

St Edmund's  
COLLEGE

# 2022 ANNUAL REPORT



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## INTRODUCTION

### VISION

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

### MISSION

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

### 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.

#### *faith*

We strive to liberate our community to be faithful to the Catholic tradition while respecting the fundamental religious diversity of all people.

#### *joy*

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.

#### *relationships*

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.

#### *community*

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)



**St Edmund's College is a Catholic school in the Edmund Rice tradition. It is one of two schools that form Edmund Rice Special Education Services.**

## PRINCIPAL

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.

In January 2022 I was blessed and grateful to join the remarkable learning community that is Edmund Rice Special Education Services (ERSES). It was apparent that our two schools were robust and creative learning environments with an appetite for change to ensure continued excellence in special education. Our school communities have a breadth of learning expertise and dedication that is informed by our school values of community, relationships, growth and Joy. Our schools continue a strong tradition of collaboration with parents in our commitment to educating and developing each child's abilities and furthering their interests, so they can confidently contribute now and in their post-school life.

Edmund Rice Education Australia released its anticipated Learning Statement in 2022. The learning statement actions the touchstone of Liberating Education by Implementing Liberating Practice to Co-create a Better World.

**“ Explicitly co-creating the learning conditions, dispositions and relationships to enable deep listening, confidence, agency and freedom.**

The EREA Learning Statement respects and honours the unique stories and celebrates the diversity of individuals and learning communities with EREA. The EREA Learning Statement has been a pivotal strategic action for our organization, giving life and language to our vision for learning.

The Council of Trustees of Edmund Rice Education Australia (EREA) has undertaken changes to our Governance Structure this year. Pope Francis has wisely reminded us on many occasions that we are encountering a 'Change of Era'. This is indeed true for Edmund Rice Education Australia as they adopt a new incorporated governance structure – to be called EREA Ltd - which heralds a transformation of the organisation for a new era. ERSES schools have partnered with our Flexible Learning schools under a new EREA Subsidiary called EREA Learning Flexible Schools Ltd. Our affiliation with Flexible Schools will see positive change and promote growth.

During the year we were able to occupy some of the new learning spaces that we have been eagerly anticipating. The building delays have tested our patience and ingenuity with our frequent adjusting to changes in our working/learning environments. The use of the new spaces has highlighted the benefits of a purpose-built design for our way of teaching and learning. The complete renewal of our learning environments will be realized in mid-2023.

I would like to sincerely thank our staff who, in a time of change and transition, showed professionalism, commitment, and determination, in ensuring the education and safety of our students were not compromised and students and our families, remained informed and connected to our community. Equally, I would like to extend our appreciation to our parent community, trusting that the frequent changes to our learning environment did not diminish safety or interrupt routines and education delivery.

We have learned over the past few years that disruption and change is growth. Individually and collectively, we develop perspectives and learn to embrace new opportunities. As we transition to a new governance structure and contemporary learning environments, we learn how to manage our response to ambiguity. Around school each day we observe our students and staff showing their resilience, engagement and patience despite the change occurring literally around them.

Grounded in our commitment to excellence in special education, justice and solidarity, it is our actions, our words and our attitudes that are the foundation of our thriving. We pray that God grants us the courage and compassion of Blessed Edmund Rice as we seek to live lives of love and service. (Prayer of Thanks for Blessed Edmund Rice)

Blessings and kind regards,

**Michael Farrell | Principal**



## EREA EXECUTIVE DIRECTOR

**As I look back at our year as an EREA community in 2022, there has clearly been a sense of excitement, renewal and dynamic activity.** The resilience and agility each of our school communities has demonstrated through the peak of the COVID-19 pandemic has brought us to a new sense of who we are as Catholic Schools in the Edmund Rice tradition. Across our country, our schools have strengthened local, regional and international connections in spite of the most extreme obstacles placed before us.

As our connection through Zoom, Teams and breakout rooms bought new experiences and opportunities in 2021, 2022 has challenged us to determine the best ways of balancing technology and relationships as foundational to each of our learning journeys. In that context, I pay tribute to our principals, staff, parents and school communities for their openness, integrity and innovative intentions during this period. I have had the privileged opportunity to visit many school communities during 2022. From Bindoon WA to Yeppoon Qld, from Alice Springs in the Territory to Hobart Tasmania, as well as schools in Victoria, NSW and South Australia - our young people continue to thrive and meet the challenges presented to them.

In September 2022, EREA launched its Learning Statement: Implementing Liberating Practice. Framed by our EREA Touchstones, this statement challenges all of us to "co-create the learning conditions, dispositions and relationships which enable deep listening, confidence, agency and freedom". This new language has been collaboratively developed by learners and leaders from all our schools and signals a new era of confidence for Catholic Schools in the Edmund Rice Tradition.

Most significantly, EREA Stretch Reconciliation Plan was launched in May 2022. Many of our schools have progressed their development of School (Narragunnawali) RAPs, further connecting to elders and communities as we work together for truth-telling and healing. Edmund Rice Education Australia unconditionally extends our support for the 2017 Uluru Statement from the Heart and urge all across Australia to do so as a critical step towards Reconciliation. We believe that our future as a nation must be based on justice and liberation and that our First Nations peoples are entitled to the democratic right to have a voice in decisions that affect them.

Thank you for your leadership of and contribution to living the EREA Charter and Touchstones. Our schools continue to seek new and inspirational ways to "live Jesus in our hearts" through word, action, vision and meaning-making.

**Ray Paxton | National Executive Director (Interim) - Edmund Rice Education Australia**



## ERSES BOARD CHAIR

### Faith, Joy, Relationships and Community

While 2022 was a very challenging year for all, our students and staff continued to 'live' the College values of Faith, Joy, Relationships and Community. St Edmund's continues to be a special place that inspires many people to be involved and contribute generously.

This year we have been excited to see our state-of-the-art education buildings emerge from master plan to reality. Together with our dedicated teaching staff, the buildings will support our innovation learning pedagogy and enhance our student's quality of learning and life experiences.

The Advisory Board is a group of volunteers who lend their expertise to support Michael Farrell and the Executive team to provide the best environment to enrich the hearts and minds of our students. As Advisory Board Chair I would like to thank all the Advisory Board members for their generosity and support.

On behalf of the ERSES Advisory Board, congratulations to Michael and all the staff at St Edmund's for their extraordinary efforts in 2022. We wish our community a safe and wonderful end to the year.

