

# EDMUND RICE COLLEGE

## ANNUAL REPORT 2021



COLLEGE CONTACT DETAILS	4
THE EDUCATIONAL CONTEXT OF EDMUND RICE COLLEGE	5
MISSION STATEMENT	6
OUR VISION	6
OUR VALUES	6
STRATEGIC DOMAINS AND GOALS	7
EDUCATIONAL GOALS	8
FACILITIES AND CURRICULUM	10
STUDENT ENROLMENTS	12
STAFF SUMMARY DETAILS	13
PRINCIPAL'S REPORT	14
REPORT FROM THE COLLEGE ADVISORY COUNCIL	16
PARENTS & FRIENDS ASSOCIATION	18
SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS	19
HIGHER SCHOOL CERTIFICATE EXAMINATIONS 2021	21
POST SCHOOL DESTINATIONS	24
STUDENTS STUDYING STAGE 6 VET COURSES IN 2021	25
RECORD OF SCHOOL ACHIEVEMENT (RoSA)	26
PARENT, TEACHER & STUDENT SATISFACTION	27
PROFESSIONAL LEARNING UNDERTAKEN BY TEACHERS	28
STUDENT ATTENDANCE RATE	29
MANAGEMENT OF STUDENT NON-ATTENDANCE	29
STUDENT RETENTION RATE	32
ENROLMENT POLICIES	33
BURSARIES	33
SUMMARY OF STUDENT WELFARE POLICIES	34
COLLEGE ACTIVITY REPORTS	35
IDENTITY	35
ABORIGINAL & TORRES STRAIT ISLANDER COMMUNITY	36
LITURGY	37
JUNIOR CHRISTIAN SERVICE & SOLIDARITY LEARNING	38
SOCIAL JUSTICE - STUDENT LEADERSHIP	39
SUSTAINABILITY	41
DUKE OF EDINBURGH AWARD	42
LEARNING & TEACHING	43
ENRICHMENT	45
NARANDHA LEARNING CENTRE	47
CAREERS	48
TECHNOLOGY & INNOVATION	49
CREATIVE ARTS	51

<b>MUSIC</b>	<b>53</b>
<b>DRAMA</b>	<b>54</b>
<b>RELIGION STUDIES</b>	<b>55</b>
<b>VOCATIONAL EDUCATION &amp; TRAINING</b>	<b>57</b>
<b>SPORT</b>	<b>58</b>
<b>SUMMARY OF DISCIPLINE POLICIES</b>	<b>59</b>
<b>STUDENT ANTI-BULLYING POLICY</b>	<b>60</b>
<b>POLICIES FOR REPORTING COMPLAINTS AND RESOLVING GRIEVANCES</b>	<b>63</b>
<b>SUMMARY FINANCIAL INFORMATION</b>	<b>65</b>

## COLLEGE CONTACT DETAILS

Postal Address	Locked Bag 10, Wollongong NSW 2500
Phone	(02) 4228 4344
Fax	(02) 4229 5684
Email	<a href="mailto:office@erc.nsw.edu.au">office@erc.nsw.edu.au</a>
Website	<a href="http://www.edmundricecollege.nsw.edu.au/">http://www.edmundricecollege.nsw.edu.au/</a>

# THE EDUCATIONAL CONTEXT OF EDMUND RICE COLLEGE

## The College Context

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

With 1034 students in 2021, the College has grown over the past 5 years. An extensive building program has accompanied student growth. The College offers substantial modern facilities in a picturesque setting. With a broad curriculum and an extensive co-curricular program, Edmund Rice College caters for interests, skills and abilities across a wide spectrum in a contemporary, technologically rich educational setting.

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

## EREA Council

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

### The EREA Council:

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

### EREA Board:

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

### The Executive Director:

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

## Schools

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

## MISSION STATEMENT

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

## OUR VISION

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

## OUR VALUES

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

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

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

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

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

We are successful when members of our community:

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

## **STRATEGIC DOMAINS AND GOALS**

### **Strategic Goal 1:**

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

### **Strategic Goal 2:**

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

### **Strategic Goal 3:**

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

### **Strategic Goal 4:**

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

### **Strategic Goal 5:**

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

### **Strategic Goal 6:**

To enhance Staff Professional Development and training opportunities.

### **Strategic Goal 7:**

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

### **Strategic Goal 8:**

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

### **Strategic Goal 9:**

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

### **Strategic Goal 10:**

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

### **Strategic Goal 11:**

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

## EDUCATIONAL GOALS

### *Religious Education and Faith Development*

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

Together with the spiritual experiences of liturgies and the retreat programmes in the Senior years, the classroom curriculum in religion provides the opportunity for a structured development of a faith experience.

### *Social Responsibility, Justice and Service to Others*

The College promotes the concept of a community in which students develop a sense of belonging together with an understanding of the need to focus on the wellbeing of others in the various communities of which they are a part. The Christian Service and Solidarity Learning Programme requires students across Years 7-12 to complete a number of hours of service to others. The requirements of this programme progress in an age relevant way as the students move through the adolescent years.

### *Pastoral Care and Discipline*

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

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

### *Pastoral Care and Discipline Goals*

The College promotes the creation of a safe and just environment based on Christian values and clearly expressed rights and responsibilities. Through recognition of student effort and achievement and through guidance and correction, students are challenged and assisted to develop self-esteem, self-discipline and respect for others.

The philosophy that underpins the care and wellbeing of the boys at the College is guided by the charism of Blessed Edmund Rice in the context of Catholic values which at its centre is the protection of the dignity and worth of the individual.

The College promotes the creation of a safe and just environment clearly expressed through a structured Rights and Responsibilities Programme operating across Years 7-10. The programme emphasises recognition of and reward for positive contributions and achievements both in and out of the classroom, as well as consequences for actions and behaviours that impact negatively on the rights of others.

All teaching staff are involved in the implementation of this programme through their membership of a particular Year Group Pastoral Care Team. Each of these teams operates under the direction of a Coordinator along with an assistant to guide each year group.

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



### ***Learning and Curriculum***

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

### ***Co-Curricular Programme***

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

### ***Access and Equity***

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

- Teachers and Aides to support students with learning difficulties integrated into the classroom.
- 1.4 FTE School Student Counsellors.
- An Educational Psychologist.
- A Careers Adviser to assist all students with careers advice and support, as well as individual students with special needs with school to work transition programmes in co-operation with a variety of community based/government supported agencies.
- An Aboriginal Education Officer to support our Indigenous students to develop relationships with the local Indigenous community and promote the awareness of indigenous issues in the broader school community.

## FACILITIES AND CURRICULUM

### Facilities:

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

### Electives Years Stage 5:

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

### Electives Years 11 and 12:

English (Advanced)	English (Standard)	English Extension 1
English Extension II	Standard Mathematics	Mathematics
Mathematics Extension 1	Mathematics Extension II	Studies of Religion 1
Studies of Religion 2	Studies in Catholic Thought	Drama
Music I	Visual Arts	Ancient History
Modern History	History Extension	PD/Health/PE
Biology	Chemistry	Physics
Geography	Business Studies	Economics
Legal Studies	Earth and Environmental Science	Business Services (VET)
Industrial Technology (Automotive)	Industrial Technology (Furniture and Timber Products)	Industrial Technology (Graphics Industries)
Science Extension	Software Design and Development	Sport, Lifestyle and Recreation
Construction (VET)	Manufacturing and Engineering (VET)	Hospitality (VET)

### Compulsory Subjects:

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

**Sport:**

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

**Extracurricular Activities:**

Drama	Music	Debating
Mock Trial	Public Speaking	Chess
Outdoor Education through Years 7 to 10	Eco ERC	Retreat Programme
Student Representative Council	Peer Support	Art Club
Drama Club	Robotics Club	Bushcare
Duke of Edinburgh	Film Club	ERA for Change

## STUDENT ENROLMENTS

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

Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
7	173	203	180	206	218	201	205	186	198	185
8	139	174	201	180	198	206	197	190	181	197
9	162	141	164	203	173	194	205	185	183	177
10	126	157	132	149	196	166	185	191	183	182
11	97	116	139	110	133	168	129	159	160	154
12	104	88	105	131	96	119	144	112	141	135
<b>Total</b>	<b>801</b>	<b>879</b>	<b>921</b>	<b>979</b>	<b>1014</b>	<b>1054</b>	<b>1065</b>	<b>1023</b>	<b>1046</b>	<b>1030</b>

### Full-time Students by Year and Age (2021)

Secondary Age	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
11	1	0	0	0	0	0	1
12	123	0	0	0	0	0	123
13	61	133	0	0	0	0	194
14	0	63	121	0	0	0	184
15	0	1	56	122	2	0	181
16	0	0	0	60	99	0	159
17	0	0	0	0	53	101	154
18	0	0	0	0	0	34	34
19	0	0	0	0	0	0	0
<b>Total</b>	<b>185</b>	<b>197</b>	<b>177</b>	<b>182</b>	<b>154</b>	<b>135</b>	<b>1030</b>

This data was taken from the census form entered on the 2/08/2021

### Full-time Indigenous Students

Secondary	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
	7	6	3	2	4	1	23

## STAFF SUMMARY DETAILS

TOTAL STAFF	Full-Time		Part-Time			
	Male	Female	Male		Female	
	HC	HC	HC	FTE	HC	FTE
<b>TEACHING STAFF</b>						
Principal	1	0	0	0.0	0	0
Teaching Staff (including Librarians)	45	24	1	0.6	9	4.9
<b>Total Teaching Staff</b>	<b>46</b>	<b>24</b>	<b>1</b>	<b>0.6</b>	<b>9</b>	<b>4.9</b>
<b>NON-TEACHING STAFF</b>						
Specialist Support	0	3	1	0.5	0	0
Administrative & Clerical (including Aides & Assistants)	4	9	2	1.3	15	10.2
Building Operations Maintenance & Other Staff	3	0	0	0	0	0
<b>Total Non-Teaching Staff</b>	<b>7</b>	<b>12</b>	<b>3</b>	<b>1.8</b>	<b>15</b>	<b>10.2</b>
<b>TOTAL INDIGENOUS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0.6</b>

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

### Accreditation Status

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

In 2021 the College contained the following levels of teacher accreditation:

Provisional : 4

Proficient : 81

Highly Accomplished: 0

All teaching staff maintained at least a provisional level of accreditation.

## PRINCIPAL'S REPORT

Throughout my first year at the College, I have had the opportunity to experience my 'firsts' of so many rich traditions at ERC. The High Achievers Dux Assembly, Year 12 Retreats, Opening College Mass, Mother's Day High Tea, and the various Sporting Carnivals initially spring to mind because they demonstrate the very true sense of community spirit and teamwork this College is renowned for. From my point of view, it is one thing to hear about the welcoming and nurturing learning environment that is Edmund Rice College, but an entirely inspiring thing to experience first-hand each day.

Throughout this year, a strong sense of faith in action has been highlighted to me by the many ways in which students and staff have shown such prayerful reverence and engagement during College retreats, reflection days, and through their participation in various liturgies. However, this was also reinforced by the daily examples of Catholic social teaching that have taken place throughout the year. Student involvement in the Christian Service and Solidarity Learning Program (CSL) and the student advocacy work in the ERA for Change and Eco ERC environmental sustainability groups truly highlight the sense of solidarity fostered in proclaiming the Gospel and working towards translating this into action.

While the quality of our teaching and learning programs and facilities are underpinned by a curriculum that is rich in its opportunity to challenge and engage students, I have found that the strong relationships that exist between staff and students allow for a very pastoral approach to the learning process at ERC. On so many occasions throughout this year, I have observed how the teaching and support staff effectively develop mutual levels of respect as they encourage students to strive towards reaching their true learning potential. While the obvious benefits for students within these working relationships can be seen in the formal classroom settings and the considerable student learning growth in external NAPLAN and HSC results, they are also a significant reason for the calm, informal environment of the playground and recreational spaces that provide an atmosphere of authentic welcome and relational trust.

This year the College was involved in a formal EREA School Renewal. This comprehensive review process, which involved detailed data analysis and key focus group questionnaires and interviews with staff, students, parents, Advisory Council members, and other local members of the community, proved to be very affirming in celebrating the many achievements of ERC over recent years. At the same time, this formal process provides us with a strategic opportunity to capture meaningful information contributing to future planning and improvement. Essentially, the School Renewal challenged us to reflect on how the Charter and its Touchstones are evident and continually evolving within the life of our College. I am therefore pleased to report that the EREA external panel commendations from the School Renewal process answered this question with a resounding endorsement. ERC offers a Liberating Education based on a Gospel Spirituality, and this takes place within an Inclusive Community committed to Justice and Solidarity.

The reflections and findings of the School Renewal provide an effective lens for us to each reflect on 2021. To that end, we can each take great pride in how the College community continues to contend with the ever-changing uncertainty within what are unprecedented times for our nation, and indeed the world. The COVID-19 pandemic and this year's added dangers of the highly infectious Delta variant further reinforced our priority of ensuring a safe learning environment for all our students and staff members. While our wellbeing focus on student engagement and resilience provided a solid foundation to be able to respond to the challenges presented, I believe that it was the importance placed on a structured routine, along with regular and meaningful communication, that were the key ingredients in ensuring continuity of quality learning took place.

It is here that I would like to acknowledge the College staff who give so much of themselves both in the classroom and beyond. Our College community's success is a result of the extra mile that the teaching and support staff are willing to go for our students. I have never known of a school that provides so many valuable additional co-curricular opportunities for students. I thank them for their tremendous dedication.

I would like to state once again how proud I am of the extraordinary efforts of our students as they continued to work with their teachers and with each other in the Off-Campus Learning environment. I particularly commend our Year 12 cohort, who endured significant interruption to their HSC program of study.

I thank parents for their continued support. The valued educational partnership we share is to improve the lives of our young people, to give them better chances in life. This partnership is greatly assisted by the fact that the very young people we aim to benefit are such a fine, warm-hearted and appreciative group of young men. I also thank the Parents and Friends Association for their wonderful spirit of generosity and their can-do attitude. Their determination was evident in hosting the very successful Year 7 parent welcome barbeque event earlier in the year.

I also recognise the members of the College Advisory Council for their faithful and considered contribution to the strategic direction of the College. On behalf of the College, I thank the Council for their generous sharing of valued expertise and strategic wisdom and their ongoing commitment to the College.

