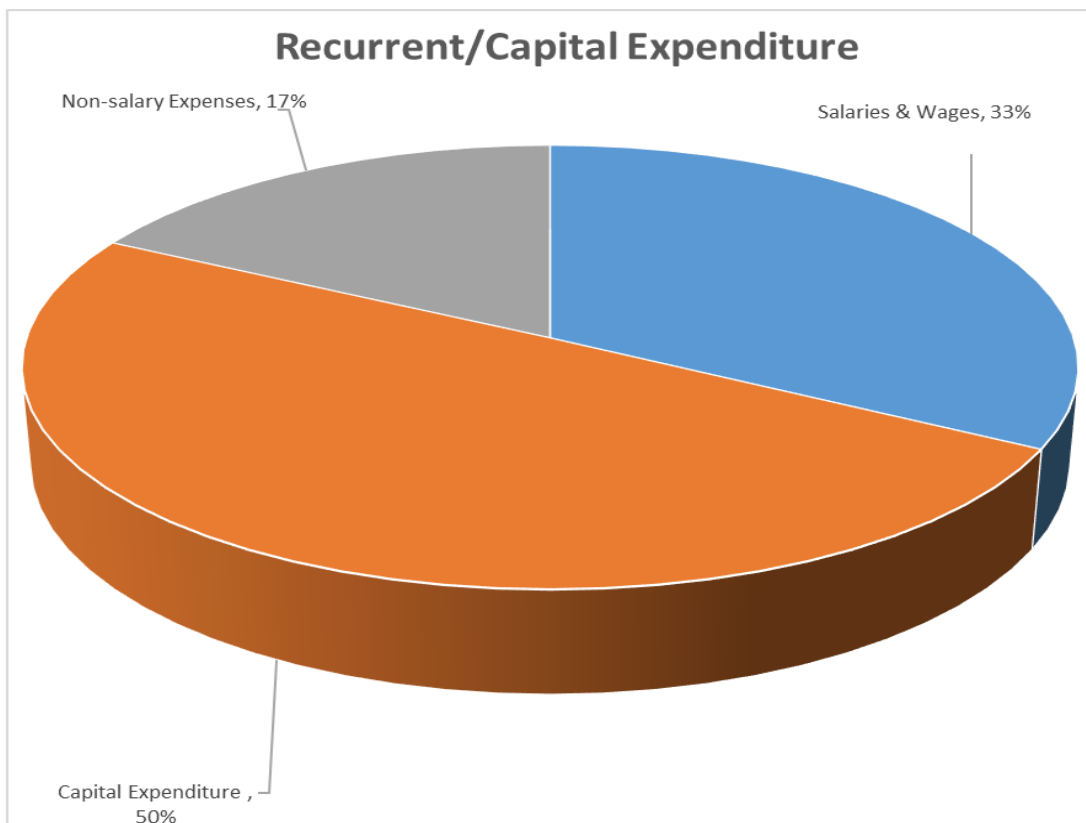
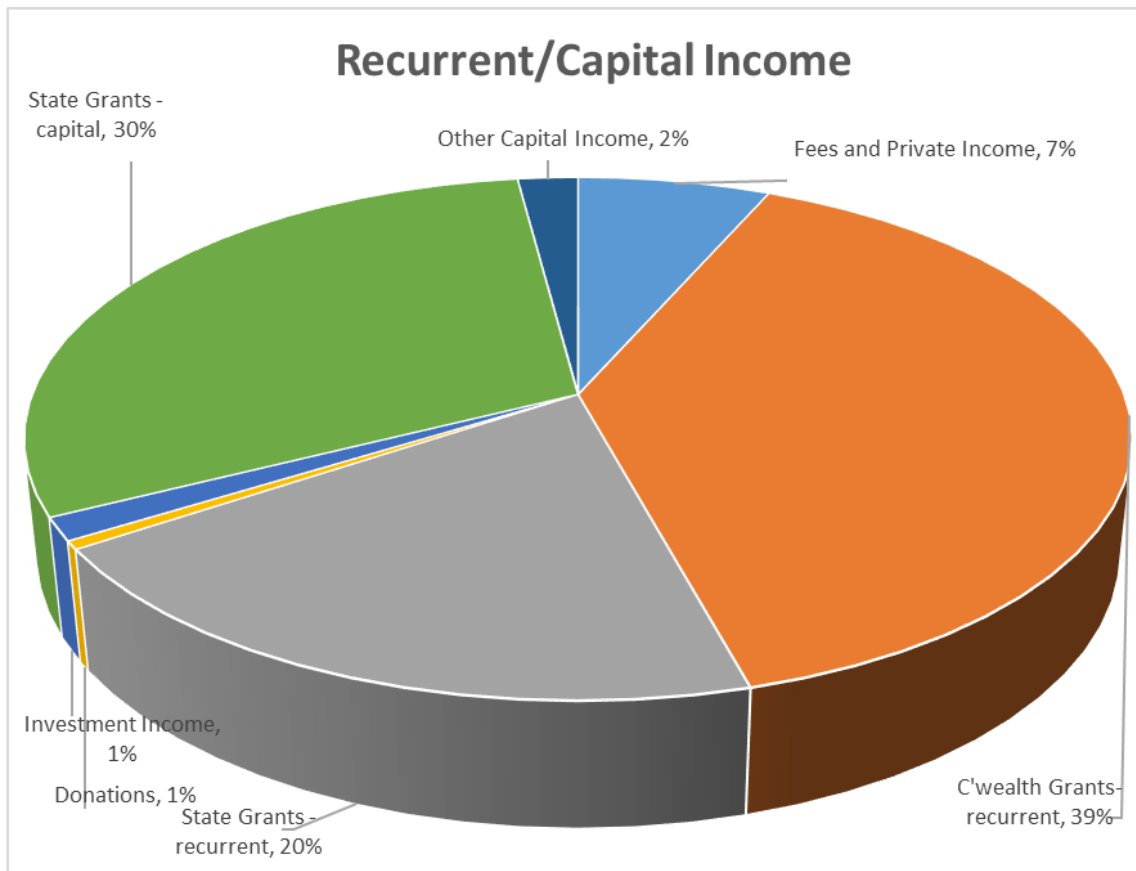
*"Overall I am very happy with my child's learning experience at St Edmund's".*