**David Roffe | Advisory Board Chair**

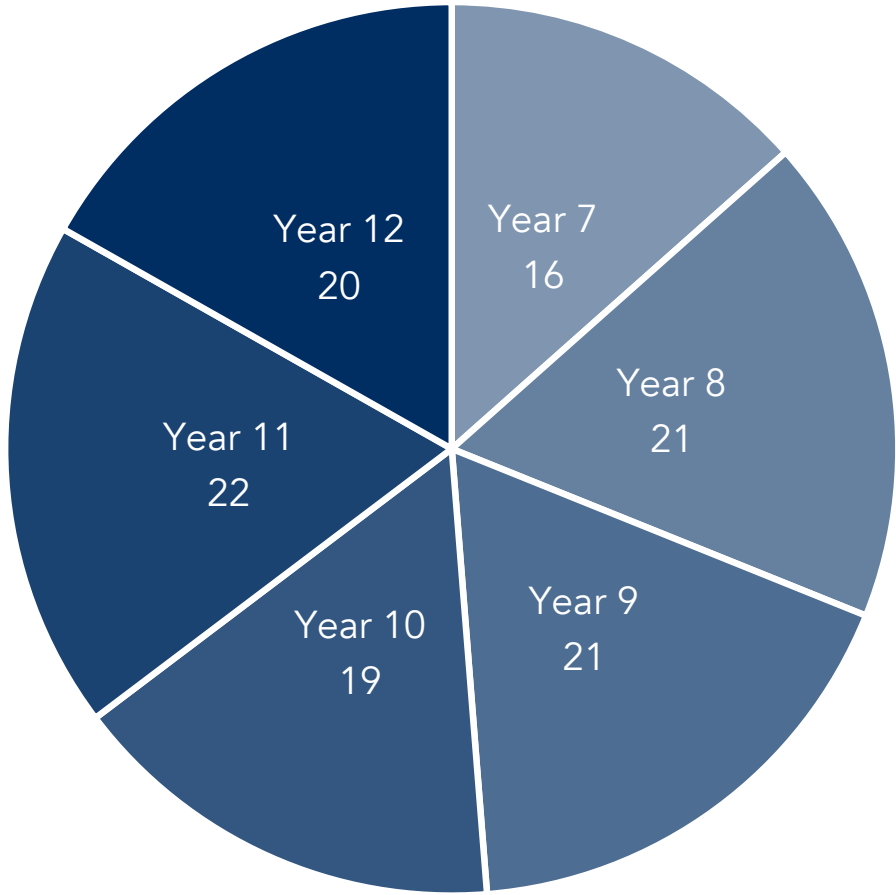




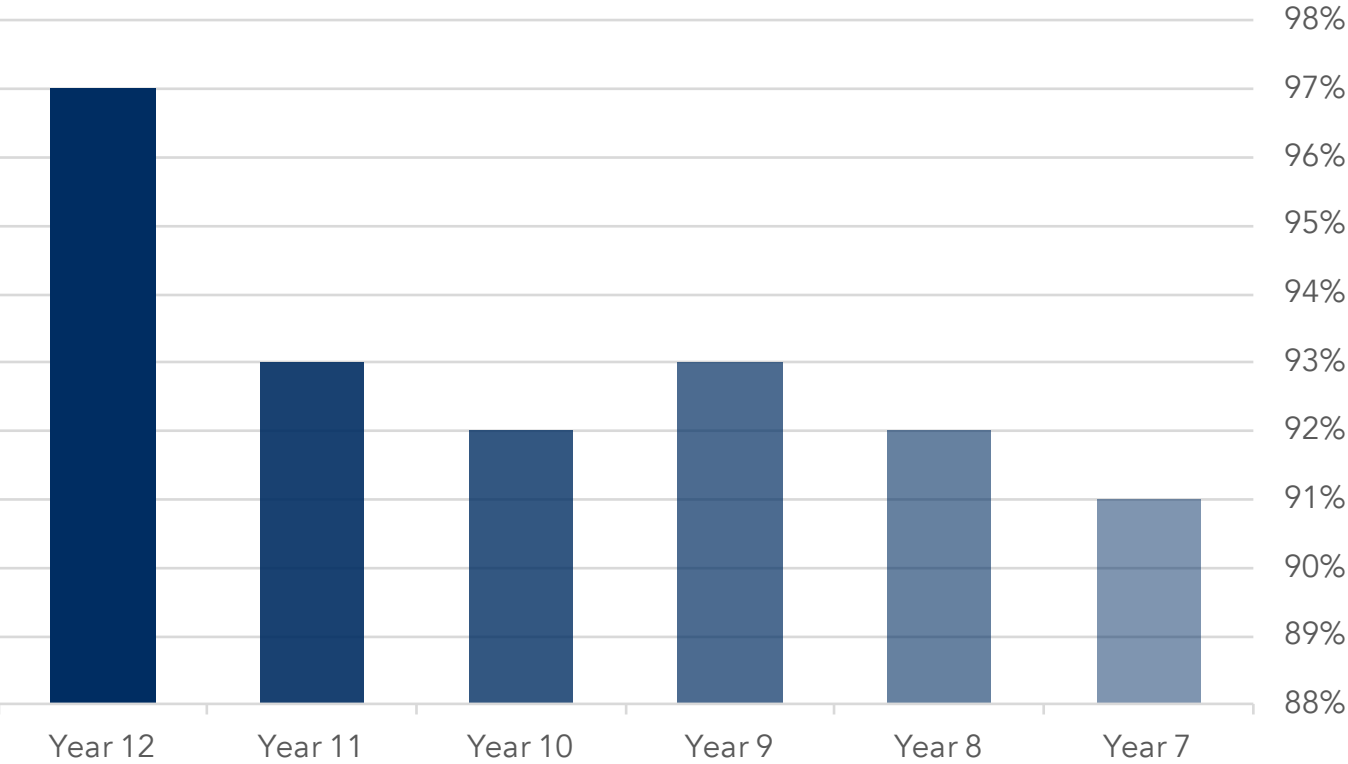
# STUDENT DATA

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.

