



St Edmund's College

Ipswich

ANNUAL REPORT

2019

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Contact person	Mr Ray Celegato – The Principal

From the Principal

COLLEGE OVERVIEW

Founded in 1892 and an integral part of the local Ipswich community St Edmund's College is a Catholic secondary boys' school in the Edmund Rice tradition. The values of the College are those espoused by the Charter for Edmund Rice Education Australia (www.erea.edu.au).

The Year 7 curriculum is a mandatory program based on the Key Learning Areas. Choice through a unitised curriculum occurs through Years 8, 9 and 10 with Year 10 positioned as a transition to senior schooling. Senior schooling provides a choice of pathways. Students may qualify for direct university entrance or undertake a program which provides Vocational Education and Training (VET) options, work placement and the possibility of gaining a school-based apprenticeship or traineeship.

An extensive Learning Support Program is in place to assist students with learning difficulties and special needs. The College operates a vertical pastoral system ensuring each student is provided with mentors, consistent care and the opportunity to develop leadership skills. St Edmund's offers a broad cultural program and sporting competition through the Association of Independent Colleges.

Our College

SYSTEM	Edmund Rice Education Australia (EREA)
PRINCIPAL	Mr Ray Celegato
ADDRESS	16 Mary Street, Woodend, Ipswich QLD 4305
TOTAL ENROLMENTS	1,025
SCHOOL TYPE	Catholic School in the Edmund Rice Tradition
CO-EDUCATIONAL OR SINGLE SEX	Single Sex - Boys
YEAR LEVELS OFFERED	Years 7 to 12

Characteristics of the student body

Student enrolments

Enrolment category	2017	2018	2019
Total	1,040	1,031	1,025
Girls	N/A	N/A	N/A
Boys	1,040	1,031	1,025
Indigenous	35	36	39
Enrolment continuity (Feb to Nov)	-16	-3	-9

In 2019, there were NIL students enrolled in a pre-Prep program.

Overview

St Edmund's College, is a boy's Catholic School in the Edmund Rice Tradition. It draws strength from more than 220 years of educational mission of the Christian Brothers nourished by the Charism of Blessed Edmund Rice. It is part of a national association, Edmund Rice Education Australia (EREA).

As a member school of EREA, we strive to offer a *liberating education*, based on a *gospel spirituality*, within an *inclusive community* committed to *justice and solidarity* as expressed in the Charter for Catholic Schools in the Edmund Rice Tradition. (<https://www.erea.edu.au/about-us/the-charter>)

As a Catholic School in the Edmund Rice Tradition, St Edmund's strives to meet the needs of all students and their families by creating opportunities that provide for their spiritual, academic, cultural, service and sporting needs within a strong community environment and creatively in a compassionate Catholic context. Our community empowers young men to engage in critical reflection leading to positive action for our world.

St Edmund's is an inclusive community, enriched by Ipswich culture and grounded in the Edmund Rice Tradition, which strives to educate and inspire our young men to live simply and to make a difference.

The College serves students in Years 7 to 9 (Middle School) and Years 10 to 12 (Senior School).

The Academic and Pastoral Programs seek to engage staff and students in learning and teaching that is appropriate for the developmental and age level of the students in the College. Students are encouraged to be involved in all areas of College life, including the many offerings of co-curricular activity at St Edmund's through Service, Sport and Cultural activities.

EXTRA-CURRICULAR ACTIVITIES

SPORT

St Edmund's College is a member of the Associated Independent Colleges (AIC) competition and this remains the focus of our sporting program which has teams compete in the following activities:

- Athletics
- Basketball
- Chess
- Cricket

- Cross Country
- Football
- Rugby Union
- Swimming
- Tennis
- Volleyball

This year has seen the introduction of Australian Rules and Rugby League into the AIC competition. We extended our Rookies program this year to include Swimming, Band, Choir and Rugby League with a Year 6 team representing St Edmund's in the AIC competition.

CULTURAL

The College offers a variety of cultural pursuits for students. Students can participate in the Instrumental Tuition program and then join various bands, orchestras, ensembles and choirs. These groups regularly perform at various College and Community events including Masses and the Brisbane Sings Festival.

The Combined Colleges Musical (with St Mary's College) is one of our annual signature events. This year we performed Matilda at the Ipswich Civic Centre.

This year we saw a record number of Debating teams compete in the APEX competition with the six Year 7 teams providing a good platform for the future of Debating at the College.

POINTS OF INTEREST

We achieved an 85% level of attendance at training and rehearsals across the full range of sporting and cultural activities. Some groups like Tennis, Football, Bands and Choirs had attendance rates as high as 95%.

Parent, student and staff satisfaction

The College uses data from Student and Staff via surveys to consider directions for the future.

Feedback from parents and students is regularly sought in a variety of ways. These include:

1. Consultation with the College Board
2. Consultation through the Parents and Friends Association
3. Staff surveys
4. Staff committee
5. Staff appraisals and reviews.
6. Student surveys and development programs
7. Student mentoring data both qualitative and quantitative is used to set future directions.

The School Renewal Documentation as well as National Schools Improvement Tool data is also used as basis for future action.