Throughout 2021 many of our parent forums and gatherings were cancelled or moved to a new format due to COVID-19. Engagement with our parent community remained but the College resorted to online communication, relying heavily on Zoom meetings, email, newsletters and social media for communicating student learning, events and staying connected. Parent feedback: Close to 80% agreed "Communication during offsite campus learning was clear and timely".



## SUMMARY FINANCIAL INFORMATION

### 2021 School Year - Statement of Comprehensive Income & Expenditure



## Total Income

89% of the College's income came from the Commonwealth and State Government. Tuition together with support from the wider community makes up the remainder of the College's income. As a special school, St Edmund's is highly reliant on the wider community for supporting the purchase and upgrade of resources and facilities. Due to COVID-19 fee waiver rose to 13% tuition income.

Fundraising events were reduced due to COVID-19 and, together with donations, brought in 3% of income.

## Recurrent Expenditure

The major recurrent expenditure was salaries and associated employment costs as the teacher/student ratio was 1:5. Enterprise Agreement increases were 2.28% in 2021.

## Capital Expenditure

In December 2020, the College commenced major building works which included Stage 1 construction of the main building next to Midhope Mansion and Stage 2 construction of the rear section of building next to the main building. Stage 1 and Stage 2 are expected to be completed in 2023. The College has secured State Block grants to support the completion of the major works. The development will result in large open plan style classrooms and break out spaces which will greatly aid teachers in the delivery of current pedagogy.



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## POLICY 05.04.00-E Enrolment

### **Philosophy and Rationale**

St Edmund's College (The School) is a school in the Edmund Rice tradition administered by the Christian Brothers through Edmund Rice Education Australia (EREA) – a National Governance Body for all Christian Brothers Schools across Australia. In NSW St Edmund's is administered by the Edmund Rice Special Education Services (ERSES) Board.

While other faith traditions are respected Catholic beliefs and teachings underpin all facets of school life, directions and management.