NUMBER OF STUDENTS  
Total Number  
of Students = 119

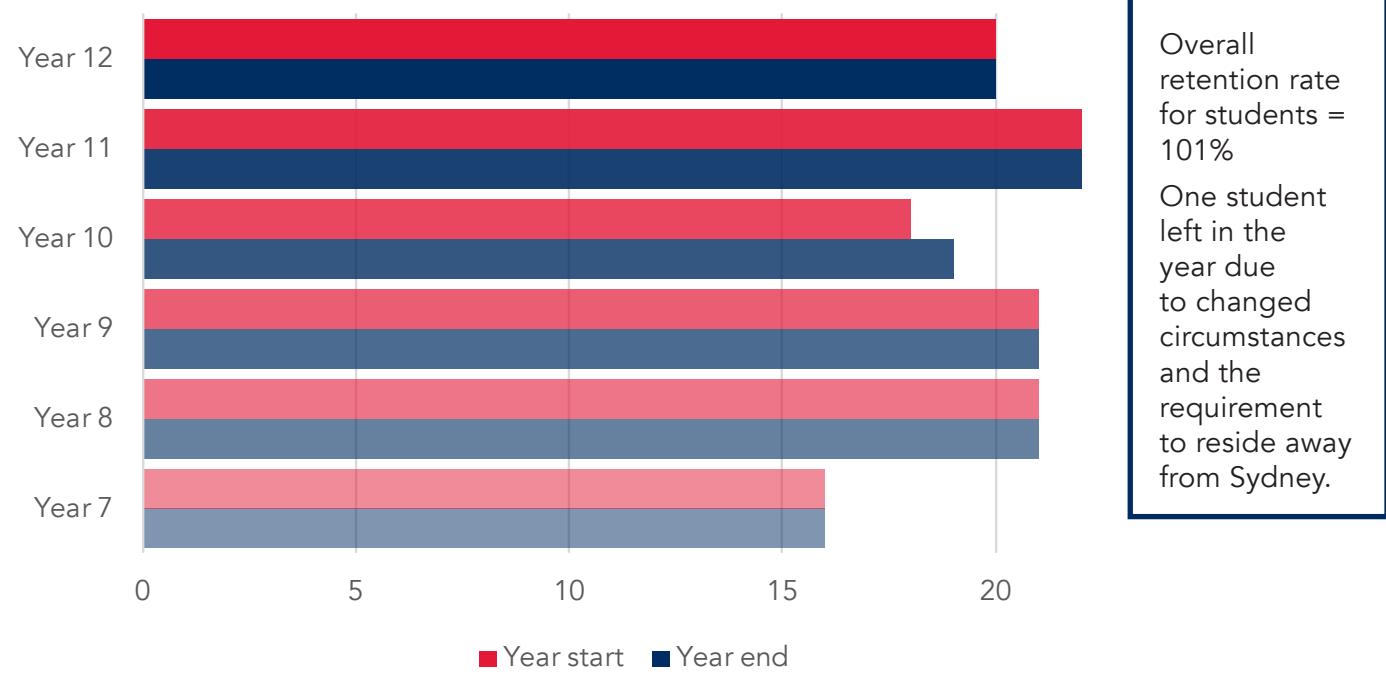


## STUDENT ATTENDANCE RATES



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.

## STUDENT RETENTION RATES

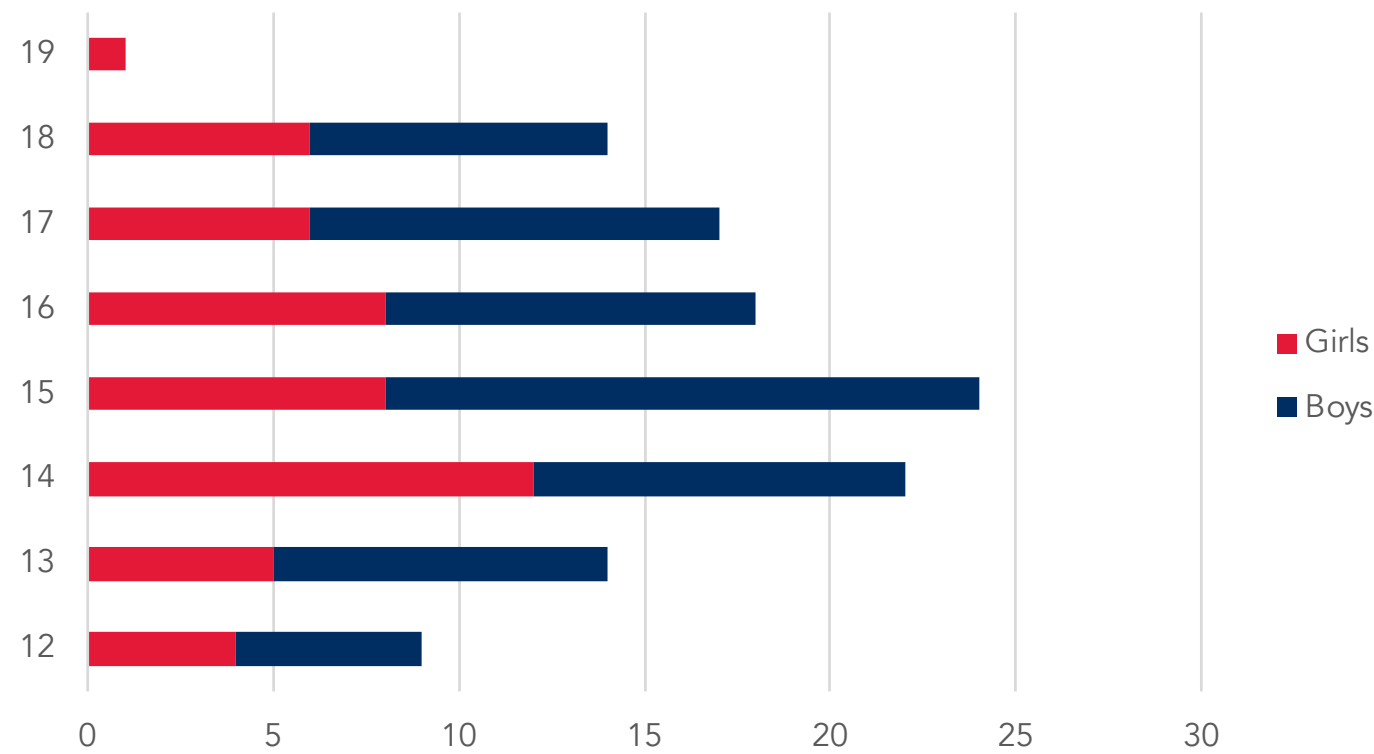






# STUDENT ENROLMENTS RANGE OF DISABILITIES

## NUMBER OF BOYS AND GIRLS BY AGE



DISABILITY	NUMBER
Cognitive - Substantial	61
Cognitive - Extensive	58
<b>TOTAL</b>	<b>119</b>

Physical - Substantial, Physical - Extensive,  
Sensory - Substantial, Sensory - Extensive,  
Social-Emotional - Substantive, Social-  
Emotional - Extensive = 0

# POST SCHOOL DESTINATIONS

## Leaving school is both an exciting and nervous time for our graduates and their families.

It's always so rewarding to catch up with families and hear what our Eddie's graduates are up to in their first year out of school. Over the past few years, a plethora of new services have appeared, offering graduates choices from training for work, volunteering, social days, travel training, camps, study and many more. Some students are keen to jump straight into the world of work, while some enjoy taking a year or two to get used to life beyond school, choosing to place more emphasis on social and community experiences.