Lastly, I would like to sincerely thank the College Leadership Team for their valued expertise, support and dedication throughout what has been a most rewarding year. I also would like to warmly acknowledge Mr Sam Tadros, who retired at the end of Term 1. His long-standing leadership and commitment to Edmund Rice College is an incredible example of service to us all.

We are blessed to each be part of a school community that God calls to be a people of hope, forgiveness and love. It is a community that I have been proud to join and feel privileged to lead.

May our patron, Blessed Edmund Rice, continue to guide our community's students, staff, and parents and inspire us to happiness and success.

Stephen Gough  
Principal

## REPORT FROM THE COLLEGE ADVISORY COUNCIL

There were five Council meetings held during 2021.

The College student population increased slightly in 2021 to 1057 whilst staff increased slightly to 75.5 FTE.

Despite the COVID restrictions, the Council continued to meet during the year, making use of Zoom facilities where appropriate. Again, as in 2020, the COVID pandemic restrictions didn't limit the Council activities in 2021.

The Council had no membership changes during 2021, maintaining its gender diversity, skills and experience base covering accountancy, education, law, private and public sector management, public relations and workplace health & safety.

The 2021 Council members were:

Mr Christopher Lyon: Council Chair

Mr David Chard: Chair of Finance Committee

Mr Michael Brannon: Chair of Marketing Committee

Mr Brendan Pearce: Chair of the Audit & Risk Committee

Mr Barry Formosa

Mrs Belinda Hughes

Mr Matt Hennessy

Mrs Peta Rankin

Key Events / Milestones in 2021 included:

- The commencement of Stephen Gough as Principal and Barry Walsh as Deputy Principal
- The Retirement of long serving staff member and Deputy Principal Sam Tadros
- School Renewal Process
- Implementation of the Annual Improvement Plan
- Re-introduction of Off-Campus Learning due to COVID restrictions
- TASS Roll Out
- Air conditioning of class rooms
- Mission Sustainability Review
- Release of an upgraded College website

In 2020 the College implemented a range of initiatives in response to COVID restrictions. Following the commencement of the 2021 COVID lockdown, Off-Campus Learning was introduced again with the added challenges related to the Delta strain.

The Council acknowledges the wonderful work of the College Leadership team and College staff in rising to this challenge. This work included making preparations prior to the 2021 lockdown period including liaising with CSNSW on the latest COVID-safe practices.

Annual Plans over the next five years will incorporate KPI's to measure the success of specific programs that emerge from the Strategic Plan.

The Council acknowledged the positive outcome of the School Renewal process.

HSC Results for 2021 were again good. The highlights were:

- The College Dux, received an ATAR of 98.75
- 10 students achieved an ATAR above 90
- 24 students were listed in the HSC High Achievers' List
- 7th in State for Studies of Religion II
- 8th in State for Geography
- 2 students were nominated for OnSTAGE (Drama)
- 2 students were nominated for ENCORE (Music)
- 1 student was nominated for ArtExpress (Visual Arts)
- 1 student was nominated for ArtExpress (Hazelhurst Gallery)
- 93% of students successfully gained early entry in UOW

During the year, 32 students gained apprenticeships.



The College continued its strong financial management practices. The development of the annual budget has taken account of the reduction in recurrent Government funding which was a factor in College fee increases. The Council endorsed the 2022 budget with a projected surplus of \$494k. The Council notes since 2011 the College has spent \$28ml on capital expenditure. These initiatives have transformed the appearance and quality of College facilities and made it a more attractive proposition to students and parents considering Year 7 enrolment.

The College farewelled Sam Tadros as Deputy Principal at the end of Term 1. The Council thanks Sam for his very significant contribution to the College over 40 years.

The Council welcomed the changes to the Advisory Council's roles and responsibilities as outlined in The Design document developed by EREA.

Mr Christopher Lyon  
College Advisory Council Chair

## PARENTS & FRIENDS ASSOCIATION

The Edmund Rice College Parents and Friends Association plays an important role in College life as a conduit of communication between the College, the parent body and the wider community. We exist to support the College and its endeavours to provide a complete education for our boys.

The P&F is a small but active group and we are extremely proud of our achievements over the past years and we will continue to build on these in the future. We would like to thank the Executive committee members for 2021: Co-Presidents, Rob Tomasiello and Francis Fenech, Vice President, Katrina Sinclair, Treasurer, Martin Carolan and Secretary, Ainsley Eckermann for volunteering their time and effort throughout the year.

A warm welcome to all the new families to ERC in 2021 and we encourage all parents to become involved with the P&F to help enhance and enrich your son's time at the College. Many thanks to all the parents, families and the ERC community who have wonderfully supported the P&F and our initiatives during 2021. Without you the P&F would not function.

For those new families, P&F funds are raised through a yearly parent levy (per family basis). The P&F meets 5-6 times per year. The dates are published in the College calendar and advertised in the newsletter. Each year we use these funds to conduct our regular school events and contribute to major important school projects. In the past we have contributed to projects such as a new school minibus, covered walkway, water coolers, senior covered outdoor learning area and sandstone seating. Our most recent project was the refurbishment of the seating and landscaping works in the junior area which was completed for the start of this year.

Our regular meetings are also used to discuss any important issues arising as well as informative presentations from College Heads of Department. During the year, even with COVID restrictions, we were able to continue with our regular meetings via Zoom.

The following regular P&F events have been steadily introduced over the years and are now permanent fixtures in our yearly calendar:

Term 1: Year 7 Welcome BBQ Presentation by Guest Speaker (Boy's Education)

Term 2: Mothers' Day High Tea (Fundraising for Women's charity); Outstanding Parent Award

Term 3: ERC Annual Gala Dinner (Fundraising for disadvantaged children); Fathers' Day Breakfast (Fundraising for men's charity)

Term 4: World Teachers' Day Morning Tea

Even though we were not able to host all our regular functions this year, the ones that did go ahead (The Year 7 Welcome BBQ and The Mothers' Day High Tea) were fantastically attended by the ERC community. Thank you to all the people involved in making these events possible.

On behalf of the P&F and the whole parent community, I would like to thank all the teachers and staff at ERC for their outstanding effort in educating and mentoring our boys, especially during this challenging year. You have shown great leadership and resilience in delivering a quality education to our boys with very little disruption. A special thanks to the teachers involved with the senior students, with all the extra work you have put in to give the boys the best possible outcome in their final year. We wish these boys all the best for their future.

I thank the Heads of Department who gave generously of their time. Their presentations at our meetings are always informative and enable parents to increase their understanding of educational priorities at the College.

Again, we would like to congratulate Mr. Sam Tadros (Deputy Principal) who retired at the end of Term 1. We sincerely thank you for your exemplary effort during your time at the College.

Our boys are the beneficiaries of your leadership, support and dedication. We appreciate your guidance and support, and generosity of the time you share with us in regular meetings and other College events. We wish you a well deserved happy and healthy retirement.

We warmly welcome our new Principal Mr. Stephen Gough and Deputy Principal Mr. Barry Walsh to ERC in 2021. We congratulate you both on the seamless transition from the previous leadership. You have both continued to do a fantastic job in leading, supporting and guiding our boys through their schooling journey. We look forward to working closely with you both in the future.

Welcome to all the new students and families in 2022. Best wishes to you all for a fantastic year ahead. God Bless.

Rob Tomasiello & Francis Fenech

On behalf of the ERC P&F Committee 2021

## SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

### NAPLAN 2021

The table below compares the ERC Year 9 cohort for reading and numeracy from 2012 to 2021 with the national male average and NSW male average. When looking at these results from a whole school perspective, or a cohort perspective, the data that we should be most concerned about is average learning gains for Year 9 boys in NSW and the rest of Australia.

### READING

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

\*SSSG - Statistically Similar School Group

## NUMERACY

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

\* SSG - Statistically similar school groups

## HIGHER SCHOOL CERTIFICATE EXAMINATIONS 2021

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

HSC Year	Band 6 % of total cohort	Band 5 % of total cohort	Band 4 % of total cohort	Band 3 % of total cohort	Band 2 % of total cohort	Band 1 % of total cohort
2021	5.4 (5.5% incl. Band E4)	25.6	37.2	26.9	4.1	0.7
2020	7.0 (7.6% incl. Band E4)	29.3	37.0	17.2	7.7	1.9
2019	5.5 (5.78% incl. Band E4)	34.7	36.4	19.5	3.6	0
2018	5	21	38	28	7	1
2017	5	28	40	22	4	1
2016	12	28	34	21	4	1
2015	4	22	33	25	11	5
2014	2	25	42	24	6	1
2013	5	20	39	30	5	1

100% of Year 12 students who sat the HSC in 2021 qualified for the award of a HSC.

### 2021 HSC Highlights

- Our highest ATAR was 98.75
- 10 of our students received ATAR above 90
- Two students were presented as Top Achievers – seventh in the State in Studies of Religion II and eighth in the State in Geography
- 40 entries in the HSC Distinguished Achievers' List
- 238 Band 6/E4 and Band 5/E3 results (including three notional Band 6 results)
- 1 student selected for ArtExpress
- 1 student selected for OnStage (Drama)
- 2 students nominated for Encore
- 1 student nominated for OnStage (Drama)

**2021 Percentage of Students achieving Top 2 Bands (Bands 5 & 6 or E3 & E4)**

Subject	ERC Top 2 Bands (%)	State Top 2 Bands (%)	Difference (%)
Ancient History	19.0	33.0	-14.0
Biology	26.0	31.0	-5.0
Business Services	67.0	28.0	+39.0
Business Studies	25.0	35.0	-10.0
Chemistry	28.0	40.0	-12.0
Construction	55.0	29.0	+26.0
Drama	14.0	45.0	-31.0
Earth & Environmental Studies	35.0	28.0	+7.0
Economics	17.0	50.0	-33.0
English Standard	6.0	17.0	-11.0
English Advanced	46.0	68.0	-22.0
English Extension 1	75.0	94.0	-19.0
English Extension 2	67.0	84.0	-17.0
Geography	63.0	44.0	+19.0
History Extension	40.0	77.0	-37.0
Industrial Technology	32.0	25.0	+7.0
Legal Studies	39.0	42.0	-3.0
Mathematics Standard 2	28.0	25.0	+3.0
Mathematics Extension 1	75.0	74.0	+1.0
Mathematics Advanced	28.0	50.0	-12.0
Mathematics Extension 2	100.0	87.0	+13.0
Modern History	41.0	38.0	+3.0
Music 1	71.0	64.0	+7.0
PDHPE	19.0	31.0	-12.0
Physics	39.0	40.0	-1.0
Science Extension 1	33.0	73.0	-40.0
Software Design & Development	33.0	36.0	-3.0
Studies of Religion 1 Unit	21.0	42.0	-21.0
Studies of Religion 2 Unit	63.0	46.0	+17.0
Visual Arts	74.0	63.0	+11.0

**2021 Edmund Rice College Mean Marks compared to State Mean**

<b>Course Name</b>	<b>ERC Mean</b>	<b>State Mean</b>	<b>School/State Variation</b>
Ancient History 2 unit	70.16	71.06	-0.9
Biology 2 unit	74.72	73.38	1.34
Business Services Examination 2 unit	80.8	73.08	7.72
Business Studies 2 unit	73.71	73.32	0.39
Chemistry 2 unit	71.35	74.37	-3.02
Construction Examination 2 unit	79.02	75.65	3.37
Drama 2 unit	64.17	78.7	-14.53
Earth and Environmental Science 2 unit	75.24	72.02	3.22
Economics 2 unit	71.73	77.66	-5.93
English Advanced 2 unit	78.51	81.92	-3.41
English Extension 1 1 unit	38.25	42.07	-3.82
English Extension 2 1 unit	36.23	39.56	-3.33
English Standard 2 unit	69.87	70.47	-0.6
English Studies Examination 2 unit	63.5	55.87	7.63
Geography 2 unit	82.19	75.75	6.44
History Extension 1 unit	34.62	38.69	-4.07
Industrial Technology 2 unit	75.12	69.42	5.7
Legal Studies 2 unit	76.42	74.72	1.7
Mathematics Advanced 2 unit	75.84	78.41	-2.57
Mathematics Extension 1 2 unit	73.7	78.21	-4.51
Mathematics Extension 2 2 unit	75.8	83.07	-7.27
Mathematics Standard 1 Examination 2	65	69.46	-4.46
Mathematics Standard 2 2 unit	73.61	69.15	4.46
Modern History 2 unit	76.25	72.85	3.4
Music 1 2 unit	79.97	81.34	-1.37
PDHPE	72.15	72.19	-0.04
Physics 2 unit	71.93	75.34	-3.41
Science Extension 1 unit	31.85	37.05	-5.2
Software Design and Development 2 unit	72.42	74.15	-1.73
Studies of Religion I 1 unit	34.63	37.38	-2.75
Studies of Religion II 2 unit	81.38	75.86	5.52
Visual Arts 2 unit	80.8	80.99	-0.19

## POST SCHOOL DESTINATIONS

### From Destination Surveys for Year 12 (2021 HSC)

Going to University	45
Going to TAFE	4
Going to another Training Provider	2
Going into Full Time work	8
Going into Part Time work	3
Starting an Apprenticeship/Traineeship	14
Going into the Defence Forces	2
Other	3

### Student enrolments at UOW 2021:

Edmund Rice College	
Bachelor of Arts	3
Bachelor of Arts - Bachelor of Laws	2
Bachelor of Business	3
Bachelor of Commerce	6
Bachelor of Commerce (Dean's Scholar)	4
Bachelor of Commerce Global - Bachelor of Laws	2
Bachelor of Communication and Media	2
Bachelor of Communication and Media - Bachelor of Commerce	3
Bachelor of Computer Science	4
Bachelor of Computer Science - Bachelor of Science	1
Bachelor of Creative Arts	1
Bachelor of Economics and Finance	1
Bachelor of Engineering (Honours) - Bachelor of Computer Science	4
Bachelor of Engineering (Honours) (Scholar) (Single Major)	1
Bachelor of Engineering (Honours) (Single Major)	4
Bachelor of Environmental Science (Honours) (Dean's Scholar)	1
Bachelor of Exercise Science	2
Bachelor of Exercise Science and Rehabilitation	1
Bachelor of Health and Physical Education	1
Bachelor of International Studies	2
Bachelor of International Studies - Bachelor of Commerce	1
Bachelor of Mathematics Education	1
Bachelor of Medical Biotechnology (Honours)	1
Bachelor of Nursing	3
Bachelor of Politics, Philosophy and Economics - Bachelor of Laws	1
Bachelor of Pre-Medicine, Science and Health	4
Bachelor of Psychological Science	1
Bachelor of Psychological Science - Bachelor of Commerce	1



## STUDENTS STUDYING STAGE 6 VET COURSES IN 2021

Course Year 12 Level	Number Entered	Number achieving VET qualification
CPC20211 Certificate II in Construction Pathways	19	19
BSB20115 Certificate II in Business services	9	9
Course Year 11 Level	Number Entered	Number achieving VET qualification
CPC20211 Certificate II in Construction Pathways	23	
MEM10119 Certificate I in Engineering	8	
SIT20213 Certificate II in Hospitality	17	

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

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

## RECORD OF SCHOOL ACHIEVEMENT (RoSA)

This credential, Record of School Achievement, will:

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

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

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

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

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

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

### The process of determining grades:

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

All Edmund Rice College students who completed Year 10 in 2021 and did not return to schooling in 2022 qualified for a RoSA. (See enrolment figures)

All students who returned to the College to continue in 2022 will add to their academic record in terms of the RoSA.