The School supports the provision of a full range of educational placements for students with disabilities. Within the continuum of Catholic Education, the School offers students with disabilities the opportunity to gain an education within a specialist setting which adheres to the principles of best mainstream and special educational practice.

The School acknowledges, advocates and supports the principle of inclusion for those with disabilities at both a school and community level in keeping with the Disability Discrimination Act and Standards 2005.

Current, evidenced based research of best practice in relation to special education and individual student needs influence the development of school curriculum and programs.

The School affirms and actively promotes the view that the education of the whole student is paramount, and is best achieved through a partnership between the School and the family.

### **Policy**

The School is a special school for primary and secondary aged students, with disabilities including a mild or moderate intellectual disability for whom mainstream education is problematic. The School offers a segregated program aligned with a traditional mainstream structure and NSW Education Standards Authority (NESA) Curriculum at a life skills level through to the HSC. Programs are implemented through the Personalised Planning (PP) process. Access to community and work underpin all programs. Enrolment priority is given to those assessed by a qualified professional as having an intellectual disability and sensory impairment.

### **Criteria for Enrolment:**

Students will be eligible for the School if they meet the following criteria:

- Baptised Catholic children of regularly worshipping Catholic families with strong demonstrable links to the local parish or parishes.
- Siblings of children already attending the School whose families have demonstrated ongoing support for the ethos and values of the Catholic Church.
- Children of regularly worshipping Orthodox families who have strong demonstrable links to their faith community and who are prepared to support the ethos and values of the Catholic Church.
- Children of regularly worshipping families from other Christian denominations who have strong demonstrable links to their faith community and who are prepared to support the ethos and values of the Catholic Church.
- Children of Orthodox families who are prepared to support the ethos and values of the Catholic Church.
- Children of families from other Christian denominations who are prepared to support the ethos and values of the Catholic Church.
- Children of families from other faith traditions or non-religious backgrounds who are prepared to support the ethos and values of the Catholic Church.



- Student has been recently assessed by a qualified professional as having a mild to moderate intellectual disability through an individual assessment consistent with eligibility criteria under current government funding guidelines.
- Student presents no serious threat of risk or harm to other students or staff.
- Student exhibits no behaviours that significantly interfere with, or compromise teaching and learning practices in the classroom or social integration in the playground.
- The student has/will have completed a primary education and seeking placement for years 7-12 (stages 4, 5 and 6), in a secondary school setting.
- Student is able to toilet him/herself without individual assistance on a regular basis, and
- Student has sufficient communication skills to communicate with other students and staff in the classroom or playground.

### **Immunisation**

It is a NSW Department of Health requirement to provide an Immunisation Certificate when enrolling into a secondary school, where a record of each child's immunisation status will be recorded. Copies of approved Immunisation Certificates will be retained for a minimum of three (3) years after the child has ceased to attend the School

### **Disclosure**

Planning and provision for the educational and wellbeing needs of the student is dependent on full and frank disclosure both at the point of enrolment and throughout the course of a student's education.

No responsibility can be taken by the School for meeting students' needs when all information is not supplied by parents.

When applying for, and throughout the course of enrolment, parents/caregivers are required to disclose all relevant information related to their child's disability and additional needs. Failure to disclose at the point of enrolment, or during the course of enrolment, may result in revocation of the offer of enrolment.

Parents/caregivers are required to disclose and regularly update all relevant information related to their child's disability and additional needs.

### **Termination of Enrolment**

The Principal may recommend termination of enrolment by giving one week's written notice to a parent / advocate.

<b>Date of Next Review</b>	September 2021
<b>Approval Authority</b>	College Principal
<b>Related Policies, Procedures, Guidelines</b>	Disability Discrimination Act and Standards 2005 Education Act 1990 (NSW) 05.04.01-G/E – Enrolment Procedure 05.04.04a-G/E – Application for Enrolment 05.04.04b-G/E – Enrolment – student observation check list 05.04.04c-GE – NSW Immunisation Schedule 05.04.04d-GE – Immunisation History Statement 05.04.04e-GE – Immunisation Exemption Form 05.04.04f-GE – Immunisation Letter to Parents 05.18.02-G/E – Standard Collection Notice Statement