Our 2022 graduates are engaging in a wide range of exciting programs this year. We have many graduates who chose to access School Leaver Employment Supports (SLES), a funding package that gives them access to work skills training with organisations such as Omnia, Jigsaw, Head High, Northcott and NOVA. Some are working in supported workplaces such as Avenue and Unisson. We have a couple of graduates doing volunteer work, one in a hospital and the other at Taronga Zoo. Some students have chosen to continue their studies with some attending Hornsby Kuring-gai Community College, one continuing with Agriculture and others doing Hospitality through Omnia. We even have one ex-student studying to become a Dental Assistant. Finally, its great to hear that the friendships formed at Eddie's are continuing as the graduate catch up while participating in social and community activities run by organisations such as Up and Over, Morehaven, Champions and Studio Artes.

We wish our 2022 graduate all the best as they continue navigating life after St Edmund's.





# TEACHING STAFF

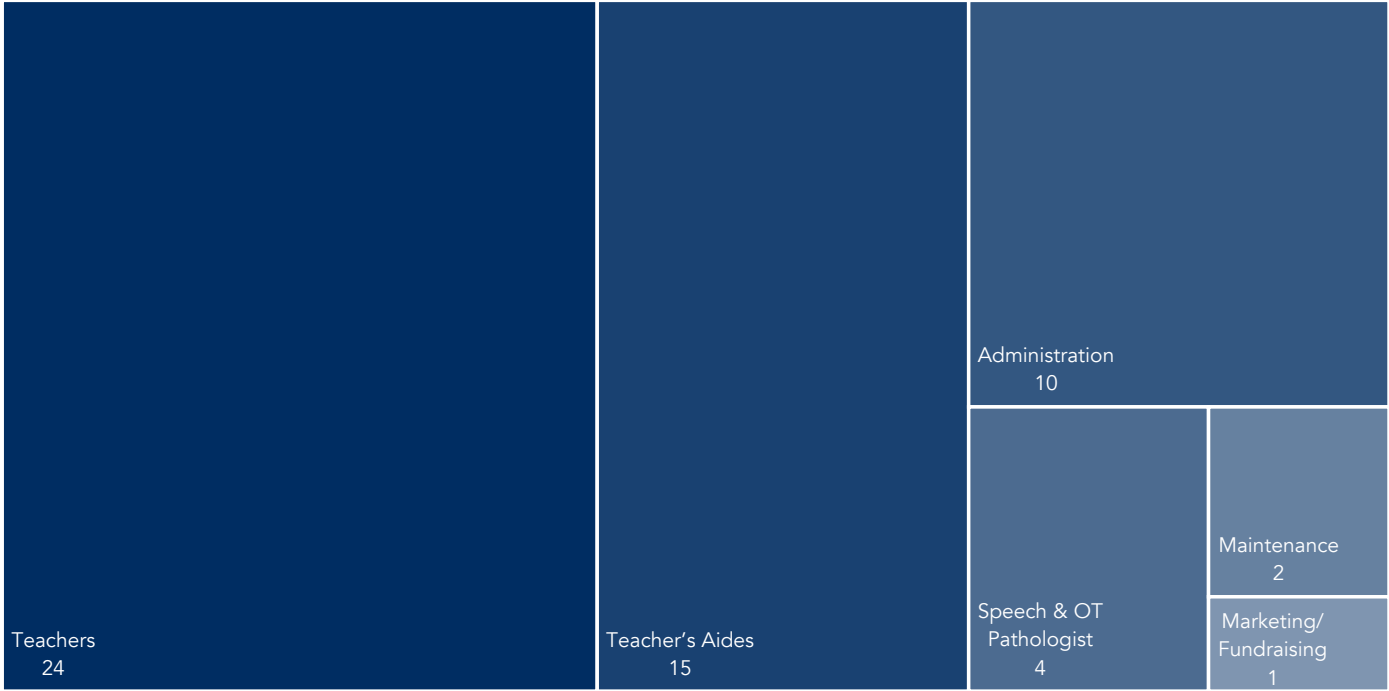
TEACHER QUALIFICATIONS	
QUALIFICATIONS	NUMBER
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR)	7
Teachers having a bachelor degree from a higher education institution within Australia or as recognised within the AEI- NOOSR guidelines but lack formal teacher education qualifications.	17

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 4 teaching staff members inducted into the College during 2022.

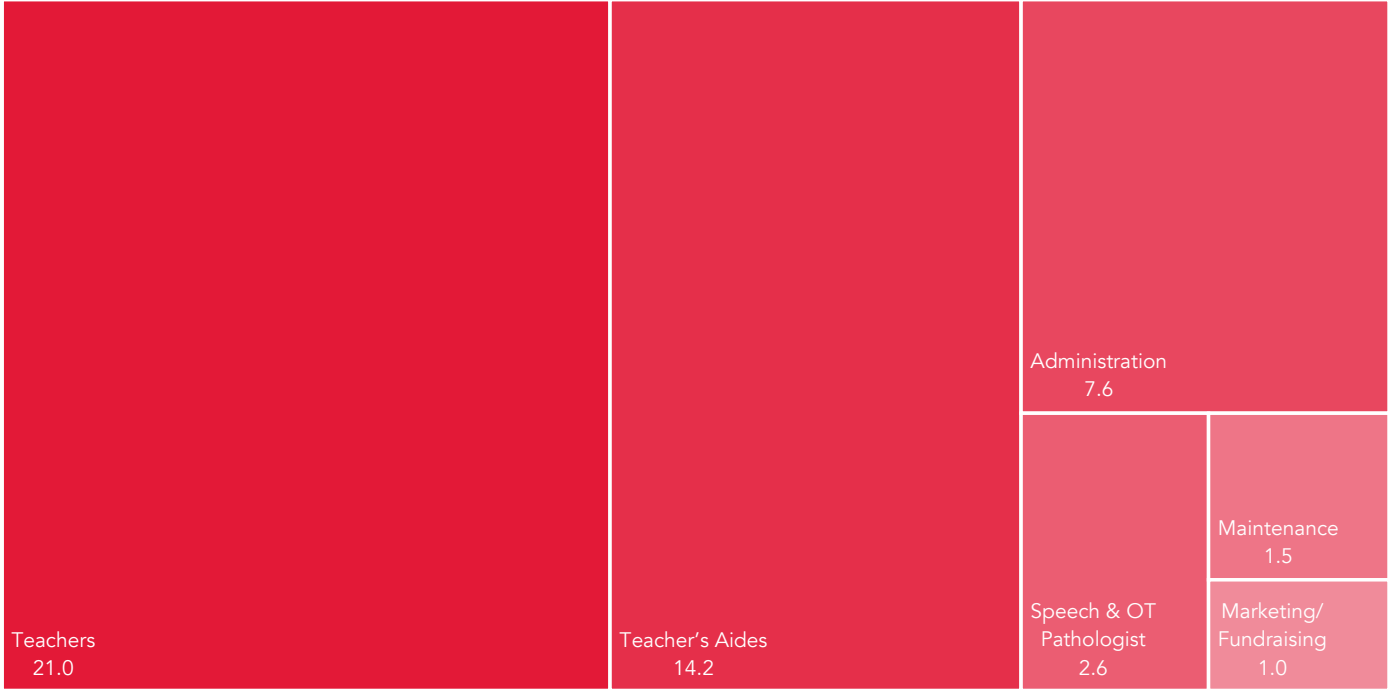
Due to COVID-19 there were no external formation programs run. EREA National office ran Principals' Conference, Eastern Region Principals' Network and Deputy Principals' meetings via Zoom. There were other smaller zoom meetings which occurred throughout the year. *In 2022 the number of Aboriginal and/or Torres Strait Islander staff members was 0.*

TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS	
ACCREDITATION LEVEL	NUMBER
Conditional	0
Provisional	0
Proficient Teacher	24
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0

# WORKFORCE COMPOSITION NUMBER



# WORKFORCE COMPOSITION FULL TIME EQUIVALENT







# TEACHING & LEARNING

Student outcomes in standardized National Literacy and Numeracy testing:

### Theme 3: Student outcomes in standardised national literacy and numeracy testing

In 2022 no students participated in NAPLAN assessments. Exemption on the basis of disability was granted for the students.

### Theme 4: Senior secondary outcomes (student achievement)

Records of School Achievement (RoSA)

In 2022, the College did not have any students that required the award of a Record of School Achievement.

### Higher School Certificate

In 2022 all Year 12 students (20 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 2022, 60% of the Year 12 cohort participated in vocational training. 12 students were awarded a statement of attainment in the VET Hospitality Food and Beverage course.

Not in AIS advice but could be included: In 2022, the College offered seven Stage 6 Life Skills NESA-Developed courses, two VET course and three school-developed courses. All students attended Work Experience 3 hours per week for the entire year.

### Theme 5: 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 2022, St Edmund's College was accredited by NESA as a Registered Provider. All teaching staff participated in professional learning about Positive Classroom Practices during the school development day in Term 1 to increase staff understanding of effective behaviour support in their classroom practice. In addition, staff members participated in professional learning programs provided by organisations including Edmund Rice Education Australia; Sentral; CSO; CSNSW 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

Professional associations for staff members include the following:

- Association of Independent Schools (AIS)
- Australian Council for Educational Leadership (ACEL)
- Australian Association of Specials Education (AASE)
- Association of Heads of Independent Schools of Australia (AHISA)
- Association of Catholic School Parents (ACSP)
- National Independent Special Schools Association (NISSA)

DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY	NUMBER OF STAFF
MacqLit PL - Training for the delivery of MultiLit program designed for group instruction.	1
4th Annual Mental Health in Education Summit - Conference to provide actionable strategies and evidence led insights from edu-cators around Australia.	1
Doing Schools Differently – Staff attended and presented at the EREA Flexi School Conference	2
Career Planning for Students on the Autism Spectrum - Online webinar run by Myfuture Insights after report released - to support Yr 12 transition	2
Sentral Reports for Beginners – Online training for the Reports module of Sentral.	1
CSNSW RI/PJP Disability Network Meeting - NCCD reflection and CSNSW update	2
Hospitality Upgrade Training CSO - staff must attend to be accredited for teaching the VET course.	2
Complispace Work Health & Safety Course	56
Complispace Student Duty of Care Course	56
Complispace EREA Child Safeguarding Course	56
Complispace EREA Code of Conduct Course	26
Complispace Human Resources: Confidentiality Course	21
Complispace Privacy Course	21
AIS Positive Practices Classrooms Management - increase staff understanding of effective behaviour support in their classroom practice.	49
Students with complex needs presentation - First aide/medical briefing & excursions risk briefing	45
Year 7 Profiles – Briefing on the new Yr 7 students to help support their transition into High School	39
Orientation and Mobility Training – Provide staff with strategies to support VI students	39





# PRIORITY AREAS

**THEME 10: Priority areas for improvement as selected by the college for achievement in 2022 and what was achieved**

St Edmund's planning is informed by EREA Strategic Directions 20-24. The College's strategic plan has run its course and is being renewed in 2023 for implementation in 2024.

AREA	WELLBEING / PROFESSIONAL LEARNING	PROFESSIONAL LEARNING	STRATEGIC PLANNING
PRIORITIES	Creation of a Wellbeing and Learning Framework Influenced by the new Strategic Plan and EREA Objectives such as the Learning Statement	Professional learning for admin staff to promote additional capabilities. Learning Statement	Review work done on the strategic plan prior to 2022. Update and change as needed and publish with consideration collected feedback from stakeholders, EREA Strategic Directions 20-24, the current vision/mission.
ACHIEVEMENTS	Planning for the Wellbeing Framework was undertaken, and PL/ feedback days are planned for staff early in 2023. The Learning Framework is being held over to 2023	Admin staff have participated in more training offered by the college	The review of prior SP feedback and planning took place. College Executive used the feedback to inform new strategic goals and review and adjustments to Vision, Mission and Values.

AREA	STRATEGIC PLANNING	STRATEGIC / ADMIN	STRATEGIC / FINANCE
PRIORITIES	The two schools will have leadership autonomy with the appointment of a full executive team resulting in St Edmund's having its own Principal	Implement a new School Management System (SMS) that is fully integrated to improve communication, create efficiencies, reduce duplication and human error	Implement a new, school proven, Finance System that is fully integrated to improve communication, reduce duplication and human error
ACHIEVEMENTS	The Executive Team and the Advisory Council contributed to a Business and Organisational plan presented to EREA Flexi Schools that advocated for a full-time Principal	A new SMS has been postponed and the short-term expansion of the current SMS (Sentral) has been implemented	A new financial system has been postponed until advice from EREA Flexi Schools on a preferred software is provided

AREA	MARKETING & COMMUNICATION	FACILITIES & RESOURCES	FACILITIES & RESOURCES
PRIORITIES	Update the school's websites	Occupy and take full advantage of new learning environments when they are finished in 2022 and made available to occupy	Resource and equip new learning spaces with appropriate furniture and IT
ACHIEVEMENTS	St Edmund's website has been partially upgraded and further refinement will occur in 2023	The school was able to use stage one of the new building, including classrooms, in July.	Stage one of the building has been completely fitted out with new furniture and IT.