## PARENT, TEACHER & STUDENT SATISFACTION

### Charter Survey

In 2021 a charter survey was conducted by Edmund Rice Education Australia as part of their school renewal process.

The EREA School Renewal Charter Survey is the newest element in the evidence included in the School Renewal Report. 769 students were surveyed as part of this process. The College was consistently ranked highly by students across all year levels in respect of each of the Touchstone-based questions, reflecting a strong level of student engagement within the College, with all of its important dimensions and in their academic journeys.

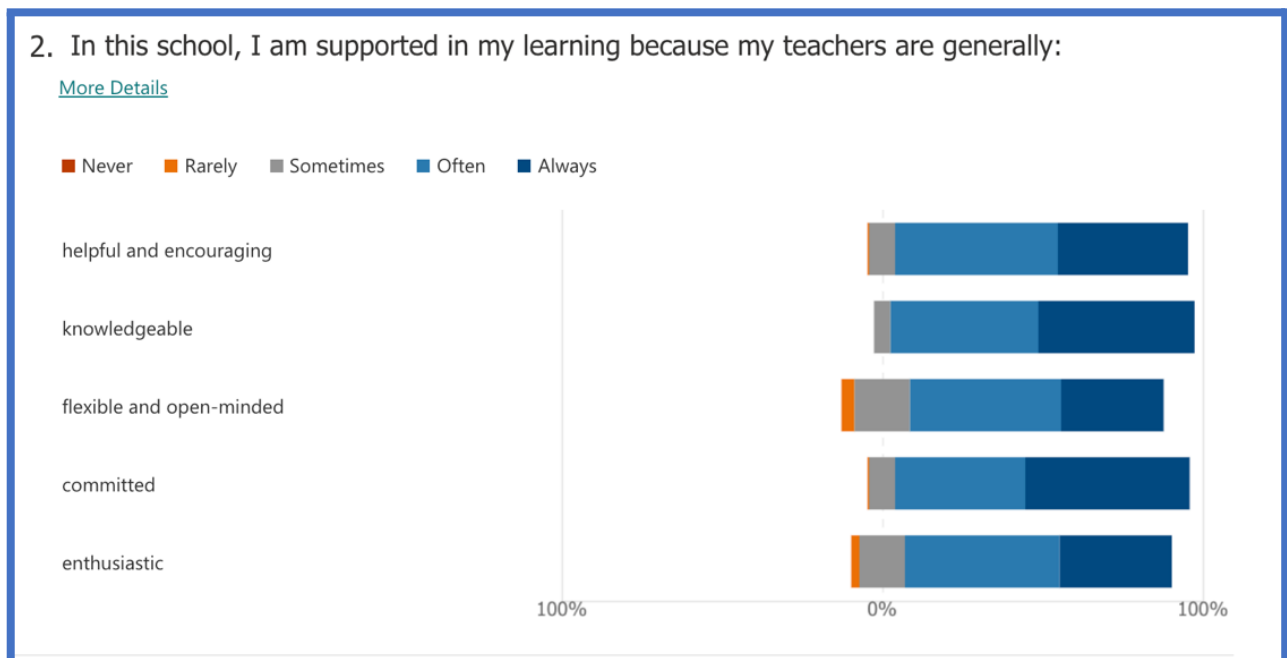
### Student Satisfaction

Students surveyed indicated that they feel very supported by their teachers in their learning experiences. They overwhelmingly describe their teachers as helpful and encouraging (91% often/always) and extremely committed (92% often/always) to their teaching practice. An exceptionally high proportion of students responded that their teachers were knowledgeable (99.7%). Focus Groups confirmed that teachers were committed to clearly explaining the purpose of a task or lesson, demonstrating required skills and showing a completed product or object.

A significant number of students surveyed indicated that they feel inspired by their lessons because they encounter tasks which are creative (92%), appropriately challenging (98%), and that their teachers vary lessons to increase student engagement (94%). Students appreciate that they have a voice in their learning activities and that tasks are regularly negotiated and inclusive of their input (91%). Focus Groups confirmed that student choice, group work, healthy competition, role play and movement were important motivators for students.

Students surveyed strongly agree that there is a culture of welcoming and friendly relationships within the school community (98%). They feel cared for and value the open and respectful relationships that are nurtured at the College and in the broader community (95% +). Focus groups confirmed that there is a sense of mateship and brotherhood in the community; that amidst diversity, there is a feeling of connection; that different people bring a range of gifts to the community; and that open communication and compassion are present within relationships.

An example of data from the school renewal report 2021



## PROFESSIONAL LEARNING UNDERTAKEN BY TEACHERS

### Teacher Standards

All teachers possess teaching qualifications from a higher education institution within Australia or as recognised by AEI-NOOSR.

### Professional Learning

ERC is committed to supporting the ongoing professional learning required to provide a high quality teaching and learning environment for boys. Throughout 2021, College staff were involved in a range of professional learning opportunities aimed at improving student outcomes:

*These included:*

#### ERC NESA Accredited Professional Learning

- Analysing HSC Student Performance (Using RAP)
- Differentiation at ERC
- Formative Assessment at ERC

#### OTHER Professional Learning:

- Wordflyers Workshop
- Edrolo Webinar
- Implementing the Learning & Wellbeing Framework
- Embedding Learning Intentions and Success Criteria
- Literacy for Learning (NESA Accredited PL provided by Lexis Education)
- TASS Implementation Training

#### ERC Mandatory Staff Training

- Student Duty of Care
- Child Protection
- EREA Code of Conduct
- Complaints Handling
- Privacy
- First Aid
- Cardiopulmonary Resuscitation (CPR)
- Workplace Health & Safety (WHS)

## STUDENT ATTENDANCE RATE

School Student Attendance Report			
Year Group	All students %	Indigenous Attendance %	Number of Students
Year 7	98.40	97.23	185
Year 8	98.20	95.10	197
Year 9	97.74	98.98	178
Year 10	96.66	92.35	182
<b>TOTAL</b>	<b>97.75</b>	<b>95.92</b>	<b>742</b>

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

## MANAGEMENT OF STUDENT NON-ATTENDANCE

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

- The College marks the roll electronically using the TASS Student Administration database.
- The College expects each student to attend school on every school day in each school term.
- Home Room Teachers mark day to day attendance, during Admin period daily, directly into TASS. A hard copy of a 'shadow' roll book is available for Home Room Teachers to use each day for attendance record keeping. Subject teachers are required to mark attendance in their class each period.
- Office Support Staff enter known absences into the TASS Student Administration System electronically each day.
- The Office Support Staff check that Home Room Teachers have completed their Roll marking every day after Home Room period and reconcile any discrepancies in conjunction with the Deputy Principal.
- After careful checking, an SMS is sent to parents/carers notifying them of the unexplained attendance of their sons. On occasion, a telephone call home could be made to clarify student absence from the College.
- The Office Support Staff print an electronic copy of Daily attendance (Years 7-12) and make it available each day to all teaching staff.
- A student who arrives at the College after their official starting time must report to the Office. The Office staff will record the late arrival in the student TASS database and issue a Late Slip which is given to the student to present to his teacher.
- The Office Support Staff will record the late arrival in the student's Home Room booklet.
- The Home Room Teacher is responsible for informing parent/carer when a student is late and does not provide a written explanation.
- Home Room Teachers are to monitor absences/punctuality, particularly if patterns of lateness develop.
- The Year Co-ordinator will also monitor progress in these matters.
- Each fortnight, the Office provides the Year Co-ordinator and Deputy Principal with a printout of the fortnightly absences per year group. The Year Coordinator/Deputy Principal use these sheets to identify unexplained absences and/or patterns of absences.
- The College expects a parent/carer to inform the College before the official start time if a student is to be absent on that day.

- A student who is absent from the College on any day is required to present to the Home Room Teacher, on the day of his return, a note from a parent/carer explaining his absence. This note is required irrespective of the required phone call.
- A formal letter will be sent to parent/carer regarding frequent/unexplained absences.
- It is the role of the Home Room Teacher to monitor and follow up absences.
- A student seeking partial absence is required to provide a letter that states the student's full name, Home Room, date, time of partial absence, reason for absence and signed by the student's parent/carer.
- Such letters are to be handed to the Year Co-ordinator at morning assembly.
- Before leaving, the student will report to the Office for signing out.
- If the student returns, re-entry is noted in the database by the Office staff.
- At the end of each term, the Office staff places in each student's Office file, a printout from TASS which indicates absences for the term.

### **Student Leave**

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

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

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

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

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

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

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

- 1) An application for Extended Leave - Travel Form must be completed and returned to the Principal's office at least two weeks before the requested leave. The form can be obtained from the Principal's office or [www.edmundricecollege.nsw.edu.au](http://www.edmundricecollege.nsw.edu.au)
- 2) If the Principal believes the absence is not in the student's best interest, then the absence will be unjustified.
- 3) If the Principal accepts the Application, a Certificate of Extended Leave - Travel will be issued. The absence will be recorded as Leave.

### **Change in Family Circumstances**

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

### **Destination of a student below 17 years of age**

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

## STUDENT RETENTION RATE

	Total Enrolment in Year 7 on Census Date	% Retention Rate from Year 7 to Year 10	% Retention Rate from Year 10 to Year 11	% Retention Rate from Year 11 to Year 12
2021	185	88	84	84
2020	198	90	84	89
2019	186	92	88	87
2018	205	90	98	86
2017	201	92	85	90
2016	218	97	89	87
2015	206	86	83	94
2014	180	92	89	91
2013	203	96	92	91
2012	173	98	82	94
AVERAGE	195	92	87	89

### Student Enrolments

Year	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
7	144	173	203	180	206	218	201	205	186	198	185
8	164	139	174	201	180	198	206	197	190	181	197
9	127	162	141	164	203	173	194	205	185	183	178
10	118	126	157	132	149	196	166	185	191	183	182
11	111	97	116	139	110	133	168	129	159	160	154
12	94	104	88	105	131	96	119	144	112	141	135
TOTAL	758	801	879	921	979	1014	1054	1065	1023	1046	1031



## ENROLMENT POLICIES

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

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

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

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

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

## BURSARIES

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

Scholarships to cover all or part of the College's compulsory fees and charges are available on application. Applications are welcomed from families new to the College community as well as from those who currently have sons here and are experiencing difficulties. Recognising that discussion of family circumstances may be difficult, parents/carers can feel confident in the knowledge that all applications are treated sensitively and in confidence. Parents/carers seeking application forms should contact the Principal's Personal Assistant.

## **SUMMARY OF STUDENT WELFARE POLICIES**

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

### **Religious**

- The classroom Religion Studies courses across Years 7 to 12 have focused, at age appropriate levels of depth, on the knowledge of those teachings central to the Catholic faith.
- The Senior Retreat Programme continues to provide significant spiritual and personal experiences for students in Years 11 and 12.

### **Pastoral**

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

- enabling access to all regardless of financial circumstances.
- providing an extensive curriculum across all learning areas to cater for the full range of abilities and interests of our students.
- assisting those students who are experiencing difficulties through professional counselling, learning support and careers advice.
- enhancing the opportunities for students to express themselves in Debating, Public Speaking, the Creative and Performing Arts as well as on the sporting field.
- focus on the development of leadership, relationships and service to others through Peer Support, Student Representative Councils, Christian Service Learning experiences, Social Justice activities and the Outdoor Education Programme.

## COLLEGE ACTIVITY REPORTS

### IDENTITY

*“...rejoice that the kingdom of God has come to you” (Matt 12:28)*

During this year, we have been focussing on what it means to live a Gospel Spirituality as individuals and as a community. The Gospel invites us to consider a life modelled on the Good Shepherd: a baby born in a humble stable to parents who had to place their trust in God. This is the essence of the Gospel, to realise that each of us starts with the same potential, made in the image of God, the imago dei. Through our excellent Religious Education program led by Mr Toohey, students have been focussing on explicitly naming the relevance of what they are learning to their own lives. In a world that tells us to focus on ourselves, the challenge of Catholic education is to ensure that each experience realises its potential as an opportunity for faith formation.

We have had a year full of rich experiences, including virtual immersions and sleep outs, the Duke of Edinburgh Camps, Reflection days, Retreat and even a Liberating Education Challenge when we were Off-Campus. Through each turn and fork in the road this year, we have adjusted the route and found our way through, gaining wisdom along the way. Perhaps this year has taught us that when you focus on being a Gospel-centred person, the conditions are opportunities to trust that God is walking with us.

The Identity team was renewed this year with the energy and inspiration of new team members. We welcomed Ms Neal as the Aboriginal Education Officer and we have published our Reconciliation Action Plan, building on the work of those who have built our connection with our local Aboriginal community, especially Mrs Scheers and Ms Smalle. Mr Pullella joined the team as the Christian Service and Solidarity Learning Senior Project Coordinator, Mrs Anderson as the Junior Christian Service and Solidarity Learning Coordinator and Mrs Copas continued her role as the Liturgy Coordinator.

When we speak of Gospel Spirituality, the invitation into the story of Jesus and the work to make the Gospel live in our community would not be possible without the leadership of these people and the many volunteers who support Identity initiatives. Mr Volk, Mrs Cranney, Mr Tognetti and Ms Herrmann continued to maintain the Duke of Edinburgh Adventurous Journey, Mrs Knowles was a guiding hand for the Identity Student Leaders in Social Justice and ERA for Change and Mrs Schodde continued her excellent work in Sustainability, even managing another EcoERC Conference.