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

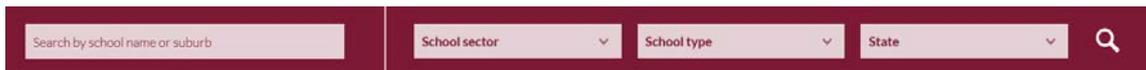
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



The screenshot shows a search interface with a search bar containing the text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	86	63	1
Full-time equivalents	84.6	51.9	0.4

Qualification of all teachers

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	17
Graduate Diploma, Bachelor Degree, Graduate Certificate*	130
Diploma	32
Certificate	48

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Teacher participation in professional development

The major professional development initiatives :

- In 2010, St Edmund's College undertook an extensive range of professional development activities. A brief summary of the key strategic initiatives is given below:
- The percentage of teacher participation in professional development was 100%. In 2018, St Edmund's College undertook an extensive range of professional development activities. A brief summary of the key strategic initiatives is given below.
- Preparation for ATAR
- All teachers undertaking the first year of implementation of the new QCE curriculum, undertook extensive professional learning throughout the year including a full day network meeting hosted through QCAA. Within faculties, Teaching Learning and Assessment Plans were developed and resources to support the implementation of the curriculum were developed in collaborative teams. All teaching staff received regular updates on the progress of this initiative. Many staff were trained to be endorsers and all assessment for Year 12 was submitted to QCAA for endorsement
- Lesson Observations
- The software package, Educator Impact was introduced and teachers participated in teacher observations. Students completed surveys providing feedback to teaching staff about pedagogy via the Educator Impact platform.
- Data Analysis
- Data Software program, Track One was introduced to the College and key staff commenced training in its use. Teaching staff began use of it for Parent Teacher Interviews.

- Literacy
- Literacy was identified as an area for improvement and the Middle Leader Literacy and Numeracy worked with Heads of Department to introduce common strategies including Greek and Latin roots and a Lifting Literacy Program in the Middle School.
- Academic Mentoring
- All students in Years 11 and 12 participated in academic tracking and one to one interviews at the beginning of Semester 2, 3 and 4 in the Senior School.
- Staff Professional Development Conference
- The inaugural Professional Development Conference at St Edmund's College focused on linking the College Pedagogical Framework and practices to the new curriculum and the demands of our future society. The College hosted several highly regarded speakers who gave keynote presentations on leadership, leading teaching and learning, the educational landscape of the future, and the world of the adolescent learner.
- Members of the St Edmund's College staff explore the themes of the conference in their presentations of concurrent workshops and forums throughout the week. Teaching and Learning Middle Leaders who had undertaken professional development in the new Queensland Certificate of Education shared their learnings and led subject-specific workshops in readiness for the new frontier.
- The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

Performance of our students

Key student outcomes

Student attendance

Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school			92.93%
Attendance rate for Indigenous** students at this school			

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Average student attendance rates for each year level at this school

Year level	2017	2018	2019
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

Year level	2017	2018	2019
Year 7			96.67%
Year 8			94.87%
Year 9			94.77%
Year 10			93.87%
Year 11			90.64%
Year 12			91.23%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Management of non-attendance

There is an expectation that parents/caregivers will notify the College via email or phone if their child is absent. This is recorded electronically on the central database system TASS. Parents have access to this information via the Parent Portal and staff have access to this information through the Teacher Kiosk.

The College has processes in place to monitor student attendance throughout the day.

- Teachers mark an electronic roll for their class during Homeroom.
- Where a student is absent, an SMS message is sent to parents/caregivers to advise of absence if there has been no notification of absence provided to the College.
- Teachers of each class are required to mark a class roll electronically.
- Where a student needs to leave a class for any reason, the teacher is required to confirm this movement in the student's Handbook. Movement to meetings, music lessons, counselling etc. requires a student to sign-out of class at either the Student Office, music or Deans' Office and this is recorded on their profile electronically.
- Student attendance is monitored through the Student Office and respective Pastoral Dean and steps are taken to ensure the whereabouts of students are known throughout the day.
- Behaviour Support processes are followed where a student is missing from classes without a valid reason.
- Where a student is disengaging with school, mediation with parents, student, Pastoral Dean and/or Assistant Principal Students will occur. A range of strategies can be put into place such as modified timetables, modified assessment and withdrawal from subjects to enable success in others if required.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2017	2018	2019
Number of students who received a Senior Statement	180	165	137
Number of students awarded a QCIA	1	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	178	154	135
Percentage of Indigenous students awarded a QCE at the end of Year 12	100	100	100
Number of students who received an OP	95	90	71
Percentage of Indigenous students who received an OP	0	33	40
Number of students awarded one or more VET qualifications (including SAT)	107	83	71
Number of students awarded a VET Certificate II or above	64	58	59
Number of students who were completing/continuing a SAT	12	13	9
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1–15 or an IBD	78	80	91.5
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100	96	100

Description	2017	2018	2019
Percentage of QTAC applicants who received a tertiary offer.	99	92	100

Table 14: Overall Position (OP)

OP band	2017	2018	2019
1-5	18	15	19
6-10	27	25	22
11-15	29	32	24
16-20	20	18	6
21-25	1	0	0

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	80	36	27
Certificate II	64	55	50
Certificate III or above	0	1	9

Note:

The values in table 15:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

This College works to support students who left school early. Our HoD of VET, Careers and Guidance Councillors liaise with early school leavers and their parents, to assist early leavers make a successful transition to other educational pursuits, apprenticeships, traineeships or employment.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Assistant Principal Students, Pastoral Dean and Guidance Councillors supported students into alternative educational and training pathways.

Next Step — Post-school destinations

The results of the 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to the College' website in September 2020.