# CATHOLIC IDENTITY

**We provide a culture which informs Catholic culture, within which students and staff feel valued and supported in their relationships with one another, and with our God.**

The role of Mission and Identity is to promote the Catholic values, EREA Touchstones and formation opportunities in the tradition of Blessed Edmund Rice. It is to also create opportunities for encounters with our Catholic spirituality in developing a living relationship with Jesus Christ, through prayer, worship and liturgy.

Formation and reflection days for students in Years 7 – 10 were run for the students in 2022. Each of these formation days had a different theme and focus. 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 Story of Creation and the Life of Moses. 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, and they investigated ways that we could give to others.

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 were fostered in a collaborative and meaningful way, including regular attendance by our staff and students at local Parish Masses.

Our College Sacramental Program resumed its availability for students to access, now that COVID-19 restrictions were no longer a factor. As well, the liturgical life of the College was once again enhanced through the hosting of onsite events such as Whole School Masses, special liturgies (e.g Mother's Day and Father's Day), and Feast Day celebrations for Edmund Rice.

# ACTIONS

## 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 all stakeholders within our College community.

Student wellbeing, student learning and student safety are supported by our Positive Behaviour for Learning (PBL) Framework. The practices and resources that are within this framework support students within an environment that: promotes learning and growth, provides a welcoming and inclusive environment, and encourages positive and caring relationships.

Wellbeing was supported within the College for 2022 through:

- A range of activities during unstructured times to help develop social skills and leisure skills;
- Student access to a range of areas during breaks that supported students' regulation during break times and assisted students to engage in activities and areas which supported their interests and needs
- A school-devised Pastoral Care Program that focuses on the development of social and emotional learning and skill development
- Increased awareness and education of cyber safety with students accessing a range of educational resources to promote safety online
- Regular and consistent integration of the SoSAFE program to increase students' knowledge about safety in relationships
- Regular and consistent integration of the Zones of Regulation framework to increase students' knowledge and understanding about emotions in self, and others, and to access helpful tools for emotional regulation.
- Student attendance at, and participation in, school camps and retreats
- Assemblies and House Meetings
- Student Leadership awards and presentations
- The Year 12 Graduation Formal
- Parent information nights and evenings e.g Men's Group, Post-school transition, Eddie's Big Night In, Planet Puberty presentation, etc.
- Whole school social events e.g Eddie's Big Night Out







# FINANCE

## SUMMARY FINANCIAL INFORMATION 2022 School Year - Statement of Comprehensive Income & Expenditure

### Total Income

86% 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 financial hardship, the fee waiver remained steady at 15% tuition income.

Fundraising and donations increased to 4% of income during the year. This was up from the 3% raised during the Covid affected 2021.

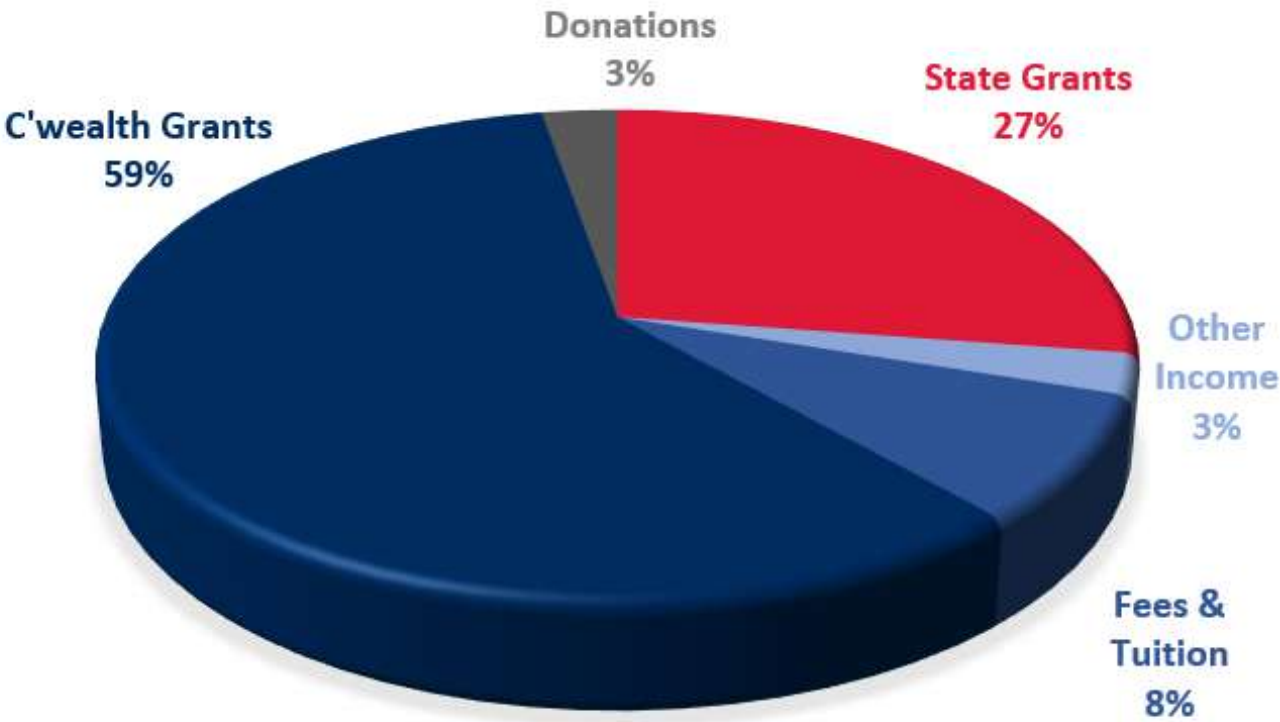
### Recurrent Expenditure

The major recurrent expenditure was salaries and associated employment costs as the teacher/ student ratio remained steady at 1:5. Enterprise Agreement increases were 2.29% in 2022. Non-salary expenses includes depreciation. This increased in 2022 as a result of building works.