Over the past couple of years we have been working on developing Pastoral and Identity Themes for each Year group. In Term 1, Mrs Knowles developed a liturgy around the theme of 'Being a Man of Honour', using the role models of Edmund Rice, St Patrick and St Joseph, appropriate, given we have also been celebrating the Year of St Joseph with the Church.

We have continued to expand our involvement and expertise with Edmund Rice Education Beyond Borders initiatives including the Global Classrooms Partnership, forming a partnership with an Edmund Rice School in Sierra Leone and a virtual immersion with CBHS Lewisham to Lima, Peru where we witnessed the building of a house for a family. Even though we could not go on immersion to India this year, our work with Pratyek continued through online conferences and a fundraising initiative to support Pratyek through the Edmund Rice Foundation. Besides this, the student leaders continued to inspire and educate us about issues that are important to them, including the Respect for Women campaign in Term 4.

As we closed the year at Advent, we focussed on the theme of becoming wise, following the example of the Magi who recognised the sign of Jesus in the star. We used a beautiful depiction of the Christmas story to lead us into understanding that God is always working in our lives, whether we recognise it or not and recalled that we light candles in Advent to remember that Christ can bring light to the darkness in our lives and to the world. We also remember that Christ's light can burn away what holds us back from our full potential and the wisdom we gain from the experience of our own lives.

The advent wreath is a reminder that we are marking the passage of time – setting goals in our personal lives so that we can be more like Jesus in hope, peace, joy and love. We prayed that as we start the journey towards the manger, daring to express our longing for peace, for healing, and the wellbeing of all creation, that God would help us to follow the light of Jesus.

In a year when it might be really easy to focus on what we could not do, we are reminded to celebrate the aspects of our lives that reflect a Gospel Spirituality and help us to consider what we can change about ourselves this Advent to make the world a brighter place. We are so grateful for what God has done with, in and through all of us this year, through all the trials, the highs and the lows. You will be amazed, when you start to reflect on your own journey, that the year has had some wonderful moments when we really knew that God was with us, Emmanuel.

Mrs Judith Hurley  
Director of Identity

## ABORIGINAL & TORRES STRAIT ISLANDER COMMUNITY

Yulunga Yulunga Yulunga. What a year it has been! This year, as with everyone, was quite different to what was expected. Although we were not able to have family and community here on campus for our big events such as our Welcome Breakfast, Sorry Day, Reconciliation Week, NAIDOC Week, Mabo Day - we still managed to find ways to stay connected, and have opportunities for growth, with many boys demonstrating strong resilience.

We started the year with our first-ever elected Aboriginal Prefect, Balunn Simon, setting the bar high for all to follow in his steps. We had a number of boys from the Junior years step into leadership roles including Elias Oldfield (Year 8 Sports SRC), Izak McMurtrie (Year 8 Liturgy SRC) and Stirling Roper (Year 7 House SRC). As expected, these boys demonstrated great leadership skills and their presence in such roles allowed others to join in the journey of reconciliation and truth telling. I am more than confident we will continue to see our mob in leadership roles across the board at ERC.

We celebrated National Reconciliation Week as a school, and asked boys from every year to tell us in their own words 'What does Reconciliation mean to you?'

With this year's theme being "More Than A Word" all of the Aboriginal and Torres Strait Islander boys met as a collective to discuss the College's Reconciliation Action Plan. The boys yarned about what was important to them, highlighted the changes they want to see in the school and identified key priority areas they would like to be addressed within the next few years. The student voice, which is reflected in the plan, will have a positive impact on students in the years to come.

Later on in the year, we officially submitted the College Reconciliation Action Plan (RAP) through Narragunawali - Reconciliation Australia. I am very excited for the progression and launch of this RAP and applaud and sincerely thank all those who were involved, including all staff, parents and the RAP Working Committee - Aunty Sharolyn Robinson, Aunty Julie-Street-Smith, Judith Hurley, Gerry Sozio and Geoff Volk.

In Term 2, we launched our trial Koori Boys Mentoring Program with our Senior boys mentoring our new Year 7 students. Although not all were able to complete the program due to online learning in Term 3, we will be expanding the program next year with the ever-growing number of Year 7 students enrolling at ERC.

Throughout Term 3 Off-Campus Learning, as we were not able to launch the Community Mentor Program, we held weekly Zoom catch ups where the boys were able to meet Dakota Feirer a Bundjalung man and Layne Brown a Waalawaani man. Dakota and Layne were able to share their stories and journey as young Aboriginal men. We yarned about getting these community role models into the school next year to teach dance, lore, culture and have men's business yarning sessions.

Stirling Roper (Year 7) student stated: *"We had fun with the mentoring and we walked through the Off-Campus Learning as a mob together. We have supported each other no matter what and we always will."*

Finally, in Term 4 two of our students, Miles Ackerley (Year 7) and Balunn Simon (Year 11), received Deadly Encouragement Awards at the Northern Illawarra Aboriginal Education Consultative Group Annual Event. Although we held this event over Zoom we still managed to celebrate with communities and schools from across the Illawarra.

Overall, the individual and collective success stories from the boys will continue to grow and have a ripple effect amongst the Edmund Rice College community as a whole. I am very proud of all the boys' efforts, achievements and resilience shown throughout this tough year, and look forward to what the new year brings in 2022.

Ms Nadia Neal  
Indigenous Education Officer

## LITURGY

As an Edmund Rice community, we are called to fully and actively participate in liturgical celebrations. The word 'liturgy' is derived from the technical term in ancient Greek (Greek: λειτουργία), leitourgia, which literally means "work of the people." This year, we have continued to make meaningful connections through facilitating an authentic, holistic approach to our community celebrations through a collective approach. Our Catholic identity is at the heart of what we do as a faith founded on the mission of Jesus, the vision of Blessed Edmund Rice and being part of the global Catholic community.

This year, our focus was on the touchstone of Gospel Spirituality. We always strive to be light for the world in following the Great Commandment to love God and love our neighbour. This was the cornerstone of our liturgical celebrations that led us through the 2021 school year. Through this touchstone we invited all people into the story of Jesus and worked to make His message of compassion, justice and peace a living reality within our community.

One of the highlights of our liturgical celebrations this year was our Easter celebration and involvement from students from all year group levels. A time of reflection and belief in the resurrection of Jesus Christ and what this sacrifice means for us as a Catholic community. It was also a time of reflection where we were reminded to leave this place, knowing that these events call us forward, liberated to be our best selves. It helped us to remember that death is not the end and that Jesus calls us all forward to new life.

At the start of Term 2, we gathered as a community for our annual ANZAC Day commemorations. We welcomed a special guest, Mr Ian Birch, President of the Illawarra Sub Branch Vietnam Veterans.

We were reminded of the importance of the spirit of ANZAC, with its human qualities of courage, mateship, honour and sacrifice that continues to have meaning and relevance for our sense of national identity. Year 8 student, Leo Wallace-Pannell recited the poem 'Soldier's Dream' by Wilfred Owen. Our drama students performed a moving piece called 'A Town Named War Boy' which explored both the events of war and the impact it has upon soldiers and their families. The students were led by drama teacher Ms Erin Mascord and the performance was inspired by the State Library's collection of World War 1 diaries and letters and adapted from Ross Mueller's original play. It was an extremely moving performance.

Weekly themes guided our liturgical focus this year. We maintained our Monday Morning Prayer that was led by our Liturgy Prefects Samuel Leonard and Matthew Armitage. This is a positive and important way to start each week and give students a moment of grounding and purpose to take forward into their week. I would also like to acknowledge the contribution Elias Logue, Ben Binoy, Patrick Carolan and Thomas Carolan made towards the daily notices, with our prayers and facts of the day.

Liturgy helps us to make meaningful connections between staff and students where during these events and celebrations we can make meaning of the context of our own lives. We have continued to build positive relationships with staff and students, where liturgy has become a part of our everyday life at the College. Through student involvement in reading prayers and contributing to our liturgical celebrations, we have created a positive platform to share successes and the opportunity to really feel valued for the work that they do within the College. We continue to build a positive sense of community, where people look forward to these celebrations.

Liturgy continues to be an integral part of the identity of Edmund Rice College. We look forward to the future of the College as we continue to grow and develop as a Catholic school in the Edmund Rice Tradition.

Blessed Edmund Rice... pray for us.

Live Jesus in our hearts... forever.

Mrs Sarah Copas  
Liturgy Coordinator

## **JUNIOR CHRISTIAN SERVICE & SOLIDARITY LEARNING**

Edmund Rice College provides a place for boys to grow into young men of integrity and character who make a difference in the world. The College has a holistic approach to the education of the whole person and their spiritual development enabling them to become young men for others. Contrary to the world today, which is often so focused on commercialism, wealth and status, Edmund Rice reminds students that it is through service of others that we can be true disciples of Jesus in our global society.

While we encourage all students to participate in a variety of co-curricular activities, one program at the College which helps shape students beyond the classroom is the Christian Service and Solidarity Learning Program (CSL), which invites junior students to be a man for others by completing at least 10 hours of voluntary service in their communities each year, allowing them to make significant contribution in a variety of ways.

This year once again created many challenges for students to complete their CSL hours and students have had to be creative in the ways that they have served the community and their immediate and extended families. In Term 1, students fundraised selflessly and shaved their heads for The World's Greatest Shave to raise awareness of and help combat Leukaemia. Our new Year 7 students and their Year 11 leaders also participated in Clean Up Australia Day in the College grounds and surrounding bushland in early March. Term 2 gave students the opportunity to participate in activities such as the Ration Pack Challenge and the Winter Sleepout for SCARF with guest speakers such as Sharon Bird and Craig Foster joining Dr Javed Badyari on his Indefinite Sleepout to end Indefinite Detention.

The students were inspired by Dr. Jav's example; he has now been sleeping out for over 800 days protesting against indefinite detention of refugees and asylum seekers. Students also participated and raised awareness of mental health issues in the Mullets for Mental Health campaign, being named top fundraising school with over \$25,000 raised.

Many students learned to serve others first close to home within their family and to those in their extended families. Students spent a lot of time this year cooking, cleaning and communicating with loved ones. Our junior boys Zoomed and wrote to their grandparents keeping them connected and included them in their lives. Students cleaned their neighbourhoods and helped siblings with their school work when their parents could not. Our last social justice campaign of the year was the annual Christmas appeal. This year students have generously donated items and funds to the Wollongong Homeless Hub and St Vincent de Paul for those in need during the giving season, donating over \$5000 to the appeal.

All of the students are congratulated on their incredible effort of service in 2021. Year 7 students recorded a total of 1968 hours; Year 8 has served 3025 hours in their time at the College and Year 9 has served a total of 5636 hours during their time in Years 7, 8 and 9.

According to Edmund Rice, from whom the special charism of the College gains its inspiration, "One thing you can be sure of: that whilst you work for God, whether you succeed or not, He will amply reward you." (Edmund Rice, 1810). Through the lessons gained in the service of others, all our students have already succeeded in their effort to become young men of integrity and value in society.

Mrs Tienelle Anderson  
Junior Christian Service and Solidarity Learning Coordinator

## SOCIAL JUSTICE - STUDENT LEADERSHIP

The Student Leaders have worked tirelessly to make Jesus' message of compassion, justice and peace a living reality in our College community. Each term focussed on bringing awareness to a particular social justice issue. Our ERA for Change Prefect, Michael Piela, was also on the National ERA for Change executive and it was exciting to be able to work on and contribute to the national initiatives as well as our own local projects. The year presented several opportunities to participate in virtual meetings with politicians and community leaders that perhaps would not have been possible in a year where we did not have to re-evaluate how we connect. Significantly, Michael, Will Douglas and Elijah Hurley were able to meet with Chris Bowen, MP, Shadow Minister for Climate Change and Energy to discuss policies for renewable energy and schools in particular.

In Term 2, during the 'Sleep Out from Home' to support refugees and asylum seekers, students, staff and families heard from former refugee Amro, Sharon Bird, MP and Craig Foster who has been running the Game Over campaign, as well as local refugee advocate Dr Javed Badyari who has been sleeping out in a tent in solidarity with refugees who are being held in detention. Pam from Grandmothers for Refugees came to ERC for our Detention for Detention event. We have continued to advocate for the fair treatment of refugees since 2013 and continue to call on the government to act with compassion. Indeed, all of these learning experiences help us to understand the requirement of the Gospel, to build a world where the dignity of each person is valued and affirmed.

Students Michael Piela, Mustaqeem Turi, Jack Cesare, Nathan Shaw, Matthew Armitage, Marcus Stevanovski, William Hall and Stirling Roper had the opportunity to meet the Principal, Br Paul Mendy, and students from St Ambrose Secondary in Freetown, Sierra Leone, as part of the Edmund Rice Education Beyond Borders (EREBB) Global Classrooms project.

*"The video conference with students from St Ambrose in Sierra Leone was significant as it gave us a diverse perspective and understanding of similar sustainability issues which is greatly significant in solving global problems. Through our meeting with Sierra Leone, we learnt about differences and similarities between our cultures and our learning, including the languages we speak and the subjects we learn, as well as the sustainability issues that are most important to us. The students from Sierra Leone taught us about the importance of preventing the use of pesticides that damage the environment and let us know about the ways it has affected their local communities. We are planning to commit to the various goals we made in discussion with the Sierra Leone school to work towards our common goal of sustainable futures."*

*(Mustaqeem, Nathan & Marcus)*

A highlight of the year was the opportunity to attend the ABC live show Q&A when it came to Wollongong at the Bruce Gordon Theatre. Michael Piela even got to ask a question on behalf of the student leaders about support for the Uluru Statement and establishing a Makaratta Commission, in support of our Aboriginal and Torres Strait Islander brothers and sisters.

As a College community, it is our privilege to work alongside our young men in learning about and understanding issues of social justice that require a response to affirm the human dignity of all people. During Term 4, we focussed on the dignity of all women, not because they are someone's mother, daughter, sister or even any relation, but because each woman and each man is a person in their own right and thus deserve respect. We extend thanks to the St Mary Star of the Sea community, especially their new Year 12 leaders who worked with our students to develop an engaging and thoughtful campaign. Importantly, Mrs Knowles has been a mentor and guiding light to the students this year and we extend thanks to her for all that she does.