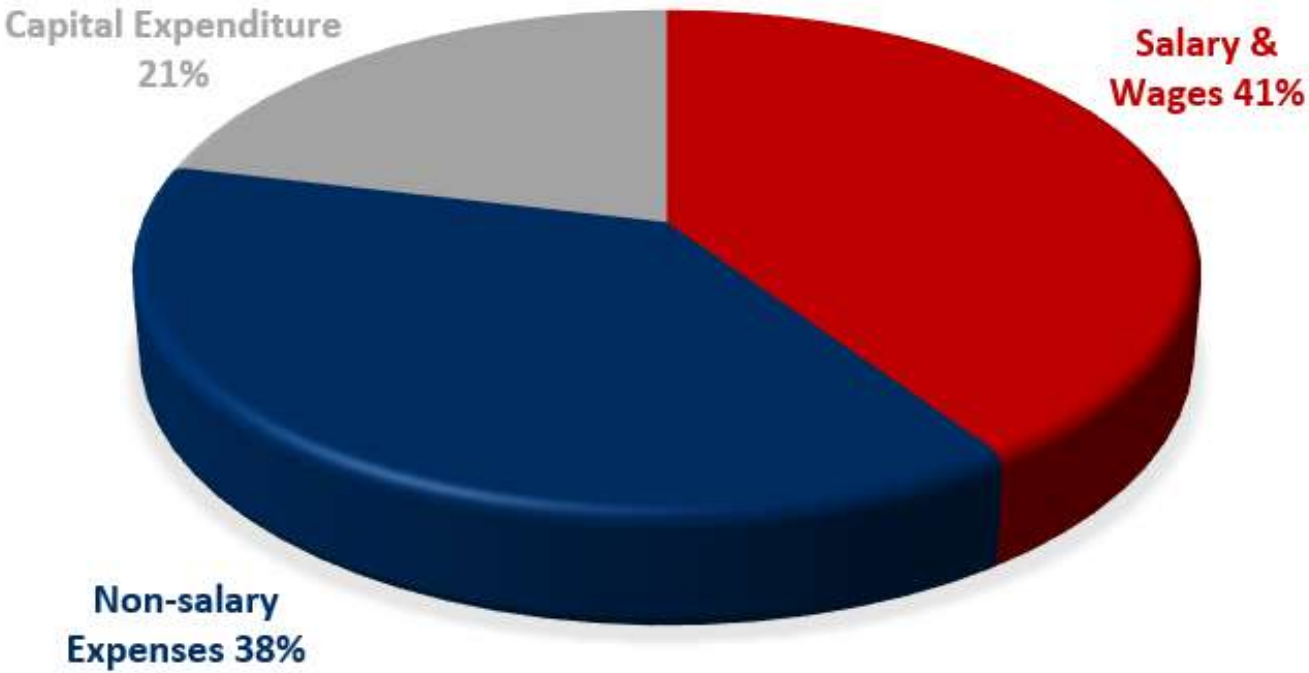
### Capital Expenditure

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.

RECURRENT/CAPITAL INCOME 2022



RECURRENT/CAPITAL EXPENDITURE 2022





## PARENT & STUDENT SATISFACTION

### St Edmund's College is committed to listening to the views and expectations from key Stakeholders.

It is a place where students have opportunities to develop authentic relationships and genuine friendships – as a result, their sense of belonging to a community is greatly enhanced.

Those who visit the College are always impressed with our students' sense of joy, happiness and inclusion.

#### Parents

Evaluation and review are part of the College's practice in working for continued improvement. Ongoing staff review and input through a range of school forums is used to critically evaluate strategic goals and contribute to the setting of future directions. These have provided valuable insights into areas for future growth relating to school culture, accountability and leadership structures.

Parent input is sought for a range of purposes, including the Parent Group and other opportunities provided in relation to learning and teaching and general college developments.

Parents are intimately involved in their child's learning and schooling experience and are valued partners in their child's education. A team approach is adopted throughout the College with scheduled bi-annual meetings with families and semester reports to identify each student's achievements and to set learning goals for the following semester. Parents seek many opportunities to be involved in the College across educational, social and fundraising initiatives.

After spending 2020 and 2021 with minimal parental involvement onsite, it was wonderful to slowly welcome back our college parents for various events throughout the year.

Parents were involved in a range of ways including becoming Class Parent Representatives, attending Parent Group Meetings each term (some via Zoom due to Covid), attending the annual parent information evening Eddie's Big Night In, college carnivals, such as the Athletics Carnival, Swimming Carnival and various representative carnivals, attendance at Eddie's Big Night Out – the major college fundraising evening, post-school information evenings, enjoying Mother's Day and Father's Day breakfasts, holding a morning tea for World Teacher's Day and more. Eddie's Big Night Out had lower than usual attendance, mainly attributed to the impact of Covid restrictions and the fact that it had been unable to be held in person in 2020 and 2021.

Words from visitors describing our College in 2022 included:

*"I felt like I had come home"*

*"It's like walking into a warm hug"*

*"A place of delight and connection"*

*"With the endless support, dedication and encouragement from the St Edmund's staff, learning and teaching have taken place seamlessly for our children, despite the challenges of building works and Covid. As always, our children have enjoyed coming to school, ready to learn, engage and grow in friendship with their peers."*

*"Thank you to the parent and carer community who supported the group through attendance of meetings, as class parent representatives or volunteering at events. Together we can achieve great things for our school and for our children."*

Janine Eastham – Parent Group Leader 2022

#### Students

**Student forums revealed high levels of satisfaction with educational programs, facilities and the general culture of the College.** Areas of strength included: the quality and commitment of teachers; the positive relationships between students and teachers; the opportunities provided by the College; and the facilities available.

Building works continued to impact students but they were well informed and handled the situation well. Students voiced their delight once the first of the new building was completed. Staff and students have commented on their experience and noted the benefit of 'more space' as well as the fact that the space allows more flexibility in activities and groupings. All students access to these spaces, as all classes are timetabled into them for various subjects throughout the week. It has made the long journey of a building project seem worth it and has made everyone anticipate what further exciting spaces we will have once Stage 2 is complete. Students have enjoyed the contemporary spaces which are filled with light, space and flexible furniture.

The journey of learning returned to a level of normality after the disruption of COVID and home learning in the past few years. It was wonderful to have the routine, structure and opportunity to be together for the first full onsite year of learning in a long time.

Again, students have had the opportunity to engage in the curriculum, with teachers delivering lessons filled with interesting topics and various ways for students to demonstrate learning. Perhaps the biggest impact on learning this year has been our move into Stage 1 of our major building works.