Finally, we want to recognise the tremendous impact of our College community in seeking to make the world a better place. Over the year, besides continuing to serve and accumulate over 5000 service hours through the CSL Program, regardless of COVID interruptions, we have been able to make the following donations due to the fundraising efforts of the generous people who make up our community:

Caritas Project Compassion: \$3807

World's Greatest Shave: \$3000

SCARF Winter Sleep Out: \$2408

India Pratyek Covid Appeal (Edmund Rice Foundation): \$3083

Mullets for Mental Health: \$10,000

Year 7 WIRES: \$700 Year 8 Chloe Saxby Foundation: \$800

Years 9 & 10 SCARF: \$650

Years 11 & 12 RAWA: \$600

Additionally, the students, staff and families made time to help families in our local area through the Homeless Hub and St Vincent de Paul in West Wollongong and Gwynneville. We were able to donate \$1000 to each group as well as food items and bags valued at well over \$2000 to assist young women, through the 'Share the Dignity - It's in the Bag Appeal.' As a College for young men, a priority always needs to be on understanding the complexity around poverty, violence, respect and dignity. We thank the students, families, staff and community members who have made all of this possible and helped us to be a witness to the Gospel and a light for the world. Mrs Judith Hurley

Mrs Judith Hurley  
Director of Identity



## SUSTAINABILITY

At the beginning of the year our regular Eco ERC members had increased, which was very exciting. Unfortunately, Off-Campus Learning in Term 3 and part of Term 4 halted our progress. Year 7 started off the year working on the annual 'Clean Up Australia Day' within our College grounds. We picked up a number of bags of rubbish from the perimeter, gully and creek areas of the school.

On June 21, Eco ERC held its third student-led Sustainability Conference, with the theme 'Don't WASTE your time'. We were very lucky that a number of schools were able to meet on campus. Joining the students from seven schools was the environmental educator Costa Georgiadis, long-time presenter of ABC's Gardening Australia and 2019 Silver Logie Winner for Most Popular Presenter. Costa discussed sustainable and practical ways students can deal with waste at their own school, which was followed by a Q&A session. The day also included an evaluation of the ways institutions are contributing to Sustainable Development Goals 12 and 13 regarding Responsible Consumption and Production, and Climate Action. The day started with Ms Nadia Neal discussing an Indigenous perspective to managing waste and ended with Mrs Rebecca Sutcliffe hosting a session on the benefits and correct usage of LinkedIn to connect with other professionals. The day was a great success and we are hoping to have a date allocated for the 2022 Conference, after the student network meeting a new focus will be decided. Our school garden has been lovingly looked after by the Hospitality Faculty that can make better use of it for the 'Paddock to Plate' unit of work.

Students are able to come and learn about planting and nurturing the garden and the students are able to pick the fresh herbs from the garden to use in their dishes for Food Technology. The group have planted these from scratch and the garden is thriving.

During the year the College solar panels, which cover the whole E block and the Brother Pelin Hall, have saved power. The most recent 'Lifetime Environmental Summary' up until September 2021 is as follows: 290t CO2 saved, we have kept the equivalent of nearly 76 cars off the road and powered the equivalent of nearly 50 houses. PrintReleaf has certified that ERC has offset the equivalent of 13,399,875 total standard pages of paper consumption by reforesting 1,608 standard trees, since joining PrintReleaf Exchange in 2015. ERC has registered as a Level 3 Certification, Catholic Earthcare School. Well done everyone!!

The water refilling stations are working well, encouraging students and staff to bring a recyclable bottle to take advantage of them. During National Water Week in October, our audit showed we have saved thousands of plastic drinking bottles going into landfill. The classroom paper bins are working extremely well, after 18 months of advocating to change the culture around the idea of separating rubbish and paper in the classroom.

We are still working on last year's initiative, the introduction of the 'Return and Earn' program in partnership with St Vinnies. Due to OCL It has been very slow to date but we are hoping that it will pick up next year as the younger year groups are familiar with the project. If you would like to help us out, collect plastic bottles, poppers and glass bottles that have the 10c branding on the side. Take them to St Vinnies at Unanderra and tell them you would like your credit to go to the College, it will appear on our monthly statement.

Our 2021 'Waste Audit' went ahead at the beginning of the school year. Once collected and weighed, the total amount of landfill or general waste equated to 49kg. After analysing 2019 figures where the total landfill waste was 99kg, the College community has actually halved landfill waste. This is a great effort, however, we could do more!! The Eco ERC team has noticed that after every initiative we have introduced there has been an improvement in our landfill waste. For example, after the initial waste audit in 2017, we introduced the blue paper bins into every classroom and office that required one. The 2019 waste audit noticed an improvement in our paper waste and landfill. At the beginning of 2020, we introduced the Return and Earn house bins for bottles, cans and juice boxes and again this audit noticed a further reduction in our landfill waste. By the end of 2020 we kept 730 bottles and cans out of the landfill rubbish bins around the College.

Just as lockdown started, ERC was invited to apply for a \$10,000 sustainability grant by Sydney Water. Out of 61 applications, we made it to the second round of 30. Unfortunately we were unsuccessful on this occasion, however, after a meeting with Sydney Water we will endeavour to apply again in 2022. We are networking with Wollongong City Council and University of Wollongong; these contacts will help us apply for grants and have a new perspective on our student-led conferences moving forward.

Despite lockdown, we have had a productive year and I congratulate the boys in our group for working tirelessly and giving up their lunch time to plan and help out. I would like to invite new members to Eco ERC; we meet every Monday at Recess 2 - at the moment in F7. Students will earn 30 minutes CSL and, apart from that, it is FUN and makes a DIFFERENCE for the COLLEGE ENVIRONMENT!!

Mrs Schodde

## DUKE OF EDINBURGH AWARD

Fortunately we have been able to deliver two components of the Adventurous Journey to our students this year. Back in February was the Year 10 Wilderness Camp at Nowra, of which a number of boys took the opportunity to complete their Silver Award, Practice Journey. And secondly, in May this year a small group of boys were able to participate in what we know as the Corang Arch Loop in the Budawangs. This was run to allow a number of boys to complete their Silver Award, Qualifying Journey. Unfortunately the major Qualifying Journey for the majority of the Year 10 boys did not run in Term 4 this year due to the complications of coming out of lockdown due to the COVID-19 pandemic.

Once again, a strong group of 23 boys signed up for the challenges of the Duke of Edinburgh Award, Practice Journey and readied themselves for the opportunity to experience the various components that this trip had to offer. A 3-day canoe paddle leg covering 32 kilometres, travelling from Coolendel to Nowra on the Shoalhaven River, a 12km hike that included mountain biking and rock climbing, as well as a local Koori experience. The boys' participation was outstanding, with a steep learning curve encountered by the various skills they had to learn and apply to the activities during the week.

Our brief visit to the Budawangs National Park in May, allowed a small number of boys to complete their Adventurous Journey, either for their Silver Practice or Qualifying. This small group of 6 allowed for an efficient and enjoyable 3-day hike that covered over 30km.

The weather is such an important component when embarking on these outdoor activities and, going into this, I had noted that we had been having some great Autumn weather. Well that was all about to change!

The polar blast that was forecast delivered near freezing temperatures overnight on our first night, the boys struggled to sleep and retain any warmth in these chilly overnight conditions. The following day, temperatures only topped at around 10 degrees. Fortunately we had plenty of sunshine, as the skies remained clear for the most part.

Our adventures took the boys on an experience that gave them the opportunity to learn about and apply their navigation skills, refine their bushcraft skills and gain a better appreciation for the meals they had to prepare for themselves.

The boys worked from a route plan that had been established prior to their departure. The application of this, from the topographical maps into the 3-dimensional landscape, took them to various significant points of interest in the area - Tinderry Lookout, Goodsell Creek, Corang River, The Cascades, Burrumbeet Camping Caves, Yurnga Lookout and the Corang Arch. The boys learnt to thumb the map as each of these locations were reached. The 5D's of bushwalking were then applied to reach the next objective - Destination, Distance, Duration, Direction and Danger.

Over the 3-day journey the four boys from Year 11, Joel Haskew, Joseph Williams, Cameron Thomas and Cruz Thomas, and the two boys from Year 10, Christian Humphries and Nicolas Nicastrì, got to know each other better and formed a close-knit team. They supported each other, with each demonstrating leadership to the group in their own way. Thanks to Mrs Cranney for her support throughout the planning and preparation of the journey and the 3-day hike. Her support was much appreciated.

Mr Geoff Volk

## LEARNING & TEACHING

As with our partner EREA schools, the College aims to create a nurturing and inclusive learning environment where all students are respected, their voices are heard and they feel safe. Our teachers understand the importance of building strong relationships with their students and responding to their individual needs. These values are reflected in the College Learning and Wellbeing Framework which was released during the year.

The Framework recognises the importance of student voice and the development of confident and resilient learners. This is supported through the development of positive learning behaviours and a growth mindset. The four EREA Touchstones are embedded within the four dimensions of the Framework, which include Respectful Relationships, Quality Learning & Teaching, Building Resilience and Formation for Learning.

The following statement is included in the Framework, which includes at the heart, teachers recognising the complexity and important work in accommodating the diverse learning needs of our students as well as the impact of positive relationships on learning.

*As a Catholic School in the Edmund Rice Tradition and in the spirit of Jesus as a liberating educator, we respect the dignity of each young person entrusted in our care and commit ourselves to knowing their story as a person and a learner.*

Early in the year, the College celebrated the results and success of the Year 12 students from 2020. We also celebrated the academic achievements of students in all year groups during Academic Assemblies.

The College continues to celebrate the achievement of all students. Our students have many talents and it is pleasing to see so many students successful in their transition from secondary schooling to further studies and employment. Further, the NAPLAN results that were released this year were extremely pleasing. Following are some highlights:

- The percentage of ERC Year 9 students in the top two Bands was greater than State results in the aspects of Reading, Writing and Numeracy.
- In comparison to boys, the percentage of ERC Year 9 students in the top two Bands was greater than State results in all Naplan aspects. In comparison to boys, the percentage of ERC Year 9 students who achieved at or expected growth, was greater than State results in all Naplan aspects.
- The Year 9 mean scores for the Naplan aspects of Reading, Writing, Grammar and Punctuation and Numeracy were above State mean.
- The percentage of ERC Year 7 students in the top two Bands was greater than State results in the aspects of Reading, Writing, Spelling and Numeracy.
- In comparison to Year 7 boys, the mean scores for all Naplan aspects was above State mean.

Two main pedagogical focus areas for this year were the implementation of Teacher Clarity instructional practices and enhancing literacy outcomes through improvement in Writing. Teacher Clarity occurs when teachers are clear and explicit about expectations and instruction. This occurs through the use of Learning Intentions, Success Criteria, Descriptive Feedback, Assessment and Individual Goal Setting. This year, the College focused on the use of Learning Intentions - what is planned that a student will learn; and Success Criteria - what a student needs to demonstrate to show that he has achieved the Learning Intention(s). To make this visible to our students, these have been included in Google Classroom lesson posts, and posters have been placed in every classroom. The Teacher Clarity journey will continue in 2022.

The College continues to use the P.E.E.L. Strategy and A.L.A.R.M (A Learning and Response Matrix) to enhance writing skills. The strategies will be continued and further developed in 2022. Further, prior to Off-Campus Learning, all formal assessment tasks included a writing component and a series of Literacy videos were produced.

The College continued to offer Year 7 to 10 Enrichment classes in English, Mathematics and Science and provided opportunities for students to participate in a suite of co-curricular activities, including Tournament of Minds. Learning in the Enrichment classes promoted depth, breadth, complexity and abstractness, project-based learning, critical and creative thinking skills and investigating real world problems. Throughout Term 3 and the beginning of Term 4, the College operated in Off-Campus Learning due to the COVID-19 pandemic. Learning continued due to the efforts of the teachers, students and their families. The College is very proud of the manner in which all adapted and continued to operate as a community of learners. The Narandha Learning Centre continues to be a hub of learning at the College. The Centre offers many learning opportunities, including Homework Club, Literacy Support, Parent Learning support, Study Skills sessions for students and opportunities for students to engage in Project Based Learning.

Thank you to the staff of the Narandha Learning Centre who help make this such a vibrant space for learning for our College community.

Finally, I thank our Teachers and Learning Support Staff for their devotion to their profession and care for our students, our Middle Leaders of the College, both Heads of Department and Year Coordinators, who are so passionate about their respective areas and work hard to ensure the best learning opportunities are provided for our students. I thank our College Leadership Team, who work closely together to build a learning environment where all flourish, our parents/carers who partner us in the development of their sons and to our students, who are maturing into young men, are hope-filled and strive to make a difference in our world.

I wish all families a happy and Holy Christmas and look forward to working closely with you in the new year.

Mr Gerry Sozio  
Director of Learning and Teaching

## ENRICHMENT

Enrichment activities offer students the opportunity to extend their skills and demonstrate their talents outside the classroom in unique and varied ways. Competition often adds an edge of excitement to activities and allows the gentlemen of ERC to engage with like-minded students. Congratulations to all those in Enrichment activities this year who showed intelligence as well as character in victory and defeat. A special thank you to Miss Kierse who coordinated the highly successful Chess competition, and Ms Leate, Ms Gregorio, Ms Hermann, Mr Sozio and Ms Gazzola who assisted with Debating and the Da Vinci Decathlon.

### DA VINCI DECATHLON

The Da Vinci Decathlon is an academic competition across ten disciplines: Engineering, Mathematics and Chess, Code Breaking, Art and Poetry, Science, English, Ideation, Creative Producers, Cartography and Legacy. Students are required to work in teams, collaborating on papers, designing tasks and performances. In March, selected students from Years 7, 8, 9 and 10 competed in this event at The Illawarra Grammar School. All the boys utilised questioning, communication skills and reasoning. The theme of the event this year was 'Icons'.

Henry Jones from the Year 8 Team reflects: *"We had a very fun day collaborating and working as a team to complete our tasks. The most challenging subject would have been the Mathematics challenge as it was about Pythagoras' Theorem, which we haven't learnt yet in Maths. They included icons by people, apps, code and logos."*

Michael Da Silva from Year 8 comments: *"My favourite paper was the Science paper; there were some really interesting questions in there. The most challenging thing was either Maths or Code-breaking. The way they interpreted icons was interesting. Sometimes it was iconic people or places, iconic events, icons or symbols. For Science, they even talked about flagship species, which are just species that are iconic in certain ecosystems. Overall it was a fun and interesting day!"*

The students had a fantastic day and we were proud to attain places in the following sections:

Year 7 - First Place in Ideation; Year 8 - Second Place in Science; Year 9 - Second Place in Legacy.

### TOURNAMENT OF MINDS

COVID once again affected the running of the Tournament of Minds competition, changing it from a live event with impromptu challenges to a recorded Zoom performance. This year, a team of all Year 7 students faced the STEM challenge titled "Hello?", which involved researching space travel, Pioneer Plaques and the Voyager Golden Records. The students drew on their love of History as well as Science to create an alternate reality of Julius Caesar's assassination involving aliens alongside the Roman Senate. They included a healthy dose of humour at the end, Rick-rolling the judges.

Harrison Macdonald states his favourite thing about the Tournament of Minds was *"being able to work with my friends to create something that we didn't think was possible"*.

Asher Percival comments: *"I would recommend TOM to someone because it's really fun to work as a team and solve problems together"*.

The judges assessed the ERC team as "excellent" in the fields of teamwork, ingenuity, performance and use of genre. Well done to Rhys Barnes, Joseph Bugeja, Oliver Johnson, Noel Joseph, Asher Percival and Nathan Mihalopoulos.

### PUBLIC SPEAKING

Rostrum Voice of Youth is a national public speaking competition involving hundreds of students across Australia. Congratulations to Henry Jones of Year 8 who received Runner-Up in the Junior section of the Illawarra Regional Final, speaking on the topic, *"It gets easier with practice"*. Rhys Barnes and Patrick Sirianni also competed in the UN Voice of Youth competition. This requires students to research a current issue and present a speech as well as undertake an interview by a panel on current local and global issues.

### DEBATING

In Term Two, Edmund Rice debaters welcomed students from St John's Nowra and St Mary Star of the Sea for a full day workshop aimed at developing skills in the art of debating. Students in Years 7-10 attended workshops in the morning then applied their new knowledge through debates in the afternoon. The College welcomed back Dr Barbara Kinnane as a guest speaker to work with Years 9 and 10 students who appreciated her decades of experience. Years 11 and 12 debaters from ERC also learnt new skills as they adjudicated for the junior students on the day. Off-Campus Learning offered students some new opportunities through Zoom debating. Edmund Rice College entered Junior and Senior teams in the University

of Sydney Zoom debating competition. Special mention to our Senior teams of Toby Schuback, Finn Rogers, Nathan Shaw, Marcus Stevanoski and Will Douglas who received feedback commending them on the respectful relationships they demonstrated in the debate.

## **CHESS**

Third Place State Champions! For the first time in College history, the ERC Chess team earned the title of NSW Junior Chess League Country Secondary Schools Third Place State Champions. Our 2021 team was Lance Koschny (Y12), Mehmed Ceylan (Y10), Elijah Hurley (Y11), Cooper Newell-Glaser (Y10) and Benjamin Kelso (Y7). The students originally won their positions on the team through our annual Edmund Rice Chess Tournament in February, in which twenty-six students valiantly competed for the opportunity to represent their school. On their journey to the State Championship, our triumphant players competed in five rounds of local tournaments, eventually being crowned Illawarra/South Coast Regional Champions (also a first in College history). Due to COVID, the latter rounds and finals were all played on Chess.com and run via Zoom.

Other Chess highlights for the year include the Sydney Chess Academy online heat on March 10, in which twenty-nine of our students competed. The aforementioned Lance Koschny took home Second Place overall champ for the day. He also took out First Place in the Sydney Chess Academy Illawarra heat we hosted on April 30. 125 students from twelve local schools turned up to compete on the day, forty-one of which were Edmund Rice students. The College won First Place in the Secondary Schools Division, also taking home 1st, 2nd (Mehmed Ceylan), and 3rd (Cooper Newell-Glaser) individual winner trophies. Chess Club involvement also remained strong throughout the first half of the year. Of particular interest to many students was the chess workshop we held with local chess coach, Bevan Clouston. We hope to have him and a full year of chess back next year.

Ms Emma Shumack  
Enrichment Coordinator

## NARANDHA LEARNING CENTRE

The start of 2021 was the usual whirl of new staff introductions, Year 7 Narandha Learning Centre (NLC) orientations, book processing, textbook borrowing, and holiday book returns. For their orientation this year, Year 7 were treated to an escape-room-style experience. The theme was 'How to Tame Your Dragon'. Students were required to use their creative problem solving skills to navigate their way out of the library, taming one dragon at a time. It was a fun, interactive way to become familiar with the NLC, its resources and staff.

During Term 1, Ms Ndaira had the pleasure of joining our outstanding SRC advocates for equality to the BlueScope Steel International Women's Day Student Brunch. Ben Johnston, Michael Piela, Toby Schuback and Kieran Kelly could not have done a better job of representing the College. They engaged in conversations with panelists with competence, confidence and pride.

In support of International Women's day, the NLC featured a purple draped display of female authors. It was just one of many displays throughout the year that was put together to support a whole-school initiative. Other featured displays included the She's Someone campaign, NAIDOC week, Youth Aware of Mental Health and RUOK day.

In Term 2, Mrs Ham facilitated two workshops to support students in Years 7-10. The workshops focused on assignment and research skills and were designed to increase student confidence and ability in completing assessment tasks.

Mrs Ham also worked closely with Year 7 English classes in running literature circles - small book club like groups designed to promote thoughtful structured discussions and increase student reader enjoyment - as well as visual literacy lessons. In addition, specific spelling rules and strategies were introduced each week on the digital signage TVs, to support students develop their skills and implement strategies to improve their spelling.

Ms Ndaira was pleased to have presented a number of webinars for parents and carers this year. The webinar presented in May, covered preparing students for assessment tasks. It included information on where to locate assessment notices, what assessment notices include and how we teach students to use them, the best way for students to prepare for hand in tasks and exams, the reasons some students are reluctant to study, and the concept of the Learning Pit and how to help students out of it.

Some webinars were very specific to Year 7 Mathematics topics and aimed to support parents and carers with student Off-Campus Learning (OCL) during lockdown. Ms Ndaira shared how teachers and students use Google Classroom and the specialised topic booklets we give students, as well as how to navigate Mathspace (our online textbook). Parents and carers expressed their gratitude and said they felt more empowered in helping their sons with their learning. It was encouraging to have received such positive feedback after each webinar and we look forward to working more with parents and carers in this capacity in the future.

Throughout the year, Ms Kierse continued to facilitate 3D printing services at the College. She worked closely with Stage 5 iSTEM students in the production of mobile phone accessories and functional claws, fine-tuned Google SketchUp files with Year 12 Graphic Design students, and helped many eager students to print 3D models of their choice.

Face-to-face teaching came to an abrupt halt at the beginning of Term 3 with the increase of COVID cases and an indefinite lockdown. To our great disappointment, the longstanding performances of authors, Boori Monty Pryor and Steven Herrick, had to be cancelled a second year in a row. We have crossed all our limbs in hopes of having them perform in 2022.

Once again, we adapted to the challenging circumstances of OCL and redesigned and delivered our lessons online via Zoom. Another adaptation was the running of Homework Club via Zoom. This proved to be very rewarding as those quieter students who would normally not speak up during whole class activities, opened up and developed strong relationships with other students in a supportive environment. Ms Ndaira had to remind students it was time to finish up and get off the computer for the day after an hour of after school work because they were so engrossed in learning together that time just flew.

On the home front, Ms Kierse continued to operate from the NLC. She was joined by Mr Forshaw and several students of essential workers who could not undertake OCL from home. While on campus, Ms Kierse facilitated access to physical resources through both digitisation and a 'click and collect' service operated through the Br Pelin Hall. This service was taken up by teachers to provide student access to their class textbooks and English novels. It was also taken up by several students who were in dire need of self-selected books to read over the course of the lockdown. Overall, OCL was received well by the students, but it was very reassuring to see our classes in person mid Term 4, albeit mask to mask!

2021 was another mammoth year. We are looking forward to the new set of challenges that await us in 2022.

Mrs Maria Ham, Ms Lourdes Ndaira (Teacher Librarians) & Ms Emily Kierse (Library Officer)



## CAREERS

This year has seen more than 855 interviews by two Careers Advisors face-to-face [and via Zoom] with students. This does not include extensive email communications and 'casual conversations'. This is by far the most effective Careers activity. Interviews ranged from resumes, cover letters, job applications and interview preparation, to in-depth career counselling, follow-ups and support, motivation and sophisticated applications for competitive, complex cadetships, scholarships and apprenticeships as well as coaching for Early Admission applications.

The Careers website [www.erccareers.com](http://www.erccareers.com) continues to be one of the very best resources for all things 'Careers', including Enterprise Skills information and self audits. This website has a proven track record of success for students gaining apprenticeships, highly competitive cadetships and scholarships.

**University of Wollongong [UOW] Summer Master Class:** Many Years 11 and 12 students completed various courses at the University of Wollongong Summer Master Classes. These 3-week Summer Holiday programs allow students to complete a university subject and, at minimum, secure an Early Admission interview to kick-start their higher education journey. Students reflected on this experience as a great motivation point as well as giving them a taste of the academic rigour required at university. It also helped them with their HSC subjects. A Year 12 student attended this event in January 2021 and gave a talk to interested Year 11 students. He was an advocate of the benefits of doing this course for every aspect of his HSC studies.

**UOW Discovery Day:** Sixty Year 12 students attended the University of Wollongong Discovery Day in February. This day provided students from across NSW and the ACT with the opportunity to experience the UOW Campus, attend taster sessions for UOW courses and get a real feel for student life. Students chose a timetable of lectures that aligned with their personal interests and career goals, and spent the day as a university student. A very worthwhile event for those who attended.

**UOW Early Admissions:** A UOW guest speaker spoke via Zoom to interested students and explained the process as well as answering questions. Eighty-six students applied for UOW Early Admission; only eleven students were not made an offer.

**UOW Vice Chancellor's Leadership Scholarship:** This was the first year this very prestigious scholarship was offered to Illawarra students (\$30,000 p.a. for each year of their degree). Ten ERC students were invited by UOW to apply and six students were nominated by ERC to apply. Mentoring and support have been offered to applicants by Careers Advisors.

Mrs Jenny Hodson  
College Careers Advisor

## SCHOOL-BASED APPRENTICESHIPS

School-based apprenticeships and traineeships (SBATs) are more than just part-time jobs; they're a great way to set oneself up for the career you are passionate about whilst completing your HSC. SBAT's are available to all Years 10, 11 and 12 high school students in NSW. They allow students to commence an apprenticeship or complete a traineeship while at school. A school-based apprenticeship or traineeship combines paid work, training and school; and as well as an industry recognised national qualification, students gain credit towards the HSC. Some apprenticeships and traineeships can contribute towards the ATAR. In 2021 our College also participated in this program, with four ERC students actively and successfully completing SBAT pathways:

Max Buist (Yr 10) - Carpentry at A Class Construction  
Kaydn Fleuren (Yr 12) - Carpentry at Buildup Construction  
Max Ferri (Yr 11) - Electrical at BlueScope  
Balunn Simon (Yr 11) - Nursing at NSW Health

Such is the success of this program that Max Buist is our first junior student to be offered a full-time apprenticeship for next year, the result of starting the program in Year 10. Kaydn Fleuren is our first senior graduate and will be continuing his full-time apprenticeship with Buildup Construction and has also completed his HSC. Kaydn was also successful in completing an EVET course in Plumbing. Max Ferri will continue his SBAT next year with BlueScope and has already created a huge impression there. Balunn Simon will be the first Indigenous male student to complete his traineeship next year with NSW Health. This very successful pilot program has provided an ideal pathway for students to transition from our College to their desired career with more than one year of their apprenticeship/traineeship completed. There have been many enquiries for 2022 as Edmund Rice College continues to establish itself as a leading tertiary pathways provider for secondary students of our region.

Mr Garry Cajar  
College Careers Advisor



## TECHNOLOGY & INNOVATION

This year, similar to last year, has provided us with unexpected challenges. With remote learning we had to go beyond previously expected learning experiences for students this year. For the first time at the College, formative and summative assessments were completed online in Semester One, where students had to upload completed tests online from home. All Trial HSC and Preliminary exams were successfully completed by students from home. Teachers embraced and used this opportunity to provide quality and meaningful feedback by using online marking grids, annotations and audio recordings. The remote learning experience continued to embrace online learning in the spirit of our Touchstones (Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity). An initiative with screen free days ensured the best possible learning and wellbeing experience for students.

The IT department - Mrs Margaret Michael, Mr Tim Tan, Mr Allan Trinh and myself enjoyed the opportunity to work closely with students and parents throughout this challenging year. LERA continued to be a central location for students and parents for critical information during Off-Campus Learning. Additional components, including Christian Service Learning hours and goals, were also entered into the database throughout the year. Literacy was expanded on LERA with the start of teacher-developed videos using 'Explain Everything' on an iPad. Google Classroom was further expanded for every subject and provided a vehicle to promote explicit teaching with direct reference to Learning Intentions and Success Criteria being posted every lesson.

A variety of resources ranging from teacher-led to student-centred learning continued to be essential for student learning. Some of the eclectic online resources utilised by our teachers and students included: Mote Answer Garden Break out rooms to come up with questions for Kahoot Exit slips for feedback Canva Jamboard Flipgrid Padlet Quizizz Education Perfect Jacaranda - Learn On MathSpace Slido - A Google Slides Add on. Mentimeter - Word Clouds, Q&A. KAMI Google suite - Google Forms, Google Slides, Google Docs etc. The College continues to use the Zoom platform as a hybrid way to engage with the parent and student community. Highlights from this medium have been the Home Room activities, Year 7 Information Night and School Assemblies. The challenge for the College moving forward is to continue these opportunities to complement traditional ways to communicate and meet together as a community.

## STEM

In the STEM Learning Subject Area we have used Zoom to deliver student-led webinars. This year during Term 2, the following students delivered a Tinkercad program which utilised 3D Printer Technology for Year 5 students and teachers at St Brigid's:

Omar Abdel-Fadeel, Ryan Britten, Aiden Calvert, Patrick Carolan, Ben Cavdarovski, James Donsante, Kieran Kelly, Ashton MacKay, Aiden Obeid, Jack Stigler, Lucas Mihalopoulos and Patrick Sirianni.

The students were impressive and used this leadership opportunity to promote STEM learning opportunities at the College. Further to this, we had an incredible experience with students in Years 9 and 10 iSTEM elective classes being challenged to design and deploy bottle rockets in a competition setting. In their design, students had to consider weight, volume of liquid, air pressure, size of bottle, shape of cone and fin. Congratulations to Lachlan Cole and Caleb Barnes who won the challenge with a projectile distance of 100m.