A focus on 'post school' continued with our senior students returning to Work Experience this year, as well as continuing their study in hospitality and the start of our retail course. Students have had opportunities to put their skills to use by running Eddie's Café, milkshakes and the Thursday treats stall. Our students rose to these challenges and deliver impressive service to their 'customers'.

Pastoral Care and Wellbeing were a continued focus, as we were joined at the College by Mrs Vanessa Dillon in her role as Head of Wellbeing. Continual work on the Zones of Regulation have helped to support students and we again had some wonderful assemblies, pastoral care lessons and So Safe homeroom lessons. Senior students have also contributed to the lunchtime activities this term by beginning a student playlist and by supporting younger students with some activities.

St Edmund's students all qualify for Post School Programs in either Community Participation or Transition to Work. Generally, students take up the option of Post School Programs unless paid work is an option. 85% of our Year 12 2022 cohort attended their reunion in early 2023. They were thriving post school and involved in programs such as Omnia, Nova, Head High program, Fighting Chance, Unisson, Jigsaw, Studio Artes, working at Woolies, travel training and more.



*We celebrate the achievements of all our students – who will no doubt inspire and contribute to a better tomorrow. We acknowledge their hopes and dreams, and we wish them the very best of fortune as they explore life beyond school.*

Michael Farrell | Principal

Student reflections included:

*"One of my highlights for this year was the privilege of going out and laying the wreath at the Remembrance Day service or representing the College at the Golf Day. I loved it."*

*Other highlights include helping the other students in the college, especially the Year 7 students. I loved making them welcome in our college. I am proud of how I improved my speech and talking in front of large groups. I am no longer anxious, scared or worried. Now I am proud and determined, to always be better."*

Lachie Carson, College Captain

*"This year has been fantastic. We have moved into some of our new buildings and overcome many obstacles. We are having mixed emotions as we prepare, with the other graduates, to leave. We are sad to be leaving but we are proud that we will always be part of the history of St Edmund's and the story of Blessed Edmund Rice."*

Claire Beaven, College Captain





# STAFF SATISFACTION

All staff have access to the Principal and Head of Wellbeing and are able to access counselling paid for by the College, should the need arise.

The College works with the Catholic Commission for Employment Relations on addressing staff issues. Relationships between the Teachers’ Union and the School and Edmund Rice Education Australia are positive. The average attendance rate for all staff is 94% in 2022 indicating a high level of staff satisfaction. This attendance rate has been calculated including personal leave, carer’s leave and sick leave. Long service leave has not been included in the calculations.

In 2022 we farewelled Cathy Laing (Executive Assistant), Jason Scanlon (Assistant Principal Identity and Mission), Sharon Eldridge (Creative Arts Coordinator), Victoria Hill (Assistant Business Manager) Candice Palin (Head of Marketing), Sarah Quinn (Marketing and Development), Cara Suen (Occupational Therapist) and Jacky Zhou (IT Manager). These staff had worked at St Edmund’s for time ranging from 2 years to 17.5 years. New staff were welcomed to replace these important roles. Notably in 2022, a new Principal, Michael Farrell took over from Jon Franzin, who left St Edmund’s after 6 years in his role as Principal.

World Teacher’s Day provided a special occasion for both parents and students to acknowledge the extraordinary contribution made by the staff at St Edmund’s. Parents worked hard to host a beautiful morning tea, while students created beautiful artworks and messages of appreciation that decorated the walls and recorded messages of thanks for their teachers in a video.

Examples of student feedback about their teachers is below.

“Mr Elcoate is funny and makes me laugh. He is kind and helpful and makes a great milkshake! I liked how he went to Camp with us, and went on the Big Swing. He is also great at Wood Tech. He makes a great bird house!”

Gemma

“Mrs Van Esch is a great teacher. She helps me take deep breaths. She helps me stay safe and in the green zone. She is a good teacher and helps me learn a lot. She listens to me and helps me. She is great! I have a good day.”

Daniel

“All teachers at St Edmund’s realise the responsibility and privilege that educating the minds and hearts of young people brings. I witness every day all that the teachers do to positively influence the lives of our students through our Liberating Education, as well as the care they extend and the genuine connections they form with each individual student.

Our students greatly benefit from the commitment and dedication of our staff, as well as their passion, enthusiasm and expertise for realising the potential within each student they encounter. Students thrive when they are noticed and nurtured. Our students are fortunate to have this commitment from our educators – to create an environment where they are cared for, accepted, known and encouraged.”

Michael Farrell | Principal

# POLICIES

St Edmund’s College has a wide range of policies and procedures to cover the school operations, with a range of important policies available on the school’s website or by contacting the College Secretary.

All policies are reviewed constantly via the Complispace system, which is a compliance and assurance management system endorsed by Edmund Rice Education Australia.

The Implementation of policies and procedures is a part of embedded process involving information sessions, staff training, and discussions and signing off on major policies.

## Enrolment Policy and Procedure

The Enrolment Policy is available to all families interested in exploring our school for their children. Specific selection criteria is outlined in the policy and all families are invited to attend open days to ascertain the suitability of the educational environment.

A summary of College Policies relating to major areas of interest include:

## Anti Bullying Policy

Our school believes that all members of our community have the right to a learning and work environment free from intimidation and humiliation. Our policies and procedures actively create a culture of caring in which bullying will not be tolerated. The school’s Pastoral Care Policy is a cornerstone to this culture and provides clear and agreed procedures for combating bullying in the school and responding to bullying behaviours while protecting and supporting all parties involved.

## Behaviour Management Policy

We have in place a School Wide Positive Behaviour Plan that promotes and maintains a safe and caring learning environment for all students and staff. In the Catholic school environment, students are guided and encouraged to develop a sense of responsibility, self-control, self-discipline and regulate their conduct in accordance with Christian principles.

Our School Rules are clearly articulated to students both during the pastoral care programs and in the classrooms, and they follow the clear directions of staff at the school. When or if students disregard rules or engages in conduct that may cause harm, the student may be subject to disciplinary action.

## Complaints and Disputes Policy

The school’s complaints handling policy is on our website and we encourage students, staff or parents/carers to present any grievances or complaints to the appropriate school representative. Any grievances received are responded to in a manner that respects confidentiality and seeks information and seek outcomes that is resolving issues in a timely manner.

## Student Attendance – Non-Attendance Policy

The school provides clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The school must also advise parents promptly when their children are absent without explanation.

The school 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 or their reentative 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.







# ENROLMENT POLICY

## 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.

Date of Next Review: March 2026

Approval Authority: College Principal

Related Policies, Procedures, Guidelines:

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





St Edmund's  
COLLEGE

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