## INFORMATION AND SOFTWARE TECHNOLOGY (IST)

This year in Information and Software Technology (IST), we have learnt a lot of practical skills using popular technology platforms. We have learnt how to make websites using Wix, interactive multimedia presentations using Prezi, databases using Google Forms, Google Sheets and Caspio, and programs using Python. We have also started using the Grok learning platform, which has been a very useful way of learning how to code in HTML, CSS and Python. Our class has also enjoyed watching and discussing short documentaries on current technological issues such as cryptocurrency, big data, privacy and tracking.

## TASS DATABASE

One of our big changes to enhance student, teacher and parent communication has been the deployment of a new school administration database. For students and parents the Parent Lounge (<https://erc.nsw.tass.cloud/parentlounge>) offers the opportunity to: acknowledge student absences online book and provide questions for Parent/Teacher Interviews confirmation of medical details and forms completion of online permission notes hyperlinks to the School Newsletter and calendars view feedback after completing Formal Assessment Tasks view student co-curricular activities view student merit awards and pastoral notices via a live alert/notification view all academic reports

## **YEAR 7 ROBOTICS**

We have had a lot of fun in Year 7 Robotics this year. Our students have learnt how to build the Lego EV3 Mindstorm robots, and how to program these to drive in particular patterns. We have also learnt how to use the robots' sensors to detect and react to the environment around them, such as avoiding obstacles and following painted lines. The students have also enjoyed discussing the use of robots in movies and real life examples, such as the Atlas robot that can dance and do backflips. We have also had the opportunity to be introduced to the basics of proper coding, using platforms such as CodeCombat, Hour of Code, and Robo Mind Academy.

Mr Frank Sirianni  
Director of Information Technologies & Innovation

## CREATIVE ARTS

*'The Partnership for 21st Century Skills posits that The 4Cs: Communication, Collaboration, Critical Thinking and Creativity are the central skills and dispositions that all students must master to be successful in our increasingly complex world (Partnership 2010). An education centred in creativity and the arts may hold promise for such a twenty-first Century approach to teaching and learning.'* Creativity, the Arts and the Future of Work – Linda F. Nathan

What a challenging year we have had in Creative Arts! Off Campus Learning is challenging at the best of times but particularly difficult for those of us who teach practical subjects. Our Visual Arts students witnessed what we, as Visual Arts teachers, embrace and which is at the core of our subject - creativity! Our biggest challenge was not all students having art materials but this was remedied by the creative rearranging of some of our units of work so all students could achieve success.

Our experience with Off Campus Learning last year taught us the benefits of Zoom and how we could reach out to artists and art critical writers to broaden the knowledge of our students. One Year 12 Visual Arts Case Study was a landscape unit which featured artist Joan Ross. Joan Ross works across a range of mediums including drawing, painting, installation, photography, sculpture and video. Her bold and experimental practice investigates the legacy of colonialism in Australia, particularly in regard to its effect on Indigenous Australians. It was wonderful that Joan Ross accepted my invitation to present a Zoom talk to the Year 12 students where she went through her artworks we had studied in depth, consolidating the students' knowledge and broadening their understanding of the main themes. Year 12 were also fortunate to have Luise Guest accept the invitation to discuss the art practice of Yang Yongliang, another major artist studied for the HSC as were Year 11 to have her discuss Contemporary Chinese Culture for their studies on Contemporary Chinese Art. Luise Guest is an academic writer, researcher, art critic, lecturer and art educator whose experience includes more than ten years as an independent researcher and writer in the field of contemporary Chinese Art.

Our Photographic and Digital Media students had the most incredible opportunity to attend a Zoom talk designed just for them from photojournalist Peter Turnley. While Off Campus Learning, the Photographic and Digital Media students had been studying the genre of Documentary Photography, creating their own photo essay. The main photographers the three classes studied over this period of time for this theme were Henri Cartier-Bresson and Peter Turnley. Peter Turnley was very generous, Zooming live, very early in the morning from Paris, where he discussed his life and his pursuit to photograph the Human Condition of happiness. After the presentation, the following awards were announced:

Most Outstanding Photographic Essay – Tom Kirk

Highly Commended Photographic Essay – Odin Heferen, Michael Judge and William Wigan.

Zoom also allowed our Visual Design students to explore the world of architecture with Bettina Steffens and Knut Menden. Together, Bettina and Knut draw on more than 15 years of experience as architects and designers in sustainable architecture. The students were presented with contemporary sustainable architectural concepts and tips for their own artmaking as they have been designing and building environmentally sustainable tree pods.

The Annual Eddie Awards were awarded on June 15th at the very first Creative Arts Assembly while on campus. The Year 7 students study portraiture in Visual Arts and its development over the centuries. This culminates in a Case Study based on 'The Archibald Prize' and an etching - Self Portrait with Pet. These are then exhibited and The Eddie Awards, our version of the Archibald Prize, are presented. Congratulations to the following students:

Principal's Award: Chad Semaan

Deputy Principal's Award: Luca Spaseski

Year Coordinator's Award: Riley Edgar

Packer's Prize: Nicholas Aivaliotis

Art Teacher Award: Youssef Achaechi, Joel Eglitis, Krishaanth Rajkumar, Kai Dent, Thomas Ockenden, Asher Percival, Luca Tortorici, Brodie Kelly, William Hiscox

Year 7 also studied a Flying Machine Unit while Off Campus Learning. They enjoyed the challenge of making their own Da Vinci inspired Flying Machine Sculpture from recycled objects. On our return, the students have studied Matisse and the Fauvists and have created their own Fauvist paintings.

Year 8 had been busy creating ceramic hybrid creatures and studying Pop Art. The students created superhero sculptural helmets and studied Comic Book Art and the History of Marvel Comics. They also created their own comic book and developed their understanding of the superhero.

Year 10 Visual Arts students began the year studying graffiti and street art and how it developed from Ancient Rome. The students studied TAGs and then worked on their skateboard decks based on the theme Illawarra, using their knowledge of Banksy and King Robbo to help inform their practice. They then explored industrial landscapes after their excursion to BlueScope Steelworks. This unit was cut short by Off Campus Learning but then developed into a full architecture unit. The students studied ancient buildings such as the Parthenon, through to Gothic, Modern and Postmodern architecture. They

also studied building techniques such as flying buttresses, cantilevered balconies and glass walling. Their knowledge of these building techniques has culminated with them creating their own ceramic buildings based on these styles.

Photographic and Digital Media continues to be one of the most popular electives chosen by students. The highlight of the year for the students would most undoubtedly be the 'Horror Suspense' film. The students worked collaboratively planning and storyboarding and making sure they were including the microskills they had learned in class. During Off Campus Learning, they worked on a Photographic Essay based on the theme 'Isolation'. These were set to music and put into iMovie with a title slide and credits. The work was highly emotive and very inspiring.

Years 9 and 10 Visual Design had an exciting year. They began with studying logos, fonts and graphic design. They developed their skills using Photoshop and Illustrator where they explored Vector graphics. They then used photographic silk screening to create their own tote bags and T-shirts. They then began a new unit based on sustainable architecture where they surveyed an area of the College and designed and made models of their tree pods.

In the Preliminary Course, Year 11 worked on developing their skills in a variety of media such as painting, drawing, sculpture, photomedia and film. We began the year at the Year 11 Art Camp working with artist in residence Abdul Abdullah. The boys studied painting techniques and built a portfolio of works. They have been working on their case studies and artmaking at home while Off Campus Learning. They will continue to refine their skills working towards their HSC Body of Work.

Year 11 Film Studies (1 Unit) has also proven to be a very popular choice. This year the boys explored new skills such as cross cutting and parallel editing. They also considered mise en scene and the Kuleshov effect. The highlight would have to be the unit of work called 'Look at THIS!' This is where the boys created a narrative for a commercial using cinematographic tools to promote a randomly chosen product for a completely different purpose. In Semester Two, the students created an original short teaser/trailer in the form of a linear sequence of chosen scene(s) and shots in a feature film of their chosen genre to represent their artistic ideas, simulating reality into worlds of virtual reality. This is where we witnessed collaboration, critical thinking, creativity and communication come alive.

Despite being off campus for the crucial Term 3 where the Year 12 HSC Bodies of Work come to a resolve, the students worked in a sustained manner and persevered throughout this time. We were able to meet on occasion following Health Guidelines which allowed the students to access our facilities. The work the students produced for their HSC was a credit to them and I am proud of their wonderful achievements.

The Creative Arts staff are dedicated educators who have worked tirelessly this year to ensure the passion and love of the Creative Arts remained strong during this extraordinary year with Off Campus Learning. They have worked collaboratively and creatively so our students could receive the best experience while both on campus and off. I would like to take this opportunity to thank Mrs Sarah Copas, Mrs Leen Rampe, Ms Erin Mascord, Mr Simon Tognetti, Mr Mario Bonaccorso and Mr Greg Haybittle for their professionalism, dedication and another extraordinary year.

Ms Mary Costello  
Creative Arts Head of Department

## MUSIC

2021 has proved to be a challenging year for all, including the Music Department. Notwithstanding the restrictions to performances and rehearsals, the Music department has continued to provide performance opportunities to students via online video performances.

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

The College Jazz Band continued to attend weekly rehearsals, both after school and during lunchtimes. They were fortunate enough to perform at two College events in the first half of 2021 - the College Open Day and the Mothers' Day High Tea. During their performance at the Creative Arts Assembly, they were joined by a special guest guitarist - the College Principal, Mr Gough. Mr Bonaccorso would like to congratulate the members of the Ensemble for their dedication throughout the year - Marcus Meogrossi, Patrick Sirianni, Zachary Lum, Zac Charteris and Elias Logue.

This year, a Year 8 Band was formed to encourage students to get together to learn new songs and experience group performance. The band made their debut live performance at the Creative Arts Assembly in Term 2, where they performed their rendition of the Michael Jackson classic hit, Beat It. Mr Bonaccorso would like to thank the members of the band for all their hard work throughout the year - Joseph Giuffre, Andrew Silva, Callum Gay, Nicholas Dimitrovski, Oscar Gazzola and Noah Threadgate.

In the classroom, students adapted to new learning methods incorporating audio and video recording technologies and alternative practice methods to overcome the constraints of practical based learning in an unusually unprecedented context. The presence of a diverse range of technology-based musical activities within the existing programs certainly made the transition to Off Campus Learning a much smoother process.

In 2021, the Year 11 Music class rose to the challenge of collaboration amid Off Campus Learning through their successful creation of a series of music videos. Starting with the aptly chosen "Am I Ever Gonna See Your Face Again" upon the commencement of Off Campus Learning, through to their excited return to the class with "The Boys Are Back In Town". This process of recording as an Ensemble within such circumstances consolidated their already thorough knowledge of recording techniques and performance skills.

After an unorthodox year, the Year 12 HSC Music class displayed initiative by managing to arrange and produce performance recordings of their HSC repertoire. Throughout Term 3, they displayed signs of resilience by adapting to the pressures and demands of online learning. We congratulate them on their hard work and perseverance and wish them all the best for the future.

The Music teachers would like to acknowledge our after school tutors, Jamal Salem (Guitar and Drums) and Ben Cauduro (Piano) for their dedication to developing the musical skills of our students.

Mr Mario Bonaccorso & Mr Greg Haybittle

## DRAMA

This year, despite the craziness of COVID-19 restrictions and lockdowns, and the students moving to remote learning for a third of the year, the Drama students of Edmund Rice College have truly excelled.

We managed to make it to the theatre for a couple of live performances before the world moved to its virtual reality. Iconic Australian playwright David Williamson's play "The Removalists" was set for HSC study this year, so we headed up to Newtown to see the latest incarnation of this classic 70s drama. The play certainly spoke to the times, making critical commentary on ideas which have been splashed across the media with #blacklivesmatter, addressing some of the contemporary issues of the play through the lens of our Indigenous Australians. The students were also able to head to Parramatta to see Alex Buzo's "Norm and Ahmed", another landmark piece from the 1970s; a play once banned due to its use of a term now all too common in the Australian vernacular. Ironically, contemporary audiences are far more concerned with the overt racial violence that is depicted in the play - which speaks to the changes that have been brought about in our society since the New Wave Theatre movement of the 70s. At its best, this is precisely what Drama seeks to achieve - to encourage critical thinking, create meaningful social discourse and bring about societal change for the common good. This is exactly what our own Senior Drama students set out to achieve in their HSC year. At the same time as studying their unit on Verbatim Theatre with Campion Decent's "Embers", a play about the Australian bushfire experience (uncannily relevant after our summer of extreme bushfire across the continent), the boys created their own original piece of Verbatim theatre, "Boys Will Be Boys", addressing notions of masculinity in the 21st century, which they performed at the Phoenix Theatre to high acclaim.

On the back of this success, the Year 12 class, along with Year 10 Drama student Gabriel Stranges and supported by our amazing tech crew Jonah Kaiser and Tyler Oliver, put on a highly memorable performance for the entire College community in the ANZAC liturgy, where they played young soldiers and a psychologist looking at issues of mental health and PTSD following the Gallipoli campaign, in an adaptation from the play "A Town Called War Boy" by Ross Mueller.

Just when I thought the boys had reached the pinnacle of their performance successes for the year, one of our groups from the HSC Drama course forged ahead with their original group performance and took out the top award for theatre directing in the state wide Sharp Short Theatre Competition in Sydney. Congratulations to Ben Johnston, Marco Boiano and Yahya Hasna, whose heartbreaking Verbatim piece about the disappearance and death of toddler Cheryl Grimmer in the 1960s at Fairy Meadow beach resonated with audience members young and old. Congratulations also to the other Year 12 team, Joseph Barron, Khalil Awada and Yianni Vorrias, who had the audience in stitches with their mad-capped original absurdist piece "Intoxicating".

Junior Drama students also took their horror script "Truth or Dare" to the Riverside Theatre stage, and continued with their horror genre in the development of their original short film script, amazingly written and filmed during lockdown, which has been subsequently accepted into the Bloodfest Film Festival and will be shown later in the year at the Phoenix Theatre as part of a Showcase of Drama talent in the Illawarra. Congratulations to the cast and crew, with Mike Judge and Gabriel Stranges taking key roles in pre and post production. Well done to Mike, Gabe, Daniel Rouen, Dylan Parker, Leo Wallace-Pannell, Jake Mathewson, and Callum Gay for their performances on stage and/or screen

The final bow for the year goes to the HSC Drama Class of 2021: Benjamin Johnston, Joseph Barron, Khalil Awada, Marco Boiano, Natan Souffy, Shawn Wheatley, Yahya Hasna and Yianni Vorrias. What a courageous, resilient, creative and talented bunch of young men who I am proud to have guided through to their final exams. What a dramatic force to be unleashed on the world! Congratulations to you all for all you have achieved in such a crazy couple of years. Can't wait to see what is next for you all.

Ms Erin Mascord

## RELIGION STUDIES

At the heart of the Christian faith, represented on our College logo and the walls of our classrooms, is the sacred symbol of the cross. The cross is a reminder that we, with the strength and power of God, can overcome life's challenges, trials, darkness and even death itself. Another layer of meaning may be discovered as we consider its two dimensions. The vertical beam represents our relationship with a loving God while the horizontal, our relationship with our neighbours. Both elements, mutually dependent and significant, remind us of the essential elements for 'life to the full'. 2021 presented our College community with significant challenges and opportunities to find new ways to connect with God and with one another.

Joining us from many primary schools across the Illawarra, Year 7 began the year by focusing on 'What it means to be Catholic' and to follow in the footsteps of Blessed Edmund Rice to become a 'man for others'. The unit culminated in the boys creating faux Instagram posts designed to encourage members of our community to live the touchstones and values of Edmund Rice in their everyday life. These themes were then considered on a deeper personal level in a reflection day centred on the theme 'The Seed will Grow'. The boys participated in a number of workshops including drumming, drama, a creation walk, art and meditation, designed to help them reflect on the importance of a positive self image, meaningful relationships and connection to God.

In Term 2, Year 8 explored their religious identity and spiritual heritage as an Edmund Rice man, and came to appreciate the richness of the tradition and the necessity of community through the unit 'Disciples, Martyrs and Witnesses to Faith'.

The boys were inspired by the lives of many heroic saints and martyrs including St Stephen, Joan of Arc, St Maximilian Kolbe, St Teresa of Calcutta and modern day 'soon-to-be' teenage saint Carlo Acutis. The unit culminated with the boys putting themselves in the shoes (or perhaps sandals) of St Paul by composing a number of journal entries from his three missionary adventures in the first century. Many wonderful submissions demonstrated a depth of understanding and appreciation for the sacrifice and service of those who established the tradition which our community now aspires to uphold.

Year 9 began the year by discovering the Scriptural foundations of the Sacraments of Healing, with a focus on Jesus' acts of healing and inclusion. From this foundational understanding, the boys critically analysed the history of reconciliation in our country including the White Australia Policy, the Stolen Generations, the Mabo case, the land rights movement and Prime Minister Rudd's 2008 apology. The boys then put their creative and literary skills to work by creating a children's storybook highlighting the intricacies and significance of sacramental and non-sacramental reconciliation in the human journey towards healing and wholeness. Year 9 was also blessed to have the opportunity to participate in interviews with holocaust survivors from the Jewish Museum in Sydney. The boys were inspired by the incredible stories of fortitude, hope and restoration.

Framing their time in the wilderness to unplug and reflect on Year 10 Camp, students considered questions of their future direction, vocation and life path in a Term 2 unit known as 'Sacraments at the Service of Communion'. In this unit, the boys explored how baptised persons are called to use their individual gifts in the service of God and God's people through the Sacraments of Marriage and Holy Orders. The boys also learned, through the light of the scriptures, that God offers his grace to assist us living out our vocation and to overcome the many challenges that come with marriage and religious life. The students were challenged to consider their own vocation and the call to live a life of love and service. A special congratulations goes to Gabriel Stranges who achieved First Place in Catholic Studies in both Semesters 1 and 2. A wonderful effort Gabriel!

This year marked an important shift in study for our senior students with the introduction of a new board endorsed, non-ATAR, religious education course, Studies in Catholic Thought. Under the careful guidance of Mr Marsh and Mr Preeo, our Year 12's embarked on a journey of discovery, drawing upon the liberal arts approach, to develop and challenge thinking and analytical skills, they engaged with the depth and breadth of the Catholic tradition in order to make sense of everyday life.

2021 was also a successful year for our students studying Studies of Religion Units 1 and 2. With a broader scope than the units encountered in previous years, Studies of Religion engages the boys in the exploration of the nature of religion, Aboriginal spirituality, ancient religions, along with depth studies in Christianity, Islam and Buddhism, all aimed at promoting an understanding and critical awareness of the significance of religion and the influence of belief systems and traditions on individuals and within society. Particular congratulations goes to Michael Raptis and Will Douglas who achieved First Place in 2 Unit Preliminary and HSC Studies of Religion.

Finally, I would like to express my sincere thanks to the dedicated, passionate and professional teachers of Religious Education at the college in 2021. Your commitment and faith have ensured that our students feel included, respected and challenged in a caring community of faith, represented in the horizontal dimension of the cross, all fostering a personal openness to the vertical, that is a relationship with God, who is love. Mr Michael Toohey

Mr Michael Toohey  
Religious Education Head of Department



## VOCATIONAL EDUCATION & TRAINING

2021 has been a testing year for the VET department and all of the students involved in VET subjects.

The Construction classes have been chipping away at their competencies by constructing workshop tools, tool boxes and scale wall frames. They also fulfilled their dreams of escaping the classroom and doing some outside work while completing the bricklaying section of the course and laying concrete slabs toward the completion of driveways around the College. Unfortunately for the boys, much of the outdoor practical work was compressed into a very short period of time upon our return from Off-Campus Learning and the boys dealt with this pressure in an extremely mature and workmanlike manner. Of course many boys enjoyed their two weeks out of the College on their compulsory work placements during the year where employers had the chance to observe many of the great qualities our fine young men display.

Metal and Engineering has once again been included in the College subject offerings and has seen our boys constructing useful workshop tools and learning many new skills, including machining and welding, which will aid them in finding employment within the metals industries. Employers are continually impressed by not only the boys' skills but also their maturity while attending work placements.

Our Hospitality students have enjoyed a pressure cooker year packed full of tasks and skills to master, along with a long list of functions they have supported. Within the College, the students have assisted in catering for the Mothers' Day High Tea. Unfortunately this year's restrictions have prevented normal contact with the community where the boys would be supporting the wider community through their preparation and serving of meals for the soup kitchen in partnership with the Wesley Uniting Church and supporting Seniors' Week at Wollongong Town Hall.

However, we look forward to next year where the highlights for the boys will be the restaurant night where their skills are truly showcased in hosting their parents and selected members of staff, and competing as a team in the Regional World Skills competition.

Our VET students and our faculty have enjoyed great success this year in spite of the difficulties faced and we look forward to 2022.

Mr Andrew Brooks

Vocational Education and Training Head of Department

## SPORT

After the year that was “2020”, the College was gearing up for a major sporting calendar year in 2021. Term 1 started off with a bang, as the ERC Tennis Team took out the Diocesan Championships, and our U13, U15 & Open Touch Teams all went through the Diocesan Touch Championships undefeated! Setting the tone for what was looking like a fruitful and competitive year of sport.

Our two annual school sporting carnivals - College Swimming Carnival and Athletics Carnival saw a major boost in participation in 2021. It was fantastic to see the student community getting amongst the competitions and cheering on their House peers throughout the events at both carnivals. Our College Cross Country was held in wet and windy weather, with the course having to be modified multiple times before the races began! But the weather did not deter our competitors who embraced the conditions and put in mighty efforts during each race. It was impressive to our seniors' determination to finish the course in the wild weather conditions!

The College entered multiple teams into 16 different sport competitions in 2021. Many of these teams were successful in winning through to Regional Championships and State finals!

Unfortunately, due to the COVID-19 lockdown, these competitions were cancelled. I would like to make special mention of the following teams who did not get a chance to continue their progress in their respective tournaments:

U14/16 Futsal - State Finals Champion Schools

U15 & Open Rugby League - Country Cup Semi-Finals

U14 Rugby League - Cochrane Cup Quarter-Finals

U16 Netball - State School Netball Finals

U15 Football - Bill Turner Cup Regional Final

U16 Football - NSWCCC Quarter-Finals

Athletics Team - Diocesan & CCC Championships

Hopefully we will see these teams strive to continue their stellar performances in 2022!

The College's after-school program continues to provide students an opportunity to participate in a variety of activities. Using the facilities available at the College, students are able to develop skills in activities such as volleyball, futsal and basketball. The junior and senior gym club was available for students every afternoon in the Edmund Rice Centre. Under the watchful eye of the PDHPE faculty, participants were able gain experience in weight and fitness programs.

Finally, I would like to thank the ERC staff who gave up their time to select, train, manage and coach College teams in 2021; without them the sports program would cease to exist. Also, thank you to our parent community who continue to support College teams throughout the year. Hopefully 2022 will be interruption free, and our students will have every opportunity to be involved in sporting activities, competitions and pathways.

Mr Josh Timpano  
Sports Coordinator

## SUMMARY OF DISCIPLINE POLICIES

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

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

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

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

## STUDENT ANTI-BULLYING POLICY

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

The Anti-Bullying Policy articulates core values that emanate from the guiding principles of *The Charter for Catholic schools in the Edmund Rice tradition*. The touchstones of the Charter underpin the guiding principles of our Anti-Bullying Policy:

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

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

### 1. Philosophical Basis

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

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

### 2. Context

#### Definition of Bullying

The *National Safe Schools Framework* (2011) defines bullying as repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

By contrast, conflict between equals and single incidents are not defined as bullying although, of course, such incidents may require intervention by the school.

Bullying of any form or for any reason can have long-term physical and psychological effects on those involved, including bystanders. <http://www.deewr.gov.au/Schooling/NationalSafeSchools/Pages/nationalsafeschoolsframework.aspx>

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

### 3. The Responsibilities of Edmund Rice College

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

- Manage the Enrolment Application document and statutory obligations (such as Part 5A of the Education Act) so that schools are able to obtain relevant student history that may involve violent behaviour, including bullying, harassment, intimidation and/or threatening behaviour.
- Provide opportunities for training staff in appropriate anti-bullying responses including cyber safety, restorative justice practices, mediation and developing social skills in students.

- Provide documentation that includes plans and procedures for implementing anti-bullying practices.
- Inform and make available to students, staff and parent/carers copies of the student anti-bullying and responsible use of technology procedures.
- Provide education to students, staff and parent/carers about anti-bullying strategies and the responsible use of technology.
- Incorporate student anti-bullying and responsible use of technology procedures within the College's Pastoral Care Policy, which include specific reference to anti-bullying contact information for School Liaison Police and/or other support services available to the school's community.
- Implement a sequential management plan for minimising bullying and cyber-bullying, involving graduated sanctions and appropriate support for all students involved in bullying situations.
- Provide documented advice for students, staff and parent/carers on ways to report bullying/cyber-bullying to College Leadership Team.
- Investigate complaints of bullying and cyber-bullying in a manner that respects the dignity and privacy of those involved.
- Notify parents/carers of bullying incidents involving their children.
- Notify the Police Youth Liaison Officer if the bullying situation has involved violence, threat of harm or alleged criminal conduct.
- Maintain records of bullying incidents and related interventions
- Regularly review and evaluate student anti-bullying and responsible use of technology procedures to ensure they are contemporary and sustainable.

#### **4. Responsibilities: Staff**

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

- Implement the student anti-bullying and responsible use of technology procedures by responding promptly and appropriately to reported incidents of bullying.
- Support the student anti-bullying and responsible use of technology procedures through positive modelling and the promotion of appropriate behaviour.
- Access professional learning to support appropriate anti-bullying responses which could include cyber safety, restorative justice practices, mediation and developing social skills in students.
- Implement all relevant aspects of the College's Pastoral Care/Behaviour policy.

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

- Provide opportunities to students in the positive use of technology.
- Embed critical thinking, values clarification, respectful relationships and developing empathy into learning and teaching practice.
- Respond to bullying and cyber-bullying concerns by providing age appropriate guidance and boundaries so that students can learn to self-regulate.
- Implement all relevant aspects of the College's Pastoral Care Policy.

## **5. Responsibilities: Students**

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

- Follow the student anti-bullying and responsible use of technology procedures regarding student-student, student-staff and student-community member relationships.
- Immediately seek help from a trusted adult if aware of or involved in a bullying or cyber-bullying incident.
- Seek support if bullied and refrain from retaliating in any bullying incident.
- Participate in learning experiences that address understandings, values and skills relating to anti-bullying and responsible use of technology.
- Agree that any social networking site that identifies the school by name or image or implication is part of the school environment and may be dealt with according to the College's Pastoral Care Policy and anti-bullying procedures.

## **6. Responsibilities: Parents/Carers**

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

- Read and abide by the student anti-bullying and responsible use of technology procedures as part of the application for enrolment at the College.
- Work collaboratively with the school in providing opportunities for education on issues related to student safety and wellbeing.
- Notify the school promptly of all bullying situations involving their children.
- Follow the student anti-bullying procedures to report bullying or cyber-bullying, whether actual or suspected.
- Model prudent use of technology.
- Supervise and discuss internet content and time spent using technology to help children grow into ethical and responsible digital citizens.
- Discuss appropriate responses to bullying and cyber-bullying including encouraging children to always disclose to a trusted adult if this occurs.
- Provide expectations of responsible online behaviour including: skills that will enable children to identify the need to leave online situations which place them at risk; how to report inappropriate material or conduct; consequences for inappropriate behaviour, including possible sanctions as outlined in the College's Pastoral Care Policy.
- Provide appropriate protection and safety such as filtering devices for their children when using various technologies.
- Report serious matters of out-of-school hours bullying and cyber-bullying to the Police or other appropriate authority (such as the Internet Service Provider) and, as relevant, to the school.

policies can be found on the College Website

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

## **POLICIES FOR REPORTING COMPLAINTS AND RESOLVING GRIEVANCES**

### **Edmund Rice College's Commitment**

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

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

### **Informal Complaints Resolution**

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

### **How Do I Make a Formal Complaint?**

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

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

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

### **Our Internal Complaints Handling Process**

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

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

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

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

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

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

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

**Confidentiality**

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

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

**Vexatious Complaints**

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

**Our Commitment to Child Safety**

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

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

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



## SUMMARY FINANCIAL INFORMATION

The following graphs reflect the aggregated income and expenditure for the year ended 31<sup>st</sup> December 2021. This data is consistent with that reported in the 2021 Non-Government Schools Financial Questionnaire.

### Summary Financial Information:

- Total income from all sources: ..... \$19,561,676
- Total expenditure: ..... \$20,240